

11/16/14

Mentor Transcript: IC (Toileting, Multiple Languages)

d(Q)	<p>I have a parent who is asking me what to do about their child that will not use the toilet at home? He is the third of three children. The older two attend school and were toilet trained while attending. The child doesn't use the toilet at school either. He says he will go at home. He does not have accidents at school. Should I worry about it?</p>
kristad(P)	<p>The first thing that comes to mind is, "He is trained!!!" He can hold his eliminations for an indefinite amount of time until he can't any longer. A couple of things are calling to me. What are the parents reaction to these incidents? I expect that they are not as casual as you would be at school.</p> <p>You might want to dig in a little to gather some information from the parents during your conference. Ideally, they would have him help in the changing process as much as he possibly could and then let him know that when he needs to use the toilet, either go on his own or ask for help and it will be given.</p> <p>The emotional attachment of parent to child is far greater than teacher and child. Not to say we don't love him, just in a different way than a parent. Another thought is to involve the siblings in the process. Perhaps they will prove more motivating than the parent. A third thought is to create some situations that require use of the toilet before he is able to participate. I am thinking about a trip to the park, ice cream, reading a favorite book etc. If he doesn't use the toilet then the activity happens without him. The parent can express sadness but not shame the child. I would also encourage them to say something to the effect of hoping he will use the toilet next time. Simple, quick and move on. I know this is much easier said by me than done by the concerned parent. I am certain that he will use the toilet when he chooses with complete success, as did their other 2 children.</p>

r(Q)	<p>How do I communicate with a child who isn't speaking. He is 16 months, has 2</p>
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	languages spoken at home and we have Spanish and English spoken at school. I feel so bad for this child.
kristad(P)	<p>While not speaking, this child couldn't be in a better place for acquiring language. Remember, he is in the sensitive period for language. Right now he may only be able to communicate with squeaks, grunts and by pointing. But, his receptive skills will be greater than his expressive skills at this time. It is not uncommon for multi-lingual children to speak later than those who are not.</p> <p>I can assure you that your observation skills will serve you very well with this child. It is my guess that he is communicating with you with his eyes, body and the way he is interacting in the classroom. I would continue to give him opportunities to speak. Giving him choices and pausing encourages him to speak. Watching where his eyes land will let you know which words to give him. Say the words that he is unable to at this time. Little by little, words should come. Your encouragement, coaching and patience will go a long way. I say, feel excited for the language opportunities that he is surrounded by!</p>
a(P)	I have a boy who is well over two, close to three, and he just entered my community in September. He is large in size and commands attention with his presence and it is hard to engage him in work. Any suggestions?
kristad(P)	<p>The way to really have this child engage is through work....this we know. How to attach is another story! You must remember that you are the link to the materials. The more love you show towards the material he is interested in the more he will be interested as well. He may be a child who bounces from work to work without really knowing how much each piece has to offer him. He may be a child who doesn't respond well to a direct lesson. He may take in more peripherally. You might try to invite him to watch a lesson you give another child, then offer him the chance to take a turn.</p> <p>Chances are that he is far more observant than you would expect. If this doesn't work out, then I would continue to offer him lessons and see what he is gravitating towards. It is important to start to work towards having him stay with his choice through completion. This may take quite a bit of collaborative work and eventually, expecting him to stay with his work through completion before moving on to the next activity. He may benefit from a small "break" by joining a group language lesson or a book before returning to his. While not conventional, it could be an approach that meets his needs. Sometimes we must think out of the box for a child in order to get him attached and excited about working. Use your observation skills to really see where this child's interest lies and move forward from there.</p>
kristad(P)	I don't remember if I announced that there will be a Summer Institute session this year for Toddler Community teachers. The date is August 2 and the presenter is Sarah Moudry. You will not be disappointed, so get the date on your calendar.