

Hannah goes without a nappy

WELL DONE!!

Today was the second day that Hannah had been in care without a nappy on. Even on the first day she had no "accidents". But today Hannah managed to go without a nappy for the entire day. Her day incorporated a sleep and even an outing to Bishopdale library. Hannah needed to go to the toilet here (indicated with lots of jumping and grabbing her trousers as if really panicking) so we calmly moved out of the library, then had to walk to the lift and wait for it to get us to the first floor - ALL IN TIME!! Hannah got lots of praise for doing things so well.

Hannah is beginning to recognise the physical feelings or cues her body is giving her about needing to use the toilet.

Hannah used some very creative strategies for communicating her needs to me!

Hannah responded calmly to the task of finding a toilet in time.

Kristina

What's happening here?

This story, from a home-based setting, marks a milestone in Hannah's development.

What does this assessment tell us about the learning (using a Well-being/Mana Atua lens)?

This assessment demonstrates self-help and self-care skills at toileting, which are aspects of the Well-being/Mana Atua strand. The carer makes it clear that Hannah is taking the geographical and physical aspects of this process in her stride, staying calm while articulating her need to go to the toilet and while getting to it.

How might this documented assessment contribute to Well-being/Mana Atua?

This assessment is written for Hannah's family. Families are usually interested in progress with toilet training and want to know whether it is proceeding smoothly. "Well done!!" the record says. Well-being includes being proud of one's achievements.

What other strands of Te Whāriki are exemplified here?

The home-based caregiver recognises Hannah's *communication* cues (in this case, the cues are physical actions), and later stories will no doubt record Hannah's progress in communicating her needs using other forms of language.