

Toileting Resource Evaluation Tool

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Toileting Resource Evaluation Tool

Introduction

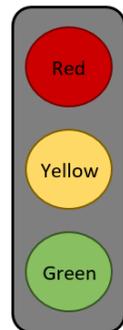
There are many toileting resources available in a range of formats and it can be challenging to identify the most effective. The Toileting Resource Evaluation Tool (the evaluation tool) was developed to assist child care providers and related staff in determining the best resources to meet their needs and those of the people they support.

The evaluation tool helps the reviewer¹ consider whether to use or recommend a particular toileting resource to the learner² and their family/caregivers. It can also help identify and assess any weaknesses and determine whether the effectiveness of the resource outweighs its limitations. The evaluation tool includes a comprehensive description of the [evaluation criteria](#) to support the assessment. Once familiar with the evaluation criteria, the reviewer can use the condensed [print version](#) of the evaluation tool.

The goal of the evaluation tool is to be as objective as possible, while considering the context of the learner and their family/caregivers.

Instructions

The evaluation tool follows a traffic light system, a three-level colour code of red, yellow, and green. To use the evaluation tool, follow the criteria in order, starting with number one. This helps eliminate any harmful resources at the outset of the evaluation.



Red Light – Stop Reviewing!

Selecting a ‘red light’ in the table means a significant issue has been identified indicating the resource could be misleading or harmful, and spending more time reviewing the resource is not warranted.

Yellow Light – Proceed with Caution!

Selecting a ‘yellow light’ in the table means there is something less than ideal in the resource, however the evaluation can continue. Yellow resources may only be suitable for certain learners, families/caregivers, or circumstances and may contain some weaknesses but may not necessarily be detrimental for the overall use of the resource. Carefully consider the evaluation

¹ ‘The reviewer’ refers to the person reviewing and evaluating the toileting resource using the Toileting Resource Evaluation Tool.

² ‘The learner’ is an inclusive term for all people learning to use the toilet, regardless of age.

criteria as a whole before recommending the resource to the learner and their family/caregivers.

Green Light – Looks Promising!

Selecting a ‘green light’ in the table means the information is accurate, appropriate for the learner and their family/caregivers, and the resource is warranted. More ‘green lights’ indicate this may be a high-quality resource.

Evaluation Criteria

Not all criteria in the table apply to each resource, nor will a single resource meet all the criteria. It is up to the reviewer to decide which criteria are relevant for a given resource.

The resource should be assessed based on its intended use and its overall contribution to learning objectives. The ‘notes’ section of the table provides a space to elaborate on how a specific criterion was scored. When the evaluation is complete, these notes can help determine whether a resource’s weakness or limitations outweigh its overall benefits.

TOILETING RESOURCE EVALUATION TOOL

Toileting Resource Evaluation Tool			
Evaluation Criteria	Agree	Disagree	Notes
1. The resource is respectful and promotes a sense of dignity for the learner and their family/caregivers			
2. The resource is appropriate and accessible for the learner and their family/caregivers			
3. The resource is positive and avoids discipline, punishment, or frustration directed at the learner			
4. The resource is evidence based and supports toilet learning best practices			
5. The resource demonstrates safe and hygienic toileting practices			
6. The content is realistic and relatable			
7. The content is suitable for its intended learning goals			
8. The resource is positive or neutral towards social considerations and stereotypes are avoided			
9. The resource represents diversity (as outlined in social considerations)			
10. The resource avoids misconceptions about toilet learning			
11. Toilet learning success is specific to the individual			
12. Any rewards or reinforcements for toilet learning are suitable for the learner and their family/caregivers			
13. Where "signs of readiness" or "potty training ability" checklists are included, the resource remains inclusive of the learner's abilities			
14. The resource is current and free of spelling and grammatical errors			
15. The resource's range of topics (scope) and level of detail are appropriate for the intended learning needs			
16. The resource is well organized and structured			
17. The resource functions as a self-contained unit			

TOILETING RESOURCE EVALUATION TOOL

Toileting Resource Evaluation Tool			
Evaluation Criteria	Agree	Disagree	Notes
18. Interactive aspect(s) of the resource enhance learning			
19. The technical design of the resource is appropriate to the learner and their family/caregivers (e.g. resource construction/materials, visuals, text, easy to use, accessible from a variety of platforms, sound use, timing and pace, and help functions)			
Outcome of the evaluation (decision):			

Criteria Description

The section below describes the evaluation criteria in the table. Included are a number of examples and definitions to support the evaluation.

1. The resource is respectful and promotes a sense of dignity for the learner and their family/caregivers

- The resource does not place pressure on how or when to teach toileting. The learner and their family/caregivers are empowered to choose the approach and timeline for toilet learning most suitable for them.
- The resource depicts learners as individuals, and respected and valued members of the family/community.
- The resource does not make assumptions about the physical, cognitive, social, or emotional ability of the learner and their family/caregivers.
- The resource does not exclude or “judge” families with different approaches to toilet learning.

2. The resource is appropriate and accessible for the learner and their family/caregivers

- The resource is reflective of the physical, social, emotional, intellectual, and creative nature of the learner and their family/caregivers.
i.e. Does the resource take into account any accommodations for learners with support needs?

- The resource’s approach to toilet learning is appropriate for the learner’s current abilities and skill level. The type of resource accommodates the learner and their family’s/caregivers’ preferred learning style.
- The resource’s content and vocabulary is developmentally appropriate and meaningful to the learner and their family/caregivers, taking into consideration abilities and the level of literacy.
- Consider the language(s) in which the resource is available. Where possible, resources available in languages other than English should be considered depending on the learner’s and their family’s/caregivers’ preferences.

3. The resource is positive and avoids discipline, punishment, or frustration directed at the learner

- Toilet learning is a positive experience and the resource portrays it as a natural activity rather than something less than desirable.
- The resource does not embarrass, shame, or punish anyone during any step of toilet learning.
- The resource reflects that accidents and regression are normal and patience may be required.
- Consider the resource’s images and the facial expressions of characters; negative emotions towards toilet learning can affect the learner.

4. The resource is evidence based³ and supports toilet learning best practices⁴

- The resource takes a learner-centered approach.
i.e. People learn to use the toilet in their own way, on their own time, and with differing levels of support.
- The resource encourages communication, patience, respect, and consistency.
- Resources are supported by reputable, evidence-based sources and are adequately referenced or cited, where appropriate.
i.e. Recommended resources for parents/caregivers are created by credible sources such as health care professionals or experts in the field of child development.

5. The resource demonstrates safe and hygienic toileting practices

- Modelling of toileting practices, such as toilet use, is done in an appropriate manner and demonstrates safe practices and common sense.
e.g. The resource depicts the learner sitting on the toilet rather than standing.

³ Best-practice: information, procedures, or recommendations in a resource are found to be most effective, accepted, and supported by high quality evidence and standards.

⁴ Evidence-based: the information and practices included in the resource are based on the findings of current research supported by a strong level of evidence and published by credible and reputable sources.

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- The resource does not contain any information or recommendations that run contrary to established toileting practice or health care advice.
e.g. A resource educates the learner to wipe from front to back (and not vice versa).
- The resource does not depict any unsafe practices: any actions, activities, or situations that may result in harm or injury if imitated, or that may have the potential to negatively impact the well-being or safety of the learner and their family/caregivers.

6. The content is realistic and relatable

- The resource's content enables the learner and their family/caregivers to relate in order to better understand and internalize intended learning outcomes.
e.g. Children's books with human characters or animal characters that act fully like humans would promote better learning than a book with animal characters retaining most of their animal features/behaviours and subtly resemble humans.
- The resource's content represents realistic experiences for the learner and their family/caregivers.
e.g. A book about toilet learning would be realistic if it showed the learner experiencing an accident while toileting.

7. The content is suitable for its intended learning goals

- The resource's content is adequately detailed and supports intended learning outcomes.
e.g. A book about toilet learning would support its intended learning goal if it clearly followed a stepwise process of toilet use, including wiping, flushing, and hand washing.

8. The resource is positive or neutral towards social considerations and stereotypes are avoided

- Any social consideration included in the resource is depicted in a positive or neutral way (see page 8-10 for a full description of the social considerations).
- A resource containing stereotypes should not be recommended.

There are a number of **social considerations**, including:

Gender/Sexual roles

- Portrayal of the sexes and gender-based language are balanced or neutral when possible.
i.e. Resources referring to the learner in the third person alternate between using he/she pronouns to ensure gender balancing. Alternatively, the resource is neutral and does not use gendered surnames and pronouns. For example, a gender-neutral resource may use they/them/their pronouns.

TOILETING RESOURCE EVALUATION TOOL

- The unique experiences or perspectives of the sexes is acknowledged factually and appropriately represented without creating or reinforcing stereotypes and being respectful of all abilities and genders.

Family diversity

- The resource reflects diverse types of families. These include single-parent families, two-parent families, grandparents as guardians, adoptive families, and families with parents of diverse genders and sexual orientations.

Age

- People of different ages are positively portrayed.
- Different age groups are adequately and respectfully represented.
i.e. The characters depicted in the resource reflect different ages at which people toilet learn.

Multiculturalism

- The resource has a balanced and diverse representation of people from various cultures and backgrounds.
- Respect is shown for the language and culture.
- The learner is able to relate to characters as much as possible.

Ability

- The resource is reflective and representative of people of a range of abilities, both physical and cognitive, requiring different levels of support or using the toilet in varied ways.
e.g. The resource includes children who use assistive devices or medical devices, such as a catheter.

Language

- The language and vocabulary used is appropriate for the intellectual or literacy level of the learner and their family/caregivers.
- The use of trendy language, slang, jargon or dialect should be carefully evaluated, considering the learner and their family/caregivers.

Environment

- The resource should reflect the varying locations and environments in which washrooms are situated.
e.g. public washrooms, going to the washroom at school, washroom stalls, urinals, portable toilets, etc.

Overall, the resource supports integration of different personal and cultural contexts

- People come from different backgrounds and may have varied needs from a resource. The resource, where possible, encourages the learner and their family/caregivers to draw on their own experiences to provide context for their learning.
- The content takes an inclusive approach and consider different personal and cultural contexts.
i.e. A resource should not make assumptions about family structure or gender roles of the family, physical or cognitive abilities, or household rules.

9. The resource represents diversity (as outlined in social considerations)

- Social considerations include: gender/sexual roles, family diversity, age, multiculturalism, ability, language, environment, integration of different personal and cultural contexts (see page 8-10 for a full description of the social considerations).
- The resource is representative of diverse populations.
- The resource is representative of the learner's skill and ability, and the learner and their family/caregivers relate to the content and see their context reflected in the resource. It may be important to consider a number of resources together to reflect overall diversity.

10. The resource avoids misconceptions about toilet learning

- The resource does not include misconception about toilet learning. Misconceptions are considered a weakness, however it may not be detrimental for the overall use of the resource.
e.g. Some common misconceptions include: the learner must first use a potty then learn to use the toilet, girls toilet learn before boys (or vice versa), fecal continence is learned before urine continence (or vice versa), the learner must attain a set of prerequisite skills before toilet learning can begin (see #13).

11. Toilet learning success is specific to the individual

- A resource that guarantees results or success should be carefully considered as there is no one-size-fits all method or a single recommended approach to toilet learning. People learn how to use the toilet in their own unique way, within their own timeline, and with differing levels of support.
- The resource is inclusive of diverse abilities and experiences, and does not attempt to categorize learners.

12. Any rewards or reinforcements for toilet learning are suitable for the learner and their family/caregivers

- A resource recommending elaborate or expensive rewards should be carefully considered.

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- Praise and encouragement are often sufficient to reinforce positive toileting practices, however support needs vary and some learners may benefit from tangible reinforcement.
i.e. A sticker chart is an easy and low-cost reward system to support a learner who may benefit from extra encouragement.

13. Where "toilet learning signs of readiness" or "potty training ability" checklists are included, the resource remains inclusive of the learner's abilities

- The resource does not dissuade the learner from proceeding with toilet learning, if the signs of readiness are not all present.
- Carefully evaluate the resource with the understanding that "signs of readiness" are individual. Not all learners will demonstrate some, most, or any of these signs for toilet learning. While appropriate for some learners, resources strongly emphasizing the prerequisites to toilet learning are not fully inclusive of all learners, abilities, and experiences.

14. The resource is current and free of spelling and grammatical errors

- A resource is current if it reflects up-to-date toilet learning practices and information. Some older resources can be useful if the message/story and toileting practices are not out-dated.
- There are no errors in spelling or grammar.

15. The resource's range of topics (scope) and level of detail are appropriate for the intended learning needs

- The resource offers an appropriate level of detail for the learning outcomes.
i.e. A resource intended to introduce the idea of toileting would not be expected to have the same level of detail as a resource intended to teach the full process and steps of toilet learning.
- The content may offer opportunities for further learning or engagement for those interested in pursuing a greater understanding.
- The content is concise, without losing educational or entertainment value.

16. The resource is well organized and structured

- The content has a logical flow and matches the expected ability level of the learner and their family/caregivers.
- The concepts are clearly introduced with a smooth progression between new topics.
- The content is segmented appropriately to avoid overwhelming or boring learners.

17. The resource functions as a self-contained unit

- The concepts are fully developed and complete.
- Any questions posed, or problems presented, are answered.

18. Interactive aspect(s) of the resource enhances learning

- Any interactive aspect of the resource adds value and complements desired learning outcomes.
e.g. If a resource includes sounds effects, these sounds are accurate and relevant to the subject matter and not distracting from the learning goal.
- The learner and their family/caregivers are able to follow the resource at a pace best suited to their needs.
- The resource offers feedback to the learner and their family/caregivers to promote learning.
e.g. instant, positive prompts to encourage the learner to continue.

19. The technical design of the resource is appropriate and suitable to the learner and their family/caregivers

There are a number of technical design considerations to consider. The following technical design considerations are listed by medium:

- Print resources (book, pamphlet, info sheet, presentation, etc.)
- Interactive digital resources (app, website, online game, etc.)
- Multimedia resources (video, song, movie, TV show, etc.)

Print resources, interactive digital resources, and multimedia resources

Resource construction and materials are suitable for the learning environments

- Resource construction is appropriate for the intended use and expected life of the resource.
e.g. If a toilet learning book may be used in the bathroom, it should be made of durable materials that can easily be wiped off and cleaned.

Visuals are high quality, engaging and are appealing to the learner

- Use of design features and layout are optimized for drawing the learner and their family/caregivers' attentions to information.

Text and visuals relate to one another and support the subject matter

- The text or dialogue clearly relates to what is shown in visuals.
- The visuals show an appropriate level of detail for the intended learning outcomes and maturity level of the learner and their family/caregivers.
- Picture Communication Symbols and other visual supports included in the resource are adequately detailed, clearly depict the intended action or item, and are internationally recognized.

The resource is easy to use

- Navigation through the resource is logical and intuitive, to better focus on the content.
- The physical features of the resource are suitable for the learner and their family/caregivers.
i.e. Consider the size and weight of the book, the turning of pages and other physical features of the resource, including its durability.

Accessible from a variety of platforms

- Where possible, the resource should be available or offered on various platforms to make the content accessible to different learners and families/caregivers of all means.
e.g. tablet, iPad, computer, book, etc.
- Consider the cost, format, and availability of the resource before recommending.

Interactive digital resource and multimedia resources

Sound use is clear

- Volume, narration, and background sounds are appropriate for key content to be heard. The volume level is adjustable.
- Narration is clear and effective.
- Sound effects and music enhances the effectiveness of the resource and do not distract from educational content.
- Lyrics are clear and easy to understand.

Timing and pace are appropriate with subtitles available where possible

- The timing of the resource is fast enough to hold the viewer's attention, but slow enough to ensure the viewer is able to keep up with the content.
e.g. Some resources allow the learner to control the pace at which information is provided.
- Accessibility features are available, where possible. The use of subtitles or adequately rich and clear visuals is ideal to promote accessibility of the resource.

i.e. Subtitles are accurately timed and properly transcribed, and other features such as read out loud, closed caption, compatibility with screen readers, strong visual contrast, etc. are available.

Help function is available

- Learners can access help functions when needed.
- Help functions offer immediate and concrete support for problems.

Outcome of the evaluation

Once you have completed the evaluation of the resource, review the overall results. Using the table and its traffic light system, determine the outcome of the evaluation and select whether it is a recommended resource for the learner. More 'green lights' indicate the resource may be high quality. You may choose to add additional notes or comments about your decision in the 'outcome of the evaluation' (decision) section of the table.

If the outcome is not completely clear, count the 'yellow lights' and take a look at the notes. Consider the interests, skills, and abilities of the learner and their family/caregivers when reviewing the 'yellow lights'. Use your judgement and think critically about the limitations of the resource and determine whether the overall use and strengths of the resource outweigh its weaknesses.

TOILETING RESOURCE EVALUATION TOOL

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15. The resource's range of topics (scope) and level of detail are appropriate for the intended learning needs			
16. The resource is well organized and structured			
17. The resource functions as a self-contained unit			
18. Interactive aspect(s) of the resource enhance learning			
19. The technical design of the resource is appropriate for the learner and their family/caregivers			
Outcome of the evaluation (decision):			

References

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