

# CLAY™

## TEACHER RESOURCE PACK



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**SUCCESSFUL TOILET TEACHING FOR EARLY  
CHILDHOOD PROFESSIONALS: READY? SET? GO!**

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# WHY CLAY IS A POWERFUL BENEFIT FOR YOUR SCHOOL

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## MEET CLAY

- ✔ Improve classroom behavior
- ✔ Monitor teacher burnout
- ✔ Upskill your educators
- ✔ Improve teacher retention



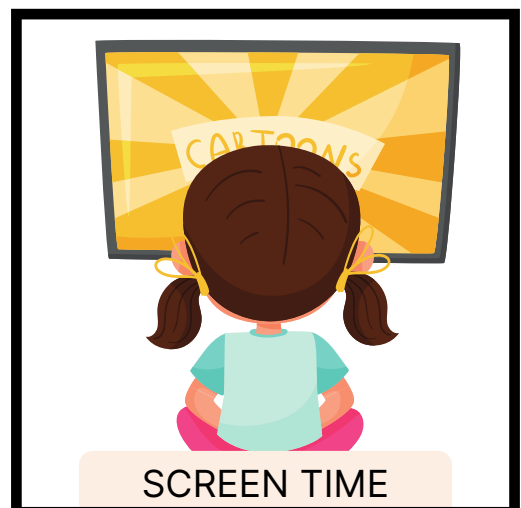
At Clay, we understand that managing disruptive behaviors can lead to teacher burnout, particularly for less experienced teachers. That's why we focus on upskilling teachers with effective tools and strategies, reducing their reliance on directors to handle challenging situations. By empowering teachers to better navigate the behavioral issues in their classroom, Clay reduces teacher burnout and helps create a confident and capable teaching workforce that benefits both teachers and students.

### Transform your classroom with Clay, which includes:

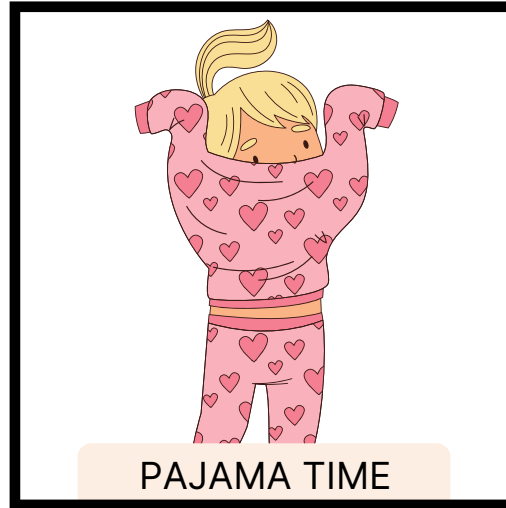
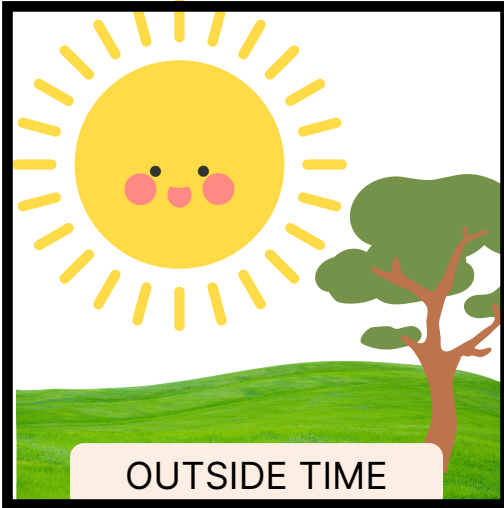
- **A digital behavioral expert** that provides real-time support to teachers, helping them successfully manage disruptive behaviors and reducing their reliance on directors for support
- **Virtual professional development** for less experienced teachers that improves their confidence and competence in managing behaviors in their classroom
- **Easy-to-implement resources** for directors to help prevent teacher burnout and improve teacher well-being, so they show up energized at work
- **Foster better collaboration between teachers & parents** to help families understand how they can support their child's behavior and development.



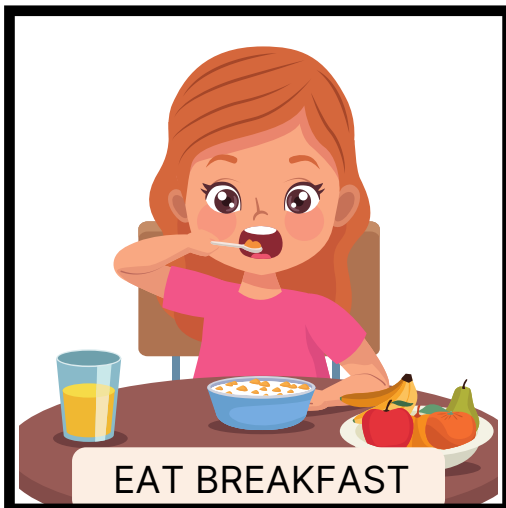
Predictable daily routines provide structure and consistency for young children, supporting healthy social and emotional development. Safely cut out each task card below (or draw your own on empty squares provided). Together with your child, attach the cards to the Morning, Day, or Nighttime Routine sheets! Use laminate, clear contact paper, or velcro stickers for extra durability.



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## TUNING INTO TEMPERAMENT

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Every child is born with an innate personal style. Temperament describes the way we experience the world and interact with others. Tuning into a child's and our own temperament traits can help us understand and problem solve how best to support a child. Please mark the child's initials where you think they fall on each scale, and do the same with your initials.

### TEMPERAMENT TRAITS

#### 01. Activity level

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Does the child have a lot of energy and always seem to be moving or does the child prefer sedentary activities and is more often in an observant and relaxed state?

**very active** ————— **moderately active** ————— **not very active**

#### 02. Regularity

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Does the child have regular eating, sleeping and elimination habits or are the child's habits somewhat unpredictable?

**regular habits** ————— **semi-regular habits** ————— **unpredictable**

#### 03. Approach / withdrawal

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Does the child approach new situations and new people with eagerness or tend to show more hesitancy?

**jumps right in** ————— **moderately eager** ————— **keep to herself**

#### 04. Adaptability

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Does the child easily adjust to changes in routines or situations or does the child have difficulty transitioning to new activities?

**adjust easily** ————— **moderately adaptable** ————— **prefers predictability**



## 05. Intensity

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Does the child react strongly to situations, either positively or negatively, or does the child react calmly and quietly?

**intense reactions** ————— **moderate reactions** ————— **mild reactions**

## 06. Mood

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Does the child often express a negative or serious outlook or is the child generally a positive and cheerful person?

**even & positive** ————— **moderate** ————— **changing & negative**

## 07. Persistence

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Does the child give up quickly when a task becomes difficult or does the child tend to keep trying? Can the child stick with an activity for a long period of time or does the child get bored or frustrated quickly?

**persists** ————— **moderate persistent** ————— **quits quickly**

## 08. Distractibility

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Does the child get easily distracted from an activity or can the child shut out distractions and stay focused on an activity?

**focused** ————— **moderately focused** ————— **distracts easily**

## 09. Sensory threshold

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Is the child bothered by loud noises, bright lights, temperature changes, or food/clothing textures, or does the child have a high threshold and tends to go with the flow?

**sensitive** ————— **moderately sensitive** ————— **not sensitive**

# The Potty Training Readiness Quiz

Potty training is easier and happens faster if your child is truly ready in all areas of child development. The following quiz will help you assess whether you and your child are ready to begin potty training by giving you more insight into what behaviors to look for.

**1**

I can tell by watching that my child is wetting or filling his diaper:

- A. Never
- B. Sometimes
- C. Usually

**4**

When my child communicates her needs, she:

- A. Says or signs a few basic words and I guess the rest.
- B. Gets her essential points across to me.
- C. Has a good vocabulary and talks to me in sentences.

**2**

My toddler's diaper needs to be changed:

- A. Frequently
- B. It varies
- C. Every two to three hours - sometimes less frequently

**5**

If I give my child a simple direction, such as, "put this in the toy box," she:

- A. Doesn't understand or doesn't follow directions.
- B. Will do it if I coach or help her.
- C. Understands me and does it.

**3**

My child understands the meaning of wet, dry, clean, wash, sit, and go:

- A. No
- B. Some of them
- C. Yes

**6**

My child can take his pants off and put them on:

- A. No
- B. With help he can
- C. Yes

7

When I read a book to my child, he:

- A. Ignores me
- B. Sometimes listens, sometimes wanders off
- C. Sits, listens and enjoys the story

9

I think that it's the right time to begin potty training:

- A. No
- B. I'm undecided
- C. Yes

8

My toddler wants to do things "all by myself":

- A. Never.
- B. Sometimes.
- C. All the time!

10

When a family member is using the toilet my nearby toddler is:

- A. Is busy playing and doesn't care.
- B. Sometimes seems interested.
- C. Has been interested and curious.

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## Scores

### Most Answers Are A:

**Wait.** Your little one doesn't seem to be ready just yet. Test again in a month or two.

### Most Answers Are B:

**Time for pre-potty training—get ready!** Your child is not quite ready for active training, but you can take many steps to prepare your toddler for the future. Gradual introduction of terms and ideas will make potty training easier when the time comes.

### Most Answers Are C:

**Your toddler is ready to use the potty!** It's time to start your potty training adventure. Good luck, and have fun!

### Are You Between Scores?

Just like any parenting situation, there are choices to make. If your child is hovering between two categories, it's time to put your intuition to good use. Your knowledge of your own child can direct you toward the right plan of action.

# I AM READY TO START SCHOOL!

Social scripts are a great tool to prepare children for an upcoming transition (starting a new school), to explain a sequence of steps in a routine (brushing teeth), and/or to describe how to behave in different social scenarios (sharing toys, asking for help). Together with your child, create your own social script by inserting visuals and simple sentences from the child's point of view.



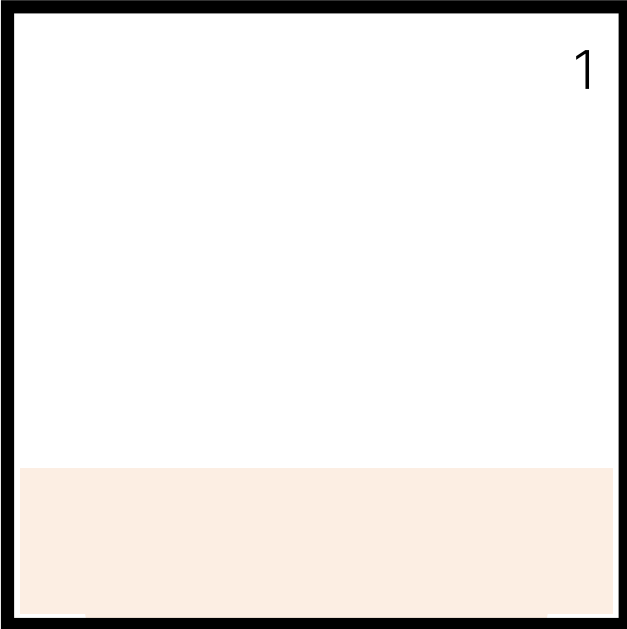
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# SOCIAL SCRIPTS: CREATE YOUR OWN

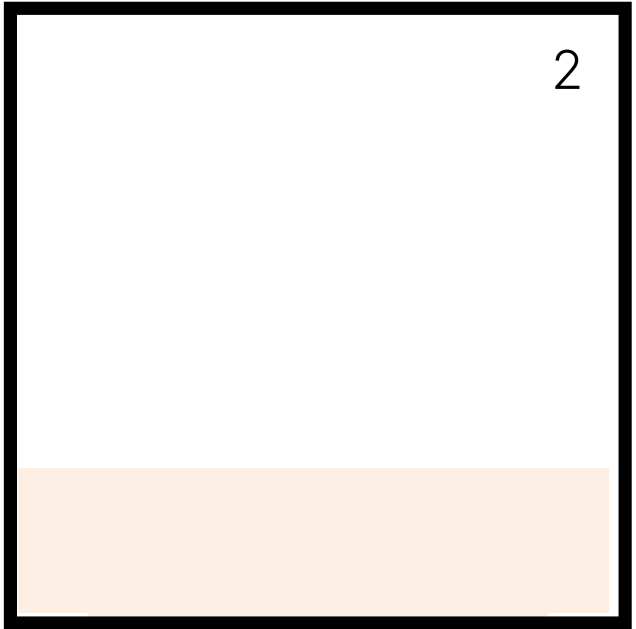
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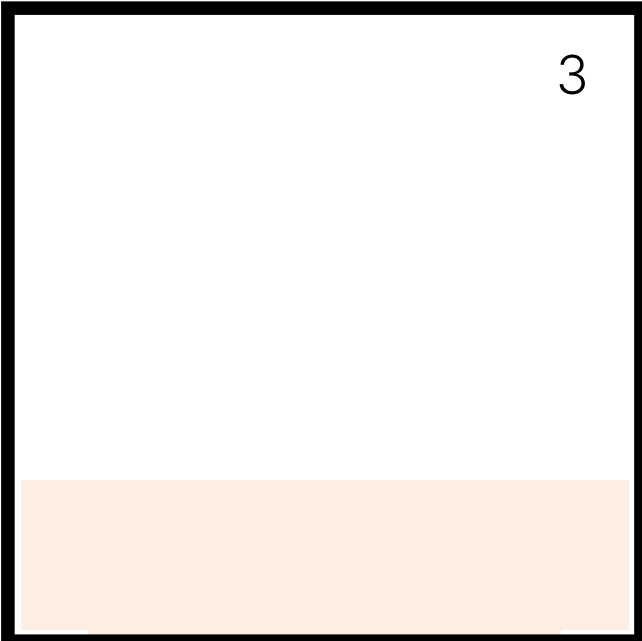
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