

# Podcast ep45

📅 Sat, Jul 26, 2025 2:57AM ⌚ 1:26:49

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00:00

Michelle,



00:04

welcome to the autism mommies potty talk Podcast. I'm Michelle B Rogers, autism mom and life coach. I help parents of children with autism who are pre verbal to start communicating a potty train guaranteed



00:22

you have reached the autism moms potty talk podcast episode 45



00:27

Hey parents. Michelle here and in honor of the summer and what I consider one of the perfect times to potty train, but I actually think every time of year is the perfect time to potty train, here is another Q and A I did this week. I wasn't planning on submitting this as a podcast episode, but it was so good. The questions that were presented were so powerful. I hope you enjoy it. I hope you find the answers valuable, and let me know what you think. Talk to you soon.



00:57

Hey, Samantha, tell me what your questions are. Okay, so my son has not had his bedtime yet, so if you hear things in the background, that's him. Totally fine. Yeah.



01:11

So my son is four, almost four and a half. He is I'm talking about you. He's looking at me.



01:21

He is smart, he is verbal, he is very capable. He knows every part of the potty process will go when you take him.



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But he does not ever say, well, very rarely does he say that he needs to go potty. And we've been working with him since he was 20 months old,



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because we were doing five now, is that right? He's four and a half.



01:50

Yeah, okay, all right.



01:54

And we have tried, you know, like rewards, and don't want to punish them over it, because I don't think that would be good. But, you know, right, everything I can think of, and it's I just don't know what else to do for him. Yeah, no worries. All right, so let me ask a couple questions. So how long is he like? If I take him every hour, he'll have a successfully dry day. Is that? Is that fair to say, yes,



02:19

is he an underwear, or is he in pull ups?



02:21

He is an underwear home, and he is at pull ups for preschool, daycare. Okay, is there a reason for that, like, Can? Can't they take him every hour if he needs to go to the bathroom? They said they were going to take him every hour. They claim they take him every hour.



02:38

I don't believe them.



02:40

And the reason



02:43

he's having accidents, there were issues last year,



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because he does touch it, where he would be sent home, and they would say he had diarrhea. Taryn committee, get out of here days working.



02:56

And then I would find out that, because we take him home and there was no diarrhea, and then I would find out later that No, he did have diarrhea. He just smeared it, and it was gross, so they sent him home. Got it okay? All right, so next year is he gonna be? He's not gonna be in that placement anymore, right? He's going to kindergarten. He is. No, he is. He started a three year old, okay, three or four, and now he's doing four to five, so he won't be to kindergarten until next year. Okay, got it. Okay. What do you think the problem is, because we got a very smart baby here, he can, he can talk. He can. He can express wants and needs, right? He can ask you for like water or going outside things like that, right? Yes. So what do you think smart? He has read. He taught himself to read at about age three. Well, a lot of our babies do. So what do you think the issue is, he knows what to do. He knows what he's supposed to do. In there he goes and uses it successfully with you. What do you think the reason is that he's not initiating on his own, or he's not fully pirate at this point?



03:56

Um, I have two theories, and I don't know which one is correct. Okay, either he because he has a hard time focusing,



04:05

either he gets so into what he is doing that he is not paying attention to his body,



04:11

okay, or okay, like he has some kind of aversion he's



04:17

he he just doesn't want to.



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Um, he can say the word he has said the words to me before?

I mean, he can say the word he has said the words to me before.



04:25

Yeah, no, for sure. Okay, yeah, here's what I think. All right, let me tell you what I think the problem is. So the problem here is that it's not that he's not capable. I don't think it has an issue with I don't think there's like, an issue with focusing or an inversion, because he does use it. The reason why he's not potty trained is because we're still putting him in diaper. Putting them in diapers, and we're sending a mixed signal that this isn't really important, okay, so just totally Yeah,



04:53

go ahead, so I understand why



04:57

go ahead. Sorry, sorry, yeah, no, no, it's okay.



05:00

Okay, I understand why you did it, because the school was saying all of these things were happening, and you kind of felt like your hands were tied. But here's the problem with that, is that if I let the school dictate this, then he's going to keep doing, you know, we're not going to progress forward. It's not necessarily, you know, if we were working together, I think one of the things that I'd want to work on with you is to start rewarding it again. But we have to get the school on board. So even if he has to, even if we're doing it at home first, and then getting to what my my, my kind of litmus test number is, like 80% or better. So like, what we would be doing together is like, Okay, what I'd want to do is we want to re implement a reward system for him going successfully, then we want to start widening that window at home, because we can't. We don't have the schools, they're not being supportive. Yet, we'd be working on that in tandem. So we'd be working on this part at home, and then we'd start widening the window, and then and and looking for those cues. So like, let's say I take him every hour and he has success, and he gets rewarded, and we're doing that for a couple days, and everything's fine. And then we start widening the window of potty and say, Okay, now I'm going to try every hour and 15. And when the hour 15 comes around, and you see, he hasn't gone, but maybe he's doing the pee pee dance, you could just remind him, instead of giving him a full physical prompt to go to the bathroom, say, hey, you know, we've got this awesome reward waiting for you if after you use the potty. And sometimes, if the reward is right, and you really dial it in, he may just try to go as much as possible to get access to it. So we want to get that part 80% or better. The problem here is that as long as I think that he has focus issues and he has some sort of aversion, it's no wonder why this has been such a struggle. Because if I felt that way about my child, I'd probably have a hard time seeing this through too. And even I'd probably have a hard time if the school told me that he fecal smeared that I would even want to push back to tell them. Well, this is what I need you to do. If you know you kind of feel like they, Oh, they have a case to, like, keep him in diapers. Do you see what I'm saying?



06:56

Oh, we've already fought because they were sending him home every week, for some reason, there's



07:05

yet. The problem with what's been going on is it's like you guys haven't been you've been working in parallel, you haven't been working together. So that's why, when I'm working with parents in my group coaching program, I'm saying, Okay, we want to develop a system that works at home and get our reps in, and then we're going to share that information with the school, so that way they're we're not fighting each other, we're working together. That's the difference. But if one hand isn't talking to the other, and I've got a process that works, and they're not seeing it through, or they're just, you know, they have their own thoughts about it, and we're not collaborating, which is like, kind of the relationship I'd like to think I have with with my school and my daughter's team, then we're never, it's never going to click, it's never going to connect, if that makes sense, yes,



07:45

are you with me? Do you think this is bullshit? I'm just trying to make sure. No, I'm 100% with you. We have already re implemented rewards. He has a treasure chest that he can pick out of if he tells us from one to 10. How desirable is that treasure chest? If you had to guess, so, scale from one to 10, right? Now, it is a five, but he asked for it's a five, honey. I ain't gonna do it. I ain't gonna do a non preferred for a five, all seventh love, right? I gotta get I gotta go crazy. I gotta think of something that he claws somebody's eyes out for. Like, Oh, wow, she's bringing out the big guns. Okay, let's go. So let me like, does he like an iPad?



08:26

No, he is not allowed to have an iPad. Why?



08:30

Because



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his father and I agree that we don't do much technology at all. He has very limited TV time. He doesn't get video games. He doesn't love it. Does he love it? Oh, he loves it. Oh, so like, would that be, like, something like that? He loves it. Oh, wow. That would be like a 10, right?



08:33



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I don't know if I could get down on board with that one, because I mentioned I'm not asking, I'm not asking that question. I'm going to tell you what, what I think, and then you can listen. You get to decide this is your baby. My goal as a coach, when parent parents hire me, is to get you to gold fastest. And I'm going to tell you what I think about iPads in a minute. But my question to you is, is it a 10? Would he? Would he do anything for that? Oh, yes. Okay, so now let's talk about my philosophy around this. And you don't have to go out and get on board with it or not. But here I want to explain this. These things are meant to be addictive. That's how they're created. They're created they're created so that you're on them, you're consuming content, you're you're using the device as much as possible, right? They're made to do that. It's actually a very powerful tool, but if it's not in my control, then it's a waste, right? Because if my kid has Gremlin like behaviors and and I have this philosophy, I don't want my kids to have tablet time, or I don't want them to have it, I understand that if it's unstructured, but when it's so powerful and it's under my control, I can use this to teach my baby important life skills they need to thrive. I love fucking iPads and iPhones because I know that what that that because it's so powerful, my kids want access to it all the time, that I could use it as a tool under my supervision.



10:00

And of how much access they have in exchange for doing the non preferred the learning skills of life, including potty training. So for example, in my program, when I'm working with parents, I'll say, Listen, I you don't like iPads. I don't really like them either. Unstructured. I don't like because it creates Gremlin like behavior. But we my kids, have very specific, structured reasoning to have access to it. So like, if my son peed on the toilet, like he was my boy, I'd say, okay, pee on the toilet. You get five minutes iPad. You poop, you get 30 minutes. So you get to pick you could be 10 minutes. Could be 15 minutes, whatever. And then once the time is up, it's got to give it back. And so listen, you can have any other time. Just got to use the bathroom. And my goal, as your coach is like, Listen, I got to get you to goal fastest. And it doesn't change your philosophy on electronics. It's still very much under your control, but now you're using it for yourself, versus just like throwing out a potential, a potentially, really good reward system that could, that could get you a goal and get this done for you. And you don't have to use it forever. It's just, you know what happens for you and me? Right? If I have to go to the bathroom right now and I don't go, I'm going to soil my pants. I'm going to have a mess on the floor. I'm going to embarrass myself, because in a public place right now, so everybody's going to see it. There's a lot of incentive for me to stop the live. Hey guys, I'll be right back, run to the bathroom and then come back on with you. He's going to build up that. But right now, there's no value in it. We want to create a system where going to the bathroom, we have to create the artificial desire, which is like something like the iPad, you can use whatever you want. I just said it's got to be a 10 that treasure chest is nice to have, but it ain't enough for me to want to go and try to go and try to go to the bathroom, but an iPad, let's talk now. If you don't want to use it, you don't have to, but you've got to think on that level, what's going to get that 10 of excitement in exchange for getting that, that that skill on law? Do you understand what I'm saying? Yeah, and it is a personal decision. I respect every parent's decision. I just like to give the full perspective as to why I understand why parents don't like electronics, but like the way I like electronics is just completely under my thumb. If it wasn't that way, then yeah. So I'm in full agreement that kids have too much access to screen time, and we need to regulate it, and is regulated under my control. And guess what? My daughter's potty trained. She's doing all the things. She's earning the right to use it all the time. So, and that's what you can decide, and what you decide to put in as a reward. What ends up happening is eventually

he's going to realize, wow, going in my pants is more work than me just running and using the bathroom right now, he doesn't see that. And that's another thing you could be looking at too, like, okay, am I setting up a situation where peeing and shitting my pants. There's really no negative for me, like, you know, my mom comes in and cleans me up and sends me on my way. There's no negative to it. So why would I change it? Right? So if we're setting up that situation, if he has an accident, guess what? I'm not cleaning it up, you're cleaning it up. And it's not going to be like we're leaving them by himself with the Clorox. Why? So we're going to hand over hand, we're going to dump the shit in the toilet. We're going to throw the undies in the laundry, we're going to wash our hands, we're going to wash the floor, whatever mess we made. We're going to be a part of the cleanup. So I'm making, I'm liking, oh, you know, pooping my pants doesn't really work so well, but when I do it in a toilet, I get all of this love and wonderfulness. Does that make sense? Makes sense? Yeah. So I saw this with luck. I understand your husband.



13:02

This. That's it. And



13:04

then



13:06

if you listen, if you find something else that I always tell my parents, I love using iPad, I go right for the jugular. And they're like, Oh my God, you're really going to take the iPad away or you're going to regulate, yeah, because they'll do anything for it. They're obsessed. And I'm like, That's what I that that obsessed behavior is exactly what's going to get on potty a kids are addicted electronics. Potty Train the fastest.



13:27

I say that with love. And I love it. It's great. And so I'm not saying to make him addicted. I'm saying make him earn it. And then, you know, just like anything else in life, he earns it, he gets it, gets access to it. I bet, I bet he starts using the bathroom on his own. No problem. Susie knows that's that's in play. What I get iPads on? I'm running right now to see if I got to take a



13:47

wiggle. Oh, I will talk to his father and see kind of if that's a go or not. The first time I mentioned it, Samantha, let me ask you this. I think this is a great conversation that we're segwaying into. Is it a go for you after the way we've discussed it?



14:01

11 14:01

Yes, all right, so now it's a go for you. So here's what happens in relationships and families and teaching, right? And because we're going to have relationship with the school moving forward, he's going back to school soon, here's what happens. I sell myself first on what I think is going to get us to goals like shit. I know this. He loves this thing. It's a 10 it's going to get us to goal. I see what Michelle's saying her, and I want to go with it. My dad, my dad. Dad's gonna have a different opinion on this. So I always say, like, you've got to sell it like you like you own it in your mind right now that that this is the solution. Because if I go in and say, Dad, we're just going to use the iPad, and he's just like, No, we're not, we're not doing that. Blah, blah, blah, you've got to come in that, into that conversation with conviction. And the same thing goes for when we have our conversations with the schools, is we've got to go in there with conviction, like, listen, I know with certainty that this is what's going to work. I know my baby better than anybody, and this is what I need, and if he's fecal smearing on the wall, but when they have but they can't acknowledge that they haven't been taking him every hour, which is a very but not very easy request that a preschool should be able to fulfill, is taking your baby to the bathroom every.

15:00

Hour, then I want to know what's going on there, and I'm just going to keep needling at it, and evenly, I'm going to be that squeaky wheel. And until you, you know, work with me, then we're not, you know, not. So you don't be a dick about it, but you just, like, you really just kind of, you have to get into

15:12

a level of, like, once I'm feel confident about a process of, like, teaching a child to pie train, for example, I got to come at my whole support system, his dad, grandma, the teachers with certainty. And when I come in like that, it's like, Dad, dad, I got this. I'm telling you, this is how it's got to be, not like and I'm not saying that we're not going to take dad's opinion into consideration. We are. But I think that when I come into a conversation like, let's say I wanted to buy something like, even if it was my coaching, I'll use that as a great example, right? Because I sell coaching, right? And I wanted to buy coaching, and I was going to tell my husband about it. I've already had with certainty why I want to do this, in this decision I want to make, and I need your support, and it's just logistics, a question of respect and logistics from the standpoint, and that's how I want you to take this, not just with pie training, but with any decision, like when you've made a decision and it feels good to you, and it's like, yeah, I feel that this is the way, that's how you got to kind of approach the conversation. All seventh law

16:08

makes sense. It makes sense, awesome.

16:12

Well, you go, have at it. I can't wait to hear about this baby being potty trained in like, less than a week. Probably, well, if, if he, if he goes for it. I will definitely be on Samantha. Or you the

type of wife that just I know how to make my man go for it.



16:31

Yeah, you are. We got Stephanie. You got this



16:36

all right, but yeah, I mean, he's got it all technically and so, like, when I was listening. Was it Thursday? I was like, okay, he's there. He's there. He can do all those things. The process is done. It's just this last step. And if you could get this last step, we'd be done right right now. There's no like, you have to like, think about it, from the way I'm putting it to you right now. There's no win for Win, win for him to get it. His life does. His life isn't dramatically altered. If he doesn't potty train, he doesn't know one day you're not going to be on the earth to wipe his ass. He doesn't know that it's a baby. He thinks you're going to be around forever to care for him, and we're going to be around as long as we can. But I know you need this life skill, baby. That's why I'm the parent. You're the child, and I know that I'm going to have to push this, and I've got to create an environment. We're doing this. It's just non negotiable. We can't live our lives like this anymore. You're very capable. I can't tell you. Samantha, a boy like your your son, who's able to teach himself to read, who can express wants and needs, who can who can be vocal. There's so many parents in this group that would die for that and that he because, if he's potty trained, he can't go to a mainstream classroom, and that's probably where he belongs. Next year. He might even belong in a better preschool class, but this is the only thing that's holding him back. We can't that's gotta, you know, you gotta put your line, you know, your foot and foot down and like, this has got to get done no matter what. He's totally capable. This is just, I've got to create an environment where this is a non negotiable for him, but it's got to be a non negotiable in my heart, too.



18:01

Make sense.



18:03

All right. Well, you come back if you have any questions, but I'm very certain that your son can do this with the right thank you very much for your time. All right, no problem. I'll talk to



18:15

you



18:18

soon. All right, we have Colleen here, so we have a little bit of a I went live on the Facebook

group because we had a little bit of a cross of signals. My virtual assistant, she put out the emails with a 7pm time. So we've been sending emails out all week telling everybody that today's Q and A was at seven o'clock. But I know that I set the zoom up for 8pm and I actually put the Zoom invite in the Facebook group for 8pm Eastern. So I'm going to stay on here and keep the thing live. And if anyone has any questions, feel free to bring them. Colleen, I see you're here. If you want to ask questions, you can put them in the chat, or if you raise your hand, I can promote you to panelists, like I did with Samantha here. So



19:03

all right, Colleen, you're ready. All right, here we go. So I'm going to promote you to panelists. Your screen is going to blink, and then we'll be able to



19:14

talk. There we go.



19:16

Alrighty, hi, Colleen.



19:20

You just got to unmute yourself, and then we can talk. Unmute



19:25

yourself, and then we can talk. There we go. Hi. Hold on one second here for whatever reason is still as a panelist, let me mute her.



19:42

Wait. Second here, just trying to get her on mute.



19:47

Turn yourself around. Letting me put her on mute. Hold on one second here on the ground, smiling, alright. There we go. Alright, alright. Let me just one.



20:00

Second here. Let me fix this. Okay,



20:04

do we still hear her? We still hear her? No. Or is that your house? Chatter at your house?



20:12

I'm at my house. Yeah, all right. Is it your kids talking in the background? Just want to make sure it's not. Samantha, okay, good. Hi, hi. Okay, perfect.



20:21

What is your question today? Okay, well, I'm kind of coming to this late. I literally just watched a replay of your zoom thing from last week this afternoon and with Gracie. What my problem is is that



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I have been trying. We've been working on trying to potty train her for the last over a year. Now. She's four, okay, has no discernible tells for potty training. My I can't, I can't figure it out. Her ABA instructors haven't figured haven't noticed any for and she's been there for two years like we've been working on potty training, they don't have any tells. We can't tell when she needs to to potty, and she doesn't mind that she just makes a puddle anywhere or poops anywhere, and she won't tell us when she needs to go, no matter how much we've been working with her to try to get her to tell us. So how would have you tried to potty train her? Huh? What have you tried to potty train her? Well, we started with the routine and making it Yeah, and like, just having her go completely without a diaper or underwear or anything, and we had her go with just underwear and not a diaper for a while, and that just led to a lot of messes.



21:41

The routine. Tell me more about that, huh? The routine was we started off every start off with every 30 minutes, go sit on the potty, then every hour, go sit on the potty. At first we seem to be making some progress, but then after a certain point where, if we actually thought she was getting good at it, she would totally regress and stop. I think it's totally a behavior issue, not an ability issue. She, when we get her to sit on the potty, she will occasionally go like use it, but she would definitely prefer to use her diaper, or she would prefer to just go somewhere on the floor. Okay, got it. Were you doing a reward system back then? Or no, we had a reward system. We still have one, a little bit in place. It was she's not she bubbles were her big thing, bubbles or videos on the on the phone. And those worked for a little while, but then she just started wanting to watch her videos and not potty. She just wanted to sit there and watch and watch her music videos on her on the phone, or she would just want bubbles, but she still wouldn't use the potty. Okay?



22:46

That though she's allowed to have have videos now anytime. Yeah, now she is. We stopped using that as a reward system for the for the potty a little while ago. We still only use bubbles as a reward for the for using the potty, but that doesn't seem to motivate her. The video stopped motivating her. That's why we stopped using them. They stopped motivating her because she doesn't have to work for him, right? She can have many times she wants. So



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because I have to show you like what I think is so valuable, I think, more than anything, is awareness of how we're showing up is actually creating the results we don't want. So we have to, if I can show you what about how you're showing up is creating results you don't want, then you can show up differently and get different results. How old she got? You said she four. You said she's four. She turned four in June. Got it okay? So it's really interesting. I always say this, like, I always ask, like, you know, okay, what have you tried pie training, and why do you think it has to work? You told me out of the gate, why you think that your pie training is struggling because you said that she has no towels for potty training. Nobody can tell when she's got to go. She doesn't care she's wet, and this is a behavior issue. So these are the reasons why she can't potty train, but that's not really the reason why she can't buy train. The only reason she can't potty train is because all of those things you think about her make you think she can't do it. So when I go to potty train her, and I say this with love, I'm half assing it at best. I'm starting and stopping. I'm scratching my head, or maybe this is the autism. Maybe I'm thinking there's something of lack that's making it so that she can't do this skill, and has nothing to do with any of that. It's because, but as long as I think that she can't do it because of those reasons, when I go at it like the actual attempt of pie training. I'm not. I'm failing before I've begun. It's like I've set the bar low. And when on her perspective, it's a two pronged problem. The other part is like, she doesn't see the value and go, she's like, Hey, listen, I piss and poop my pants. I use a diaper. I don't see the reason why I would change. There's no reason for me to change. My life is pretty good like this. Whenever I make a mess, mommy cleans it up, Grandma cleans it up, whoever. So I don't why would I change? But if I see her as capable, and I say, Okay, listen, I know she's capable. I know that the things you're saying, she doesn't have to have tells. She does have tells you just not. You're not catching them and that, but you don't need them for body training and that. She doesn't mind making a mess. I don't know kid minds if they make a mess or not. I've got to make it so that.



25:00

This is a problem, right? So the idea here is that I just have to tweak the process, but before I can even get into the actual action supply training, I guess, think better thoughts about her, and she's totally capable of doing this, and she's just playing everybody. And listen, you had a great reward system in place. You had bubbles and videos, but guess what? She said, I just want videos, mom, and I don't have to do this anymore. And you said, okay, and I'm not sure why you said okay, but she's like, great, I love it. And now you're like, well, rewards don't work. Well, yeah, they don't work because you can have them anytime. It's not a reward when I can have access to it at any time, right? So tell me how you're feeling. I know I'm a lot for everybody. So tell me how you're feeling. Does this feel like on point? Do you feel like it's

bullshit? Tell me what you're feeling. I have I'm not. I don't agree with I absolutely know she can do it, and the frustration part for me is that we haven't figured out how to make her it's not that I don't think she's capable, or that I'm approaching it, that she it's not, it's not that you don't I think you have dual beliefs going on. I think there's a part of you that believes that she can't do it because of some of the stuff she said, but there's a part of you that believes she does right. But the problem with having dual beliefs, it's like driving a car with one foot on the gas and one foot on the brake, and I have to burn the boats of disbelief. So like, Listen, I've got to be in a position mentally around this that we are burning the boats and we're not stopping until we get to go, because she is so capable. All that other stuff I want to think is noise and bullshit. I've got to let it go. I say this with love, because I'm not for everybody, but I like to say it direct, so that you can see, like, Oh, if I as long as I think that there's reasons she can't do this, that even though I know that part of me believes she can, it's always going to make it so that you can't get to goal. There's a saying out there called Burning the boats. And I looked up the history of the saying, I love it. It's like, you burn the boats of disbelief. So what does that mean? That they were this, this general, and he took his soldiers to this island for this war, and he said, Okay, before we start fighting, I want you to burn the boats. That means you can't think this. You can't there's no going back. We're either going to win or we're going to die, and that's how you have to be about this. I have to burn the boats of I need to know her tells I need to know that she doesn't care about making a mess. None of that is consequential to me, getting her potty trained. Here's all the reasons why she can. She's so capable, she's so smart, she's so whatever I have to, like, let all of that go. It's a conscious decision, believe it or not. And then once I get to that, then it's all then it's all mechanics. What the biggest reason why you probably struggled with your with the way you were doing is that you weren't taking her enough. That's it. But if I said, Hey, you were just not taking her enough, take her more. And you say, Okay, great. And I hang up with Michelle, and I go do that. And as soon as I have a potty accident, I say, See, she don't care. She's wet. See, she she got autism. This makes it so that's hard. And then I quit again. That's why we have to address the mindset part of this. It's not just the tactical with me, the way I'd see it with her. I want to find something if I she loves bubbles. I mean, she don't get bubbles any other time until she uses a toilet. And you know what? I'm not just going to blow bubbles out of the little wands. I'm going to get the big bubbles. I'm going to get the bubble machine. I'm going to get the bubble I'm going to make this so exciting. If it's a 10, if it's not a 10, then I'm going to find something else. She loves videos and she loves tablet time. Hey, just like that other baby that I just talked to, I love that too. Any baby who really loves a phone or an iPad or great to potty train with, because they'll probably train fast to have anything have access to it. So does this make sense to you? Tell me what you're thinking.



28:15

I'm thinking, we have



28:19

we've tried this



28:22

several times, like we went hardcore for a month and didn't made any and didn't make any

leeway. What I did wrong is that fair? Is it fair to say that you tried for a month and made no leeway? You said she actually did have some some wins. Okay, so we, our process was, we started this over a year ago. She started working on it at ABA, and then we started, once they got to a certain point, she could go, like, every hour, hour and a half or something. Then we they told us to start carrying this on at home and following through at home, we started doing that. And then at some point, she just decided that she that she just, she just stopped making progress, and actually regressed at home. And so



29:10

the thought



29:12

of, yeah,



29:15

like we were just starting for a home we, you know, this is what the the nuances of figuring out, like problem solving, that moment of regression is something that we do in the program, but it could have been something as simple as that, the reward that we've been using for the last month got stale and we need to come up with something else. Or, you know what? Maybe she just needed. Maybe, um, at night, she's a little bit more tired and distracted and she doesn't feel nature calls while she has at center. It could have been so many things, but as long as I make a statement like that, it's so open ended, and it's so left for interpretation. No wonder why I'm struggling, right? Oh, well, it regression. And everybody in autism community, regression is a part of life, but somewhere, somewhere in the autism community, regression means death. And that's not true. It's just like, oh, I had a little bit of a slip. I.



30:00

And I just need to get course correct and get back on it. And if I was honest with myself, and I look back at that time, maybe I wasn't looking at it from a lens of I always say, as a coach, I have the drone view, right? I'm not in the daily fight like you guys. So sometimes when you're tired and you're trying to figure this out, and you're cleaning up poop off the floor, you're done, you're over, right? But like, for them, but like, from my perspective, I say, Oh, she was probably just tired. Oh, you know what? The reward system might have just needed to be refreshed. Nothing majors happened here. We just got it all right, you know what? If I'm if I we were great. Every hour, an hour, hour and a half, it didn't work. Then I pull back, but I don't let myself give myself that blanket statement, because it leaves so much open, and it's such, it's such a discredit to the work that she did to get to that point and that you did too. So I just want you to look at things from that perspective. That's why mindset is 95% of the game. It's not the mechanics of potty training. Everybody knows what to do. You guys know what to do. It's not about the things to do. It's about like when I hit a road bump, what do I make that road bump mean? If she shits on the floor after we've had five great days. What do I make that shit on the floor mean? Or could it just be, you know what? We had a bad day. I just messed up. I didn't

catch the cue. I My timer didn't go off, you know what I mean? But like, it's my I let my brain spin out and say, this is regression, or we're taking a step back, or something has gone wrong, or she, she's made a decision, like, I don't have control, you know, she's living in my home like I don't have control over it. She's made a decision. She's not using the bathroom anymore. That's that's that those are the types of thoughts that are so deadly and that keep us from start, keeps us starting and stopping, starting and stopping.



31:34

Does that make sense? Uh huh. Hey, yeah, it does. It. Does Gracey do it? If I'm if I think about what she's capable of, and you didn't even mention this earlier, that she's actually done this, and that she knows what to do on the toilet, she's just not doing it. Now, I've just got to get creative and like, all right, let me come up with a system that would guarantee success that I'm going to implement. I think, I think sometimes this is a problem too, when we let the school do the starting of this and us, because then we kind of like, lose confidence that we're actually quite capable of doing what the school's doing. So maybe if I took a weekend and I spent time with Gracie and I dialed in a reward system, and four years old, I'd probably be taking her if I'm doing an intensive, which I talk about in the potty guide, if I'm doing an intensive, that means that I'm taking, I'm giving, I'm applying them with lots of drinks and salty snacks. I mean running them around the room so they're Drink, drink, drink, right? And then I'm taking them much more, much more than than every half hour or hour, especially at a four year old age. I would probably start with, like, five minutes on, 10 minutes off, and if she won't sit, then that's where I start. Like, okay, before I even get no intensive, I want to make sure she's happy to sit for three to five minutes, enough for a pee or poop to pass.



32:43

Make sense?



32:46

Okay? Is this helpful for you? Tell me what you're thinking. Colleen, trying to think what to do.



32:53

There's not a whole lot that motivates her, so I'm trying to think what to do, right? That's a thought, right? And a mom before you thought the same thing, right? Excited about that she hasn't gotten already. So here's the thing, right? And I'm just going to put that there's not an a lot that motivates her. And I want you to understand how a human brain works, right? A human brain is not designed to give us a thriving life. It's not designed to give us a potty trained, talking child on the spectrum, right? It's designed for survival. So it's going to tell me all. It's going to feed me all of these thoughts, like their truths, like their facts of life. And I always say, if I have a thought and it makes me feel bad and I'm not sure if it's a truth or not, then I say, Could I submit this to a court of law? And everyone would agree that there's not, there's not a lot that motivates Gracie. And if I can't do that, then that's just the thought error that's trying to keep me in this in the cave a survival brain, which is what we're all born with, wants to keep

things status quo, because it knows we can survive here. So the process of, like, potty training and knowing all of the work that's going to take it kind of like triggers the brain into like, a survival like, fight or flight, and it says it's going to tell you all the reasons why you shouldn't do this. And says, Listen, you know, Colleen, I know you want her potty trained. I know you want her talking and but we can live where we are now changing diapers. So I'm going to tell you all the reasons why you shouldn't go after that once I understand that my brain is always wired for survival first. Then when it says, like shit like that to me, like there's not a lot that motivates her, I guarantee that I could find something that motivates her, and not only motivates her, makes it so she's do anything to have access to it, but as long as I think that there's nothing that motivates her, it's just like it's just as dangerous a thought as she doesn't care if she's wet, she needs to be verbal to potty train. You didn't say that. I'm just using that as an example. Or, you know, there are no tells with her. They're dangerous thoughts, because if I can't prove that as a fact of life or like a court, you know, admissible evidence in court, then I can't think it, because it's only going to



34:51

hurt me. Make sense? Okay? This is what we do my program. So I'm just giving you like, like, if you were in my coaching program, this is how we'd be talking. And I'd say, Listen.



35:00

And we've got mindset calls specifically for stuff like this, where we kind of have to break down, like, how our brains work. If I understand that, my brain is always thinking about survival first, and no wonder I'm struggling with this now I've got to put I've got to make that brain work for me versus against me. And that's kind of what's going on now and then, and then, once you do that, then on my calls, we work on your personalized blueprint, and this is where you're doing this with me. So like, okay, Michelle, we did this, but this happened. Okay, we're going to tweak and this is something you can do yourself, too, by the way, when I when in the mindset of certainty, of like, Gracie can do this, there's nothing, nothing in my mind. I believe, with 100% certainty, I bet my house on it, that Gracie could do this. That's not enough. You've got to believe that too. So when you're in that certainty, though, no matter what, you'll always be able to problem solve, but as soon as you're like, but if you're, if you're shaky, like, kind of like, with some of the things that you're thinking, that's why this happens, where we start and stop, because we're not really sure of the outcome.



35:56

Okay, I'm still, I'm still trying to figure out



36:01

how to where to go from here.



36:04

So the idea here is, first I've got to sit with I got to sit with this man, and you watch back the replay. I'm having it live in the Facebook group. I'll keep it. I'll keep the replay of this open for another day or two. Watch back the code, and watch some of the things you said, and the way you said them, the way you saw you could sell somebody on it like somebody would believe it. I don't believe it because I've seen hundreds of children at this point with less skills than Gracie has potty training, so I know, and Gracie has already done it and done it successfully. We just didn't keep at it. That's it. That's only thing that happened. So



36:36

I know with certainty that this can be done. And you see the way I talk, and I'm like, I know this could be done. This is what I'd be looking at. I'd be looking at. I'd be looking at the reward system. Be looking at how often I'm taking her. I'd be looking at an intensive. I'd be looking at doing the work at home first, and then bringing the school in, not the other way around. And one of the things I wanted to mention on that, for anybody who's listening, the reason why I think it's so dangerous sometimes when we lean on the school or the ABA to do this is because we're like weakening our own power in this scenario, we know our babies better than anybody. Nobody's more capable to teach them the skill than us. Nobody knows their secret sauce like we do. But if because we think that we're not experts in autism and we kind of like relinquish our power to them, that's why I love my coaching program, because it bring gives you your power back as their mom, you not just teach body training. You're going to teach any, teach them anything from now



37:24

on. So for you, like, listen to the training, and I'd start I think about my process, and I'd be thinking like, Okay, I've got to stop believing bullshit things about Gracie. And I don't need her to talk. I don't need her to I don't need her to know, to tell me when she's got to go. I don't need to see her towels, but I will learn them, because, other than doing an intensive potty training session where I'm really focused and I and the intensive instructions are in the potty guide that E guide that you got with this program. And I really do it like that. I am going to see stuff I've never seen before, because I have a different mindset around it, that I know because of all the other things grace can do in her life, and that she's done this in the past, that she can definitely do this. And I would just go at it with an intensive, and I'd be dialing in a hot reward, something of such desire that she'd do anything for it, and she does not get it. She doesn't get to decide, Hey, Mom, you know what? I want to watch that video, and I'm not paying for it. She's not the boss,



38:15

no, honey, if you don't watch, if you don't pee, you don't get the video. And then I'd be really jonesing her. I'd be put putting pictures of the video up on the wall. See, I'm crazy, like, I'll take it right to next level. I want him to Jones for it. I want him to really, like, I'll do anything. Tell me what I gotta do for you, to turn on that TV and let me watch my favorite show.



38:33



38:33

Okay, okay, does this make sense? Yeah, yeah. All right. Well, keep me posted. I think Gracie is totally capable, and she's going to do amazing things. And make sure you watch us back. I think that's going to help you too. Alright, thank you. Alright, Colleen, I'll talk to you soon.



38:53

Okay, so I'm going to stay on for another 10 minutes,



38:58

because we goofed and we sent out i We sent out emails, I think, said seven o'clock,



39:06

and we sent out some texts that said eight o'clock. And we did not mean to do that. So we are going to wait and see if anyone joins us till eight o'clock.



39:17

But yes, so what I could do with this time, just make sure I'm still streaming,



39:26

which I think I am in the potty group.



39:30

Let me verify what we can do at this time is and go over the five steps with you guys. We talked about that. Yep, we're still in the event. We're we talked about that on on last week's potty power. And some people said, I'm from New York. I don't know if you guys knew that from my accent, but I am from New York, and I talk very fast. So some people said, you good. So fast through the



39:53

five steps. Could you? Could you go through them again? I said, well, the replay is coming out, and you could slow me down on the replay, but let me go through that with you now.



40:00

Out while we're waiting for some more brave souls to come forward and get coaching. Don't



40:05

mind



40:06

me having a little bit of cold. I can't get rid of this. It's been crazy.



40:15

Okay, I'm going to share my screen in a second.



40:19

Anyone who wants to join us.



40:23

Feel free to join us. In fact, I'm going to share our link, and I do that real quick. Before I start sharing my screen, I'll share my link. So if anyone is ready to get some coaching right now, they can



40:34

copy that link.



40:38

We are live



40:40

one second here, folks,



40:43

they're ready.



40:46

Everyone,



40:49

everyone, nope. Jen, already did it. Hold on everyone. We're going to just do autism. Body power to our event. There we go.



41:02

Nope, sorry.



41:13

There we go. And everyone,



41:16

alrighty. What I'm going to do is I'm also going to go on. I'm going to talk about the five steps and



41:25

no, you can take them, sure. Um,



41:28

alright, bear with me here, folks.



41:32

Okay, what I'm going to do is I'm going to do something different while we're waiting for folks to come in.



41:39

I am going to go live on my on my Instagram. So let's see if we could do that. I'm



41:47

going to put that right here



41:50

and move that around and, Oh, before I do that, I'm going to share the Zoom link so they can come into the room in case I have to leave.



41:58

Oh,



42:02

bear with me here.



42:13

Copy invitation, send it to myself. I'm



42:23

uh, send it. What we're going to do is we're going to go live on Instagram too, because I messed up on the times, just so everybody knows who comes in or who listens to this. I messed up on my times.



42:36

We said eight o'clock. I said eight o'clock. My assistant said seven o'clock. So we are on early. So don't feel like if you are coming that you don't know what's going on.



42:48

Okay,



42:49

here we go.



42:54

All right, everybody. It's Michelle here, and what I'm going to do right now is for everybody on

All right, everybody. It's Michelle here, and what I'm going to do right now is for everybody on Instagram, welcome if you follow me. My name is Michelle. I'm an autism mom and life coach. I help parents of children with autism get them potty trained, talking and stopping their problem behaviors. So if you have any questions, we're actually having an open Q A tonight, and I'm gonna put the link in the chat. There we go, and let's see if I can pin it. I can pin the comment, perfect. And I'm going to put that there, and I'm going to stay on live and let you guys listen to some of the coaching. If you have questions, you can put it in the chat, but it'd be easier if you just either came into the Zoom Room and got some coaching. If you wanted some coaching, I'm here for it. Okay, so we had done a presentation called potty power about a week ago, and in that presentation, we talked about the five steps to potty training any child on the spectrum. And I'm going to share my screen, which you guys on Instagram aren't going to be able to see, but you'll be able to hear me, so that's good, and we're going to talk about the five steps together. So let me share my screen,



43:59

and we are going to see if some people come into the Facebook, I'm sorry, come into the Zoom Room. If you come into the Zoom Room, I can unmute you, and we can give you, give you some coaching. But in the meantime, while we're waiting for that, I'm going to bring up potty power. Great. Here we go.



44:16

Perfect. Sent a request to be live. Nope, I can't go do live. I can't do any requests for people to be live. I need you to come into the Zoom Room, and then I can take your question there. But what I'm going to do while we're waiting for that is we are going to and I pinned the Zoom Room. You just go to that room and you can join the live zoom I have going on right now. I want to talk about the five steps to potty training, so I'm hoping you guys could see my screen. Let's verify that. Yep, you can. Okay, perfect. So these are the five steps for potty training success. And if you don't know, I have a potty guide that came with, anybody who purchased potty power last week got a copy of that guide. It's got the A to Z of potty training in it. And they also have a podcast called The Autism mommies potty talk podcast. So.



45:00

You can go on there as well, and you can listen to how I potty train, and it's podcasts on Spotify, it's on iTunes, pretty much on all the the regular platforms. But what I'm doing right now is we were having a open coaching call tonight that I had scheduled for 8pm Eastern, and my assistant accidentally sent out the reminders at 7pm Eastern, so I'm going to stay until eight o'clock answer any questions. If you have questions in the Instagram chat, I'm happy to to answer them. But if you can come into the actual Zoom Room that I pinned, that'll make it easier for me to give you some coaching and give you some support. But right now, we're going to talk about the five, five steps to potty training success, and the first one here is we want to anchor the pattern. And what does that mean? That means that once we've committed to potty training our kids on the spectrum, we want to make sure that we're doing things exactly the same. We want to create a pattern for them. You and I have a pattern of potty of using the toilet. We just don't realize it anymore because it's so automatic. So we're going to create that for them, and then, with repetition, with us, keep building out the skill that's how they're going

to learn. So the first thing you want to do when potty training a child on the spectrum is you want to anchor the pattern. So that means same time, same words and the same process, and your child needs predictability more than perfection. So that means that it can be messy. Life is going to be messy. You're saying it's trying to click the Pin link, but it's not working for me. Let me. Let me try and repeat it. Give me one second. Gonna try and repeat that. So people can join the Facebook group and get support. I'm



46:31

going to put all of this here so you can use your dial up as well.



46:36

But alright, I'm going to put this in the chat. Tell me if this works for you.



46:41

There we go. I put, I put all those details in there.



46:45

I don't you know what I think that I don't



46:48

think you can click on links. I don't in chat. I'm not sure. But if you can, you could dial into, there's a one tap dial in, and you can use those to join the room. Okay, so let's talk about step one, which is anchoring the pattern. So I always say to parents, like, listen, when we're creating our first taking our first steps towards potty training, we have to create a pattern. That means that we go, we go to certain times when I say it's potty time, we get up, we stop whatever we're doing, and we go, and we go through the process of using the bathroom. Now, if I have a child on the spectrum and they are super hyper, and I can't even get them to sit, then that's my starting point. I anchor my pattern at that starting point. I always try to meet children where they're at. So if a child will go in the bathroom, they'll sit for a second, but then they'll bounce back up. And that's my starting point. We want kids to be able to sit on a toilet for three to five minutes, enough for a pee or poop to pass. And then once we have that, then we can actually get into like, a potty intensive, where we do a couple days where we're really kind of like, locked in a room attached to the bathroom. The idea here is that we want to give them support where they're at, and we've got to create a pattern to do that. My daughter didn't. Wouldn't know how to brush your teeth if we didn't create a pattern. Like, first we grab our toothbrush, then we get the toothpaste, and we put the toothpaste on the toothbrush. I like to run it underwater for a little bit. Then we brush our teeth. Then we do this section, this section, she wouldn't have known that had I not created that pattern. The same thing applies to potty training. Now, if my daughter didn't like toothpaste or didn't like brushing her teeth, which she didn't, we'd have to build the pattern from where she's at. So it might just be going into the

bathroom, turning on the light, and grabbing the toothbrush, and then we start there, and then we build the steps out as we create fluency at each section. So if Okay, going into the bathroom, turning on the turn on the light, and grabbing the toothbrush is enough. Now it's bringing it to your teeth. Now it's letting me brush your teeth, right? We build out those steps. So this the set. First step to pi train any child is, we want to anchor the pattern, okay? The next step to pi training is we want to create, to create predictable practice. And this is, this is more for you than it is for them. We know we're creating a pattern, but now we want to create a pattern of how predictable it is that we're going to be going. So like, if I say, if I'm practicing a child who who's very hyper, and we're just getting them to sit and we want to practice getting up to three to five minutes, then that's your practice, predictable practice. So I might set a set, of time every hour that we go and we practice sitting. And what I do with a child that won't sit is that I say, Okay, what will they do easily for, like, an easy win. So it could be five seconds, 10 seconds, whatever the case may be, I start there, and then each time we have to go back and practice, I add five seconds. So I put, like a big digital meat timer on the wall in the bathroom, and I set it up so that they can predict, you know, they can practice, and they can watch the numbers. As soon as the numbers go down, then they can get off the as soon as it goes to zero, they can get off the potty. And I give them a little reward for sitting. And then each time they sit, I increase the time that they sit without them knowing it. So if it's 20 seconds, and then I say, okay, you can sit for 20 seconds. Now I'm going to add five seconds to the clock. So this is what I do on the regular to get them up to three to five minutes. This is and so then I say, Okay, now we're going to practice this every hour, every other hour. It doesn't have to be perfect, it just has to be done. So I always say, parents like it doesn't have to be messy. Messy. Showing up is better than not showing up at all. So create.



50:00

Predictable practice potty sits. That means that potty sits aren't optional anymore. We're always doing it. We're creating predictable practice around it. Practices happen with accidents. That means it's okay if we sat on the toilet for three to five minutes and we got off and we pissed on the floor, it's okay. It's a part of predictable practice. As long as we keep practicing, we don't let that be a reason that we stop. And then you don't wait until they're ready. You create the environment that they're ready. And I just talked to a mom who said, you know, she's not interested. She doesn't care if she makes sense. Well, if I had a situation where I had a child that wasn't on the spectrum, but they had a potty train, how would I make it so that they cared that they made a mess? You have to start to think about like the other thing, other thought errors that I'm having, like thoughts that are hurting me about my child. It's making this so much harder. But as long as I show up and I do these steps, there's no way I'm not going to get to goal. Because if I'm, if I'm, if I'm creating a pattern, and step two, I'm, I'm creating predictable practice. The more reps I get, the more likely I am going to catch it and and so that's so that's step two. Step three here is to set up the environment to win. So you want to make sure that you're setting up an environment for your child to win. So what does that look like? That means that we always have a routine, predictable practice, right? We're anchoring that pattern. There's natural consequences. So I like to put something in place where it's like, okay, if, if,



51:15

if they had an accident on the floor, I'm not cleaning it up. We're cleaning it up together. So these are the kinds of things that you want to think about when you're when you're creating

natural consequences. We clean it up together. I don't. I didn't make the mess. Why should I have to clean it? Now, I'm not saying they're going to be great cleaners. They're not, but I want to make it so that they understand, like doing it on your in your pants, it's it's not worth it. It's going to it's going to cause problems doing in the in the toilet, so much better. And we do that with an artificial reward too. But the idea here is to create those natural consequences. And then here's the thing about when I get into potty training and step three of setting up that environment to win, there's zero Grace zones, gray zones. That means there's no secret pull ups. We're no longer going to fall back on a pull up once I get my child to three to five minutes to sit anytime I ask them to, then I don't use pull ups anymore. I'm going to be the only time I'm going to use pull ups is if they are



52:06

sleeping or if they're napping. That's it, overnight and napping. And this is only temporary. And if I'm really committed to potty training and I'm ready to do my intensive when I get to step three, that means that I'm not there's no more secret pull ups to pull up anymore. I'm on my last box, and I'm not intending to buy anymore. Okay, step four in the potty process is respond to accidents right away. So what does that look like? That means that when an accident happens, when I respond to it right away, so that we know that, you know, it's good information for us. Like, Okay, listen, I'm taking him every 20 minutes, and he had an accident 18 minutes. Okay? That means that I probably gotta reel back my time to every 15 minutes, but I don't want to flip out when they go. I used to do this with Juliana. It was terrible. I used to, like, flip out, and it would freak her out and freak me out. And I realized, like, listen, we have to stay neutral. Accidents are a part of the process. It's not body perfection, it's potty training. So what does that mean? So we're going to stay neutral. We're not going to give into give them attention to behavior. So if their feet, you know, and that can go with fecal smearing. And we talk a lot. There's a podcast episode I have called all about poop, and we talk about fecal smearing in that but we don't want to give attention to the behavior, because even with our children, with all children, negative attention, still attention, it means I'm significant, we don't want to reward that kind of behavior. So we just kind of want to be like, Oh, Pete, peed on the floor. Let's go clean it up. Uh oh, you pooped on the floor. Let's go clean it up, and I take it and I make them put put the poop in the toilet. I make them wash the floor. I make them wash their hands. I put the dirty laundry in the in the hamper. They've gotta wash themselves. The idea here is that we're creating an environment where



53:35

we're responding to the accidents in a neutral way, and then we're just going to reset and try again. Potty Training is not perfection. It's not potty perfection. It's called potty training for a reason. So we want to make sure that we're setting them up for success. And then the fifth step to potty training is build towards independence. So as we're doing the potty process, which you can find in the potty guides, A to Z, a potty training is in the potty guide is you want to get, to get to a point where we're thinking about fading your prompts. So that means that we're gonna, you know, okay, let's say I take them every hour. We had a mom I just spoke to that said, Okay, every time she takes her child, every hour to the potty train, to the potty, he'll go. We want to start fading. We want to start, like, separating that time. So it's like, okay, every hour he'll go. But the rewards should still be in place at this point. But then we want to start widening the window. So maybe I take them every hour 15, every hour 30, and one of two

things that's going to happen, either they're going to have an accident and then we're going to clean it up and we're going to reset and try it again, or they're going to start to feel it sometimes will happen at this point is that they'll start to pee a little and then they'll actually run to the bathroom and finish there. But if they don't have that ability to hear hear your call, they're never going to be able to go on their own. So that's the important part. You don't want to care. Part. You don't want a kid that's that's prompt dependent, because then they'll forever need somebody to remind them to go and they don't really know the feeling of like, Oh, I've gotta answer the call. My body, my body needs to release this. So you want to feed the prompts. You want to reinforce success. Reinforcing success is just we want to make sure that rewards are part of this process, even when.



55:00

Going every time I tell them to go, I still want to make sure I'm rewarding success. And you want to keep them involved in the cleanup. You want to make it neutral, and they listen, accidents happen. We're going to clean it up. And yeah, so that's our potty training, five steps in a nutshell. I hope this was good enough for everybody. I think we have some attendees here now, if you were on Instagram and you want to join us. I did put it in. I thought I'd put it in the pin post, but, um, if I didn't, I'm going to put it here now. Please join us. Feel free to join us on this open Q, a call and I will be coaching for the rest of tonight. Bye, everyone.



55:37

Hold on, everybody. You



55:43

hold on



55:45

one second, and then we're going to get to some coaching.



55:54

Alrighty,



55:57

there, perfect. Yeah, alright, if it's a little noisy, I apologize. I'm in a public area. We thought this was going to be



56:00



56:06

we thought this we had a little bit of a time snafu. Some of my emails said seven o'clock. I know I had set the zoom event for eight o'clock, so I've actually been on since seven coaching. I coached a couple of parents. I went through the five step process because I I'm from New York. I don't know if you could tell by my accent, but I am from New York, so I talk very fast. And a couple of people had mentioned in the emails after the event that, hey, can you go over the five steps again? Because you go, you talk so fast. So the replay is up and available.



56:36

So if you have any questions, you can go back and watch that replay. If you need to have access to the replay. It's on the sign up page for my group coaching program. So you can just hit that replay. You'll be able to slow me down, speed me up, slow me down, and I take you through the five steps. And I just did it now too. So, and if you don't mind, I'm in a hotel because my son is on a dance convention, so I'm dual dual. I'm being a mommy tonight, and I am. I'm getting some coaching. So we have Khalid here and Rob. Do you guys want some coaching tonight on potty training? If you do, you can raise your hands, and then I can call on you, and then you can talk, and we can coach you through your questions.



57:14

Well, Khalid, alright, I'm going to have you join us in attending. Oh, both of you. Okay, I'll start with Khalid. I'm going to promote you to panelists. Your screen's going to blink, and then you'll be in Blink, and then you'll be able to unmute yourself and talk



57:29

to me. And on top of all of this, I still have this. I feel it's like long covid. I don't even know what this is. It's like I've been sick for like, two weeks, and I can't get rid of this congestion.



57:39

Khalid, are you there? Yes, hi, how are you good? How are you doing good? Can you hear me around? Yes, I can. I have an 11 year old



57:53

on the artisan spectrum. We tried everything for last few years. He got like party train. Really good last year. But then we were going on a cruise and for the plane ride, we put a diaper on. And ever since we tried, like in the school at home, ABA, he's just not going getting used to it. We take him, we tell him to go to the bathroom. He goes, but if we forget, he doesn't. And we talked to his pediatrician, and he said, You need to see the urologist, because he's not getting the connection from the brain. Is it true? Is it need to be in medication? No. You know what? It's so interesting, if I can't prove it in a court of law, then I'm not allowed to think it. The only time I can think of thought that I can't prove in a court of law is something that helps me to get my

kid potty trained. Here's what happened. I'm not sure why you did this. I understand. I think I have a feeling, you know, you get nervous whatever you're on the you know you're on the flight. What's the worst that could have happened on that flight? He would have just wet his pants, and I have to change him like that has never happened on a flight before, right? So what happened was, is that you brought a diaper back into the fold and he's like, great. I didn't realize I could still have these. I'm going to now declare that I want these from now on.



59:01

So that's all that happened.



59:04

So what can we do now at this point? Yeah, so here's the thing, right? I want to kind of take you through the whole thought process. You actually had him potty trained, which was fabulous. Was he going on his own at that point? Or you still had to prompt him and tell him when to go. He was going on his own like 20% of the time, but 80% we were telling him, yeah, but he still was not having a lot of accidents, yeah, and you still, but listen, you were, you're better than where you were now, right? Right now, if you take him every hour, he'll have a successful dry day. Is that fair to say? Yeah. Okay, so that's fabulous, right? So that's a great starting point. It tells me that he still knows what he's supposed to do. He just doesn't really care enough to go and do it. That's all that's happened here. I've said, uh, when I gave him that diaper back, I gave him a mixed message that this isn't really important enough, and I don't really have to do it. This, this is still on the table, and as long as this is still on the table, I'm still going to use is he still using it? Sitting in diapers now? Or no, he is. Yeah. All right, that's fair. So listen, you're being honest. As long as I keep moving.



1:00:00

Give them to use it, right? So I don't know where to start it again, but to do because the summer vacation, I really want to get rid the diapers. Yeah.



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Also like diabetic, and when his sugar is high or low, he goes in the random times, and that's hard to catch. Yeah? Well, it's, it's not hard to it's hard your brain is telling you it's hard to catch because your brain is fighting to keep him in the diaper. So one of the things I told the mom earlier tonight is that, listen, my my mindset is 95% of the game of potty training. There was something about him going back in that diaper. There was something about your brain telling you to just do that versus keeping him in his underwear on that flight. And we have to understand that a brain, human brains, are not wired for a thriving life. They're not wired for for us to help our kids potty train. Our brains are wired for survival. So what does that mean? Even though I want him potty training, my higher brain wants him potty trained, and we want him communicating, and want him to be as independent as possible, my survival brain is going to fight for status quo. So that means my survival brain, even though it knows I really want these things, knows we can survive just buying diapers, even though it's not sexy and it's not really

what you want, that's not my job to give you what you want. My job is to keep you alive. So I'm going to tell you all the reasons as to why we shouldn't be entertaining potty training or putting them back in underwear. Do you see what I'm saying? So when I unders, like 95% of the game is mindset, because I have to change that first before I go at the tactical if this was a tactical problem, you all would have had it solved. Everybody knows exactly what they're supposed to do to pi train a child. Where this gets money is when I start believing that autism and there's something about him, there's a medical condition, right? A doctor put it in your brain, even though he can't prove it in a court of law either, that there was there. He needs to go see a urologist. He's not making that mind body connection. The Reason's not making the mind body connection because he doesn't have to, he doesn't have to put the work in. You can put him in a diaper. You change it on, right? Who cleans up the mess if he makes a



1:01:54

mess? Are you with me? Colleen, you're on Yes, he was screaming. But did you see I said, Who cleans up the mess? If he makes it,



1:02:04

if he has an accent, me, I don't, my life is great. Your son is like a boy king over there. He's like, everything's dialed in, perfect. I don't want to change anything. I don't want to do any of this. If he does on the floor, he cleans it. But if he does on the bed, of course, I have to clean it. Why? Why Why do you have to clean if it's in the bed,



1:02:24

you're gonna put your feet up and you're not gonna be a part of cleaning it. You are, but he's not. He's not like walking away, you know, unscathed. He's gonna be a part of it. If I have to, hand over hand, rip down the sheet, hand over hand, scrub the mattress, if it got on the mattress, hand over hand, put it in the tree, hand over hand, clean up whatever, you know, underwear, whatever else got best, he's going to be a part of it. I want to create an environment where doing in your pants sucks and doing in the toilet is a win. And I do that by, like, creating a reward system for him to want to do it this way. And if I keep giving in diapers, and there's no incentive for him to use use the toilet, and when I have an accident, I don't have to clean it, then why would he want to change? He's like, boy king over there. Mm, hmm, that's right. You know, our boys are baby kings. I have a boy too. He's my baby king as well, but not at the sake of not knowing things that you need to live an independent life. He's 11 years old. He's above the above and beyond the age. He's done it. He knows what to do. He's just not doing it because it's not really required in your home. You're not making you're making it optional to potty train, though you're sending them sick. I don't care enough about this, about you doing it because I keep putting you in a diaper that you can use to soil yourself.



1:03:39

So So I mean, you know, this is the the actual starting of it. This is what we do in my program. I have a group coaching program that the doors close to tomorrow, and in there, I create potty blueprints. personalized potty blueprints. to kind of help you get this going. And as you get it

blueprints, personalized potty blueprints, to kind of help you get this going. And as you get it going, you keep coming back to me. There's group coaching components of this program where we keep meeting, and I tweak and test the process and send send you off to keep doing it. There's no way we're not going to get to goal. So for you, I guess my first starting point is that I got to start thinking about the way I think about my son, and I start thinking better things about him, and that there's nothing medically wrong with him. The Autism isn't the reason that we can't get this done. I just let him be



1:04:20

boy king here, and that's got to stop. He's following lead. As long as you think he can't do it and you keep showing up in diapers, he's like, great. I don't want to do it anyway. I'm like a human. He's like a human. He's got the survival brain too. His brain saying, Don't do this. Just keep using the diapers. It's fine. She's going to keep cleaning up after us. Watch, all right. There's no value in it for him. So what I like to do is, when I come up with a reward system for this. I want to make it valuable like a 10. What would it be like a 10 in his in his world? If he could have access to it, he would just do anything for it. Do you have anything that comes to mind?



1:04:55

No,



1:04:56

well, that's an interesting thought. The mom before you that I co.



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Said that, you know, there's not much that motivates my child. It seems like such a benign thought, but it's quite deadly, because if I think that there's nothing that motivates my child, then I stop thinking. I stop problem solving. What I say is, why mindset and why coaching I think is so helpful? Why I think my program works so well? It's because I'm giving you your autonomy back in this because there's, there's a part of you that really believes he can't do it. And how do I know that? Right? Because behavior doesn't lie. You may say that you think he's capable, and you know that he can do it, and blah, blah, blah, but you keep buying diapers, the behavior says otherwise. But I keep putting you in diapers. And was so fascinating to me is that he was potty trained. You were going on a cruise, and you got your brain got in your in your head, and it's that your survival brain got in your head and said, Listen, Kalia, we're about to get on this plane, you know, where I'm shitting the shit in the carpet and shitting on the you know, just, I don't even know what vision it gave you. Put them in a diaper, and that was it. And that put everything back, that set you back. And that's all that happened. So it's like, oh, I put, I let diapers be part of our equation. I got to stop doing that. I got to go back to the way it was. And the good thing about where he is is that you don't start from zero. You start from a little bit, probably behind where he was before you went on that trip. And then he's going to pick up real fast. But I've got to put I've got to fix myself. I've got to fix the way I think about him,

because there's no way in hell that if I fully believed in my son's capability going on that cruise that we weren't going to use the airport, the airport bathroom, we weren't going to use the bathroom on the plane. All



1:06:27

said with love. So



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this is the kind of stuff that we this is kind of stuff we talk about all day long in my group coaching program. You're gonna come on these calls. I'm gonna create a customized blueprint. Your brain is gonna feed me some bullshit, like it just did about like there's nothing that motivates him, or I can't think of anything we're gonna we're gonna problem solve through that. I always say to parents who say that they have kids that there's nothing that motivates them, like, okay, so on a rainy Saturday, your kid gets out of bed and he comes downstairs and he sits in a chair and just looks at the wall all day, and they're like, oh, no, of course not. He does this. He does this. And within about five minutes, we can find a few things that would be a 10? No, I think we can give him some, like, snacks that can motivate him, chips. Yeah, right. And then right. And then the process of being and this is what like coaching is great about, is that we want to dial in. And what can I make, like, a 10, like sky high? How can I make an attempt? These are the kinds of things that we strategize. So, yeah, for you, it's just Ross, you just got to get back on the horse and stop by and then pull ups he's done, ready and be ready, like potty training has some messes, and that's okay, you know, you already did it, so you just gotta do it again. We've gotta stay committed. There's no reason whatsoever. This is that a part of Step four, I believe, of the five step process that I just went over, and it's in, we in this report, this training, and that says, you know, we don't, we don't, we don't have, oh yeah, step three, set up environment to win. That means there's zero gray so gray zones, no secret pull ups for cruises, no secret pull ups for a flight. We are committed to this process, and when we don't, this is what happens and it but the good news is that you can get this back very fast. He's very capable. It's going to be, it'll be so it'll be faster than you think, if you're committed. But the first part of of this process isn't the thing to do. It's the thing to believe. I've got to believe better things about myself, that I'm capable of teaching him this, that, and that he's capable of learning this for good. We're not going back. Does that make sense? Yep. Thank you. All right, no worries. I hope this was helpful. Uh, keep me posted, though I'd love to. I always like to hear from my families and see how your babies are doing.



1:08:30

All right, I'll see you soon.



1:08:33

All right, we're gonna put you back to Oh, we lost her already. All right, cool. All right. Who wants to get some coaching tonight? This is an open coaching call. Tomorrow's the last day to join the masterclass Rob next if you have any questions about working with me, I'm happy to

answer them, but



1:08:50

this is what we do all day long in the coaching program. So like you're getting a loan off, you're getting a taste of what it would be like. But let's say, I say, Okay, here's what you're going to do. Go off and do it and you get some progress. You have a follow up question. You hit a road bump, a potty speed bump, as I like to call them, that's what's great about having being in a coaching program. You're gonna have somebody to come back to to talk



1:09:10

to when I hit those bumps. Sometimes life's gonna life us. You know, sometimes you have a situation with Khalid where her child, they went on a cruise and they made out, they just made a little snafu. And if she was in the program, we would have just course corrected that real quick. Probably would have helped her not to do that altogether. But anyway, all right, Rob, you can unmute yourself if you're ready to get some



1:09:31

coaching. Excellent. Very nice to meet you Michelle, and I appreciate you doing this. I'm mad with Long Island too. I'm in Dix hills, and



1:09:43

yeah, very cool. So we, we have a nine year old who's going to be 10 in November, on the spectrum. Very sweet boy. Has a lot of behavioral issues. He has OCD, ADHD, he's on the spectrum.



1:10:00

Him.



1:10:01

And you know, he withholds. And you know, I know that there's one thing to potty train and to get them into the routine,



1:10:11

but he, he withholds to the point that he's almost about to explode. And then, you know, when you kind of say, hey, look, you really got to go. Then he either goes or he starts getting upset, and he can get aggressive and physical. And you know, when you mention it to him, he's like,

Oh no, it's private. I don't have to go, you know? And it's gotten to the point where I wanted to take him on trips, and I've taken him on trips, and you know, it's like, there's certain times when you think that the environment would be different, but it's still a situation where, you know, he just withholds, and it becomes a very difficult thing to try to do things with him and take him out. And you know, you don't want to see him suffer like that. But I don't know what, what's not connecting in his brain.



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Okay, just writing down some of the things you're saying,



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yeah, um, because it's one of because I always like to put the words into, like, a visual, so you can see what you're thinking about him. So when you say withholds, he's just holding his pee, until you either put a pull up on or has an accident or like, or poop to, you know, like, he, you know, and you just take him into the bathroom, and it's like, wow, don't you see how good it is to, like, just relieve yourself rather than hold that in. And it just doesn't sink in. It happens all the time, like, and this past week, you know, he's been going on the potty, doing, doing his thing both times, you know, one and two, and he's and like, but last week, he didn't want to do it at all. And the week before, I tried taking him away, and it kind of got like, aggressive, where it's like, Hey, let's go out to dinner. Go go to the bathroom before he's like, I don't have to go. Meanwhile, we know that, you know, he went and he's wearing pull ups,



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you know, like he's not wearing pull ups during the day. He's wearing pull ups at night, because he still wets the bed at night, and we have him in, you know, whatever the underwear, regular underwear. But you know, there are times when we have to still put him in a pull up because we're not sure if he's going to have an accident, and it's just the aggression is the tough part for us, but it's the withholding that's that's really causing us and causing me some concern, because I want him to live independently. But it's like, if you don't know how to do this, like, we can't go on that plane. Like, I want to take him to Buffalo. He loves hot wings, as I was like, let's go to Buffalo. And he's all excited about it. But I'm like, You got to learn how to, you know, go, because if we're going to be on an airplane, you got to learn how to go. It's just a really tough spot, you know. Yeah, no, I hear it in the way that you're talking about, yeah, no, he's verbal too. Okay, so this is, I mean, he's got some amazing skill sets here, you know, here's the thing, right? It's a two prong problem, if, if I'm thinking, and the way you said this, I mean, it really, it's such a powerful word that he's, he withholds, Michelle. And the way you say it, the way you get, you guys got to listen back to the way you tell me stuff. Way holds it, Michelle, he holds it till he's he's going to explode. If I thought that about my child and I'm trying to potty train him, I wouldn't stick with it either. I'd be terrified. I'd be thinking, something awful is going to happen. And then, and then, and then you said, okay, so then there's that part, right? So that just it feels like shit. Like, who wants to put their baby through that? Right? It's awful. Like, oh, it's it he he's upset. I'm upset he's going to explode. He's holding it so long, Michelle, I can explode. Now, let me tell you something. My son is 10. He tells me, sometimes he'll get up. Now, I don't advocate for this, by the way, he gets up, eats breakfast, goes to school, comes

home, and that'll be the first time he's peed all day. They're they have, um, ladders, the sizes of elephants, right? He's 11. I'm sure you already want to know this about him, so that's the first part of like, I've gotta, I gotta listen to the way I'm talking to myself, because it's really causing so much pain and keeping me in that survival cave again. So let's talk about the other thing that came up. The other thing that came up you said was that he gets upset and he gets aggressive. Here's the problem, right? Because we've rewarded that behavior with not having to go, I've reinforced it so now he's made a connection that if I put up a big enough stink, I'm not going to have to do this. So unfortunately, and the suds suck when they're 11, because they can hurt is that we have to weather that storm and say, No, baby, I'm sorry, you have to go no matter what. And this is the and you know,



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it is forward. The tough, the tough part is, is that as he's getting older, and he's now 70 pounds, it was a lot different than when he was, like 3540 pounds wet, and now it's like trying to manhandle and it just like, why wouldn't you go like, yeah.



1:14:59

And he.



1:15:00

There's that thought, right? Whenever you think, when your brain wants to, I'm going to repeat this again for everybody, maybe for the people that just came in a survival brain is not designed to make this happen. It's made it's, it's, it's designed to keep things the way they are now. So it's going to say awful things to you, so you stop trying to potty train him, Rob like he's going to explode if he holds this so long and he's aggressive, and why won't he do this? Always these open ended, dramatic bullshit questions our brains love to present so that there's no answer to it. So whenever my brain wants to give me something like that, I make myself answer it because I know it's it's just a mechanism to keep me from change. A human brain is designed to conserve energy, seek out pleasure, avoid discomfort. I would be venture to assume that most people think that potty training and avoid change too, right? Because change is discomfort, that potty training has a level of discomfort involved for everyone. So my brain is going to feed me all the reasons why we shouldn't do this. And guess what? He's got a survival brain too, and his brain saying, Listen, you're going to do whatever it takes to keep shitting and piss where you always do, because this ain't worth it for us to change. I don't see any value in wanting to change. So if the behavior flipping out and hitting dad stops him from making me potty train, and it has, because we're being honest, it has, then we've got to break that pattern for him. But I don't just, you know, I want to create, wants to use the bathroom, and that's like, the process that we kind of go through in my program, if that makes sense, yeah. And the issue is, is, like, it's impacting his day at school, because if he doesn't want to school, then he's not paying and he's a brilliant, you know, kid with with math and all this stuff, but it's like, if he can't concentrate because he's so preoccupied with withholding that it's causing his academics, you know, to take a hit in some regard, and his dynamics within the

skin, he's got a one on one para and all that stuff. So we have all the right things to try to get him, give him the help. It's just, I think, that other things are being impacted as a result of this, and we just want to get over the it.



1:17:04

Listen, you can't take him on trips you don't want. You can't take him to Buffalo. He can't probably do, he can't do camp, he can't go to clubs. He can't make, you know, there's lots. He's probably in a classroom that, because he's not potty trained, he has to be in this. This sucks. I agree with you. There has to be a line in the sand as us as parents say, Listen, there's this boy is wholly capable of this, and I've just gotten complacent with the diaper. That's what's for. All that's happened.



1:17:30

He came down before. He's like, are you talking to her? Is she your friend? And he's like, I am potty trained. Don't talk about it. It's private. He's like, I don't do this. So he knows they learn about that private shit at school, and it's, it's a valuable lesson, but now he's using it as a tool to not potty train. You see how smart he is. So,



1:17:51

yeah, he's like, he's like, I don't need that. I'm potty trained. Really. I was like, so tell me that you show me you are. Yeah, no, he's very smart. This is just a boy. That's just his way. And the idea here, so like, what I would be doing with him, it's a two prong approach. First it's I got to start changing the things I think about him. If I can't prove in a court of law that if he holds he's going to explode, then I can't think that that's that's hurting me. It's freaking me out. It's making it so I can't teach him. And I had a mom say, Oh, Michelle, you don't understand. He's 11 years old. Just like yours, but he's a big boy. He's built like a football player. And if I try and, you know, work with him the pie train, he's going to slow, you know, if I make him clean up the mess, I think that's what it was, he's going to scratch at me, and he's going to bite me. He's the only thing I said, You know what, honey, you go with Salvation Army. You get yourself a puffer coat, get yourself a bite coat, whatever you got to do, and you strap that on that you've got his weather, that storm. I created this monster because I allowed that for him to behave that way. He doesn't have to do a non preferred but I don't like to just hit it that angle. I want to hit it from desire too. I want to create an environment where he wants to do it. Could it also be like medication too, you know, like the fact that they take medication. If there is a medication that he's on that has a side effect of incontinence, then, yeah, we certainly want to look at that. If he's wet in the bed, wet in the bed. What I do in my program when I'm working with parents is I want to work on the daytime first, where they were conscious and they can feel nature call, and then we can look at nighttime. That's the only time I've seen some issues, but we've always been able to work through them. This is not this, by the way. It's so funny how your brain wants to give you that, hey, brain, but your survival brain, who's like a dick. He says, Tell her that he's on medicine, and that's probably why you can't hide train. Go ahead, tell her, you know what I mean, you have to catch this stuff in its tracks. The mom before you said something so benign, like, oh, there's not much that motivates my child. It's a deadly thought, because if I think that,

then I think that there that I like it's you so powerless. Do you see what I'm saying? We got him, we got him into jelly beans. And so when he goes, he gets a jelly bean or this brain rot, I don't even know, Rob on a scale from one to 10, what would you say the desire is for that jelly bean?



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It's a seven or eight. He's, he's has, like, an obsession with looking at the flavors and everything else that he's going to pick out. You know, now that.



1:20:00

That's interesting, right? Like, if I how can I take a seven and make it a 10? Like, I do anything for access? Maybe I've got to put the descriptor with the with the photos and the pictures and the and the book with the jelly beans. Maybe he gets only access to read that and hear about the different flavors when he pees. Maybe I make it like, so desirable, like I built get a big glass jar and I fill it with all these delicious jelly beans, and I put a scoop in and say, these are all yours. All you have to do see how I can take a seven and make it a 10. The name of the game. You're really gotta dial in desire. And if I can't even get him to sit and that might be our starting point with him, then then I have to start there. So if I can't get him to comfortably sit pants down on the toilet, then that's where I gotta start. And this is a kind of is the kinds of stuff electronics to do, yeah. So, I mean, we're trying all these different things, but it'd be great to sync up with you, you know. And, you



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know, be able to, here's the thing. I have a I have a group coaching program. I talked about it last week, and I'm going to put the link in the chat so that you have it. We have a special going on that's going to close tomorrow, and then there's going to be a notification that we're raising our prices come Wednesday. So we're not it's not always open door, but we're going to do a last call for anybody who's on my email list, like, Hey, if you're interested in working with me, now's the time, because we're raising the price moving forward, and it's going to be a closed situation where you can't join unless you



1:21:22

you can't join unless you hold on one second. I'm having a little bit of a technical difficulty here. You can't join unless you fill out an application. That's how it's going to be moving forward. Because we're getting so many families in the program. I want to make sure I have the best families, and I want to make sure I give everybody the one on one support like you get on this call. This is an example of how it is when we when we talk on these calls. So in the chat, I put a link to the program. This is the best time to buy it, because you get all those bonuses. But once you're in, one of the things you get is a private 20 minute session with me. And then we can hop on a call and we can really strategize this out like this is what I want you to do. I'm gonna ask you some questions about them. I'm gonna say, Okay, here's what we're gonna do, and that's gonna be your starting point. And then every week we meet on these coaching calls, and you're going to say, Okay, tell me where you tell me how you left off, and you're going to tell

me what you did, what worked, what didn't work. And then we're going to tweak the process until we get to goal. There's no reason he can't do this. He's just he's playing you. You got boy can't you got another we got another boy king in the house where he got everything's dialed in exactly how he likes it. He don't have to change, and he's not going to, right? He's got a human brain like us. It's work, working on the survival too. Like, I'm gonna tell you all the reasons why I don't need the potty train, and his brain's doing the same thing. So I've got to create desire for him to like, once he realizes it, you and I know the convenience, it's so much better to use the toilet. But why don't? Why don't they? Like, you know, have a personal like, awareness of like, Hey, if you just that said, this is survive, your survival. I always have a name for my survival brain one Gollum from Lord of the Rings, because he's like, total asshole. So I want you to add your survival brain is feeding you that question. Answer it yourself. So what's the question again? Why doesn't he want to know that he'll get changed? And it's, it takes too much go. There you go.



1:23:03

Yeah. All right, yeah. Well, thank you. Time to change that shit, right? Yeah. Literally, yeah. Literally,



1:23:12

no, not changing anymore. He's going to use the toilet from now on, but, yeah, I hope you join us. If you have any questions, you let me know. But tomorrow's the last day to join with those bonuses, and then we're going to have a last call next week, and the price is going up. So I hope you join us. Safe travels. Thank you. Thank you. I'll talk to you soon. Alright, well, I think that's a wrap. I think we did pretty good tonight, seeing that the times were all wonky. We coached a lot of families. What we're doing is tomorrow night is the last Oh, Kalia, you got another question? I'll take it real quick for you. Tomorrow is the last day to join the champions for our children master class. It's my group coaching program for parents of children with autism. In that program, there's a self study component, but there's also weekly group coaching calls, three to four a week. One of them is with me, and that's where I'm going to work with you directly to create your personalized blueprint to get your baby potty trained. This is over the normally, over the course of 90 days, but the special that is expiring tomorrow gives you access to me and my team for five months. So once we get potty training done, we could start talking about IEPs. We could talk about getting you off a wait list. If you're on a wait list for services. We could talk about getting them talking stopping problem behaviors, picky eating. We cover that we have, you have a picky eater call once a month in the program. So tomorrow is the last day to join with the bonuses, and then we're going to have a last call for the next five days where everyone in my email is going to be notified that we're raising the price of this program, and it's going to be application only moving forward. And yeah, and so this is the absolute best time to join the master classes. By tomorrow, I put the link in the chat.



1:24:46

Hello, how are you good? I just have a question, how to join it? How to join the master class, the group coaching program? Yes, you just click on this link I put in the chat so you see it, and that's going to take you to a.



1:25:00

Sign up page so you go down, it says, enroll now, and that'll take you right to you put your information in. As soon as you make your payment, you're in, we'll set up your onboarding call. You'll get an there's a bunch of bonuses that come with us. You get the onboarding call. You get onboarding call with my team. You're gonna get five months in the program instead of three. You get your 20 minute private session with me. It's where we can start creating this potty blueprint for your baby. You get a 30 minute session with our one of our behaviorists. You can use that to follow up on my call or use it to talk about something else. You also get a Champions mug. I have a little swag mug that's going to be sent to your home as well. Oh, sweet. Thank you. Are you joining us? Yes. Oh, I can't wait. Awesome, right? Well, tomorrow's the last day to join. But, yeah, this is my husband. Yeah, this is my husband. Zoom. My name is Sadaf, and I'll join, I think, with my name. Alright, no worries. And he everyone who's a part of your baby's like life gets access to this program. So you just share your password, and he's, he's welcome on the calls too. Alright, thank you. All right, awesome. I'll talk to you soon. We'll get these babies potty trained. Bye, everyone.



1:26:07

If you're ready to help your baby now with potty training communication or stopping their problem behaviors, I want to invite you to watch my free 10 minute video training that shows you how I took my daughter with autism from pre verbal to sign language, potty training with a sign to making sounds and then speaking head over to Michelle B, [rogers.com](https://rogers.com), forward slash training. That's Michelle M, I, C, H, E, L, L, E, B, as in boy Rogers, R, O, G, E, R, s.com,



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forward, slash, training, see you. There you.