

Refrigerator Notes & Handouts

Effective Limit Setting



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Effective Limit Setting

“The Importance of being Clear, Predictable, and Positive”



HOME ACTIVITIES FOR THE WEEK



To Do:

- **DECREASE** the number of commands you give to those that are most important.
- When necessary, **GIVE POSITIVE AND SPECIFIC COMMANDS**. Avoid using question commands, “let’s” commands, negative commands, vague commands, and chain commands.
- **MONITOR** and record the frequency and type of commands you give at home for a 30-minute period on the “Record Sheet: Commands” handout, and record your child’s response to these commands.
- **PRAISE** your child every time he or she complies with an instruction.
- **CALL YOUR BUDDY** from the group and talk about how you limit TV watching.



To Read:

- Handouts and review Chapter 7, *Limit Setting*, & Part 3: *Problem 6 (Resistance to Going to Bed)*, in **The Incredible Years** book.

Caution: Remember to continue playing!

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“The Importance of being Clear, Predictable, and Positive”



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- When necessary, **GIVE POSITIVE AND SPECIFIC COMMANDS.**
- **PRAISE** your child every time he or she complies with a command.



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- Handouts and review Chapter Seven, Limit Setting, in **The Incredible Years** book.

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Brainstorm/Buzz—Benefits of Setting Limits

1. What are the possible benefits for your children having clear limits in your home?
2. What gets in the way of setting limits?



Write down the benefits of having clear limits and your difficulties in doing it. See if you can find any solutions to your barriers to setting clear limits.

Benefits of Setting Limits	Difficulties in Doing This

Goal:

I will commit to reducing the number of commands or requests to those that are most important. Instead, I will focus on giving choices when possible, using distractions and when-then commands.

Brainstorm–Rewriting Commands

Rewrite the following ineffective commands into positive, clear, respectful commands.



Ineffective Commands	Rewrite
<ul style="list-style-type: none">• Shut up• Quit shouting• Stop running• Watch it• Why don't we go to bed?• Let's clean up the living room• Cut it out• What is your coat doing there?• Why are your shoes in the living room?• Don't shove salad in your mouth like a pig• Why is your bike still in the driveway?• You look like a mess• Stop bugging your sister• You are never ready• Your clothes are filthy• This room is a mess• Don't whine• You are impossible• Stop dawdling• Hurry up• Be quiet• Why are you riding on the road when you've been told not to?• I'll hit you if you do that again	

REFRIGERATOR NOTES

EFFECTIVE LIMIT SETTING



- Don't give unnecessary commands.
- Get physically close with eye contact, get your child's attention, and give one command at a time.
- Be realistic in your expectations and use age-appropriate commands.
- Use commands that clearly detail behaviors required.
- Use "do" commands instead of what not to do.
- Use your child's name.
- Make commands positive, polite, and respectful. Use the word "please."
- Don't use "stop" commands.
- Make a statement—don't ask.
- Give children ample opportunity to comply (ten seconds).
- Give warnings and helpful reminders.
- Don't threaten children.
- Use "when-then" commands.
- Give children options whenever possible.
- Make commands short and to the point.
- Support your partner's commands.
- Praise compliance or provide consequences for noncompliance.
- Strike a balance between parent and child control.
- Encourage problem solving with children.
- Make commands positive and respectful or children will learn to ignore you



Clear Commands/Requests-Start With Please...

"Walk slowly."

"Keep your hands to yourself."

"Talk softly."

"Play quietly."

"Come home."

"Color it black."

"Please put the clothes away."

"Please go to bed."

"Keep your hands to your own body."

"Keep the paint on the paper."

"Wash your hands."

"Set the table."

"Make your bed."

Unclear, Vague, or Negative Commands/Requests

"Let's put away the toys."

"Why don't we go to bed now?"

"Don't yell."

"Shut up."

"Stop running."

"Wouldn't it be nice to go to bed now?"

"Hand me the bread, will you?"

"Be nice, be good, be careful!"

"Watch it."

"Let's don't do that anymore."



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Home Activities

RECORD SHEET: COMMANDS/REQUESTS

Date	Time	Commands Given	Child's Response	Parent's Response
Example	5-5:30 p.m.	"Put the toys away"	Child puts toys away	"Thank you for putting the toys away"
1st day				
2nd day				
		Example of When/Then Command		

1. How many play sessions did you have this week? _____

2. What positive behaviors are you working on praising? _____
