

Setting Limits

cath.gunn@stockport.gov.uk





This session we will explore:

- Setting limits, language for limits.
- Button pushing
- Family values

Setting Limits

- Make sure you have your child's attention first
- Say clearly, in simple, plain language what **behaviour you expect to see**
- For young children, give one command/instruction at a time. As they get older, two or three can be used
- Do not give your child the option of saying 'no' by framing the request as a question e.g. 'do you want to put your shoes on?'
- Tell your child **what to do** rather than what *not* to do



Setting Limits



- What does 'setting limits' mean?
- What limits do you currently set?
- How do you currently set limits?
- Why is it important ?



Setting Limits – Traps we might fall in to:

Giving vague
commands

Failing to get the child's
attention first

Giving a long string
of commands



Stop commands

Tone of voice

Questions,
questions...

Tips and Tricks...

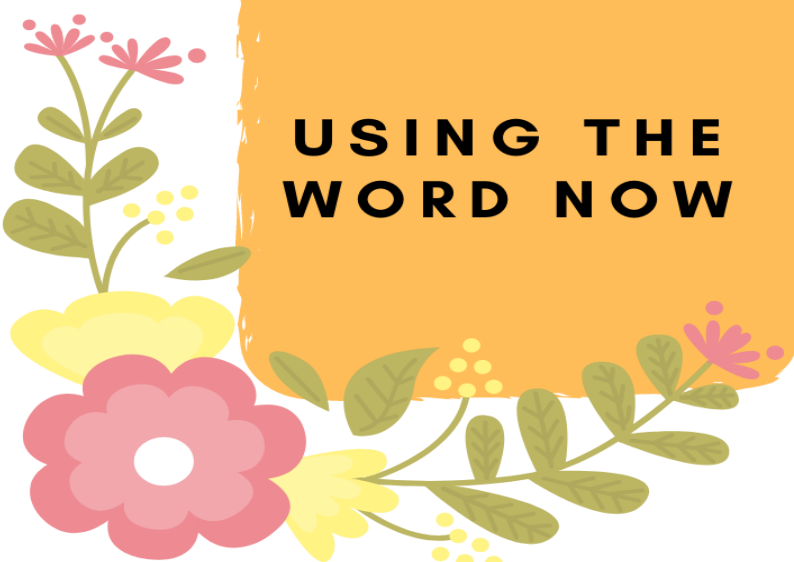
**BE MINDFUL
OF YOUR
FACIAL
EXPRESSIONS
AND BODY
LANGUAGE**

**BEING
AWARE OF
THE TONE
AND VOLUME
OF YOUR
VOICE**

**SAY WHAT IS
ALLOWED
WITHOUT
TELLING THEM
WHAT TO DO.
WHEN- THEN**



**GIVE 2
POSITIVE
CHOICES OR
ALTERNATIVES**



**USING THE
WORD NOW**

**AWARENESS
OF
THOUGHTS,
FEELINGS AND
BEHAVIOURS**



**PRAISE WHEN
THE CHILD
COMPLIES**

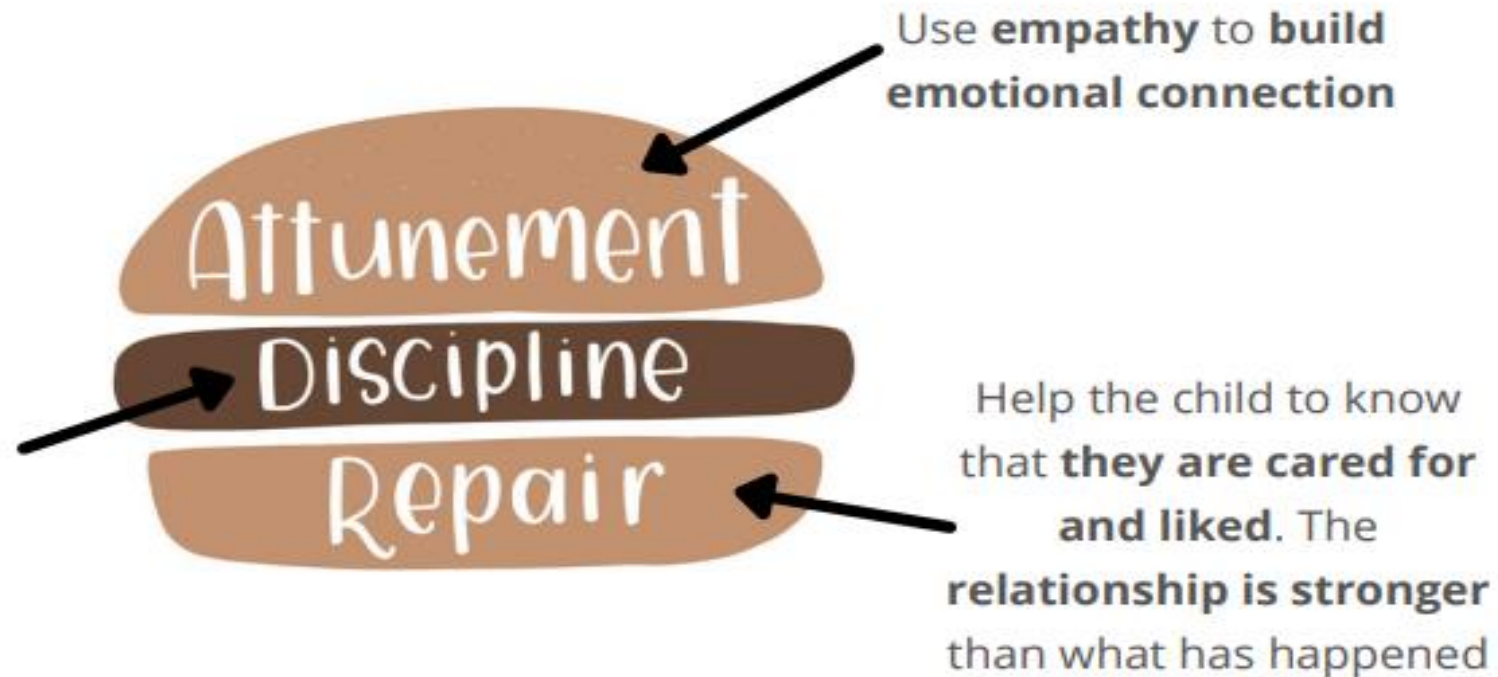
Approaches:

THE PARENTING SANDWICH

Discipline, in the form of boundaries and consequences, is important at times, but it works best sandwiched between lots of attunement and relationship repair.

Remain **calm, warm and empathetic**, whilst being clear about the boundary (what isn't allowed) and the possible consequence (if – then).

Avoid anger



*If-then statements help to set boundaries and teach cause and effect.
I.e. **if** you break something, **then** you won't be able to use it.

THE TWO HANDS OF PARENTING

Connection with correction is an approach that encourages high levels of warmth and nurture alongside age appropriate behaviour strategies. It can be thought of as the two hands for parenting:

Hand One - Provides warmth and nurture and allows children appropriate autonomy matched to their developmental age (**connection**).

Hand Two - Provides structure, discipline and boundaries (**correction** - behavioural support)

A child needs both
of these to thrive -
**connection and
correction.**

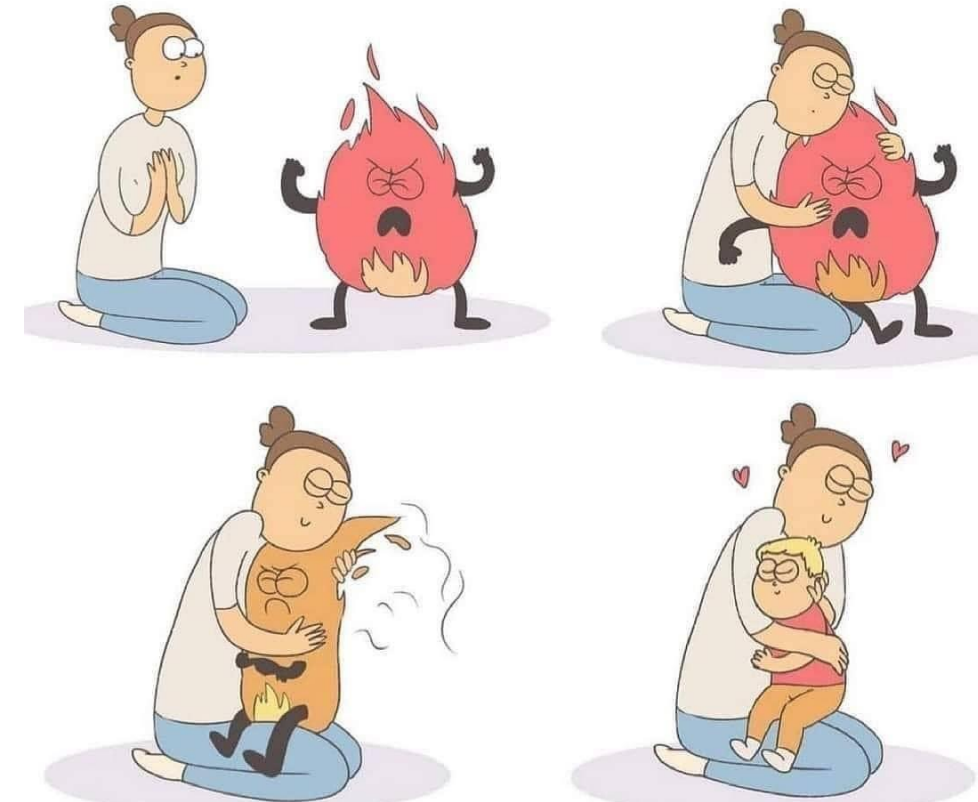




<https://youtu.be/2rJ0QbvKHjc>

Dr Pooky Knightsmith (YouTube)

Lots of short videos with tips and ideas for supporting anxious children, including the 'I Can' cycle (Stairway to Bravery) and breathing techniques / stock phrases for helping children to feel safe and calm.



Original: @realnasty
Adaptado: @mamidentes

It's all in the language...

- “**Thank you** for putting your toys away / Put your toys away **thank you**”
- “I **need** you to..... / I **expect** you to.....”
- “**When** you’ve put your toys away, **then** we can get that game out / **When** you’re speaking to me calmly, **then** I’ll listen / When you’ve finished your homework, **then** you can go on your Xbox”
- “Set the table **now**, thank you”.
- “You can do your homework now **or** after tea / You can wear the white socks **or** the grey socks”
- “I realise that you’re frustrated about coming off your Xbox, **but I need you to** set the table now”



It's all in the language...



don't run → walk, please

leave him alone → come here & play

stop yelling → quiet voice

don't whine → take a breath &
try again

no hitting → hands to self

stop interrupting → say, 'excuse me'

it's not a big deal → let's work
through this



It's all in the language...

What's wrong with you?

Attention seeking

Disruptive

Obsessed

Won't

What happened to you?

Attention needing

Dysregulated

Passionate

Can't



@pookyh



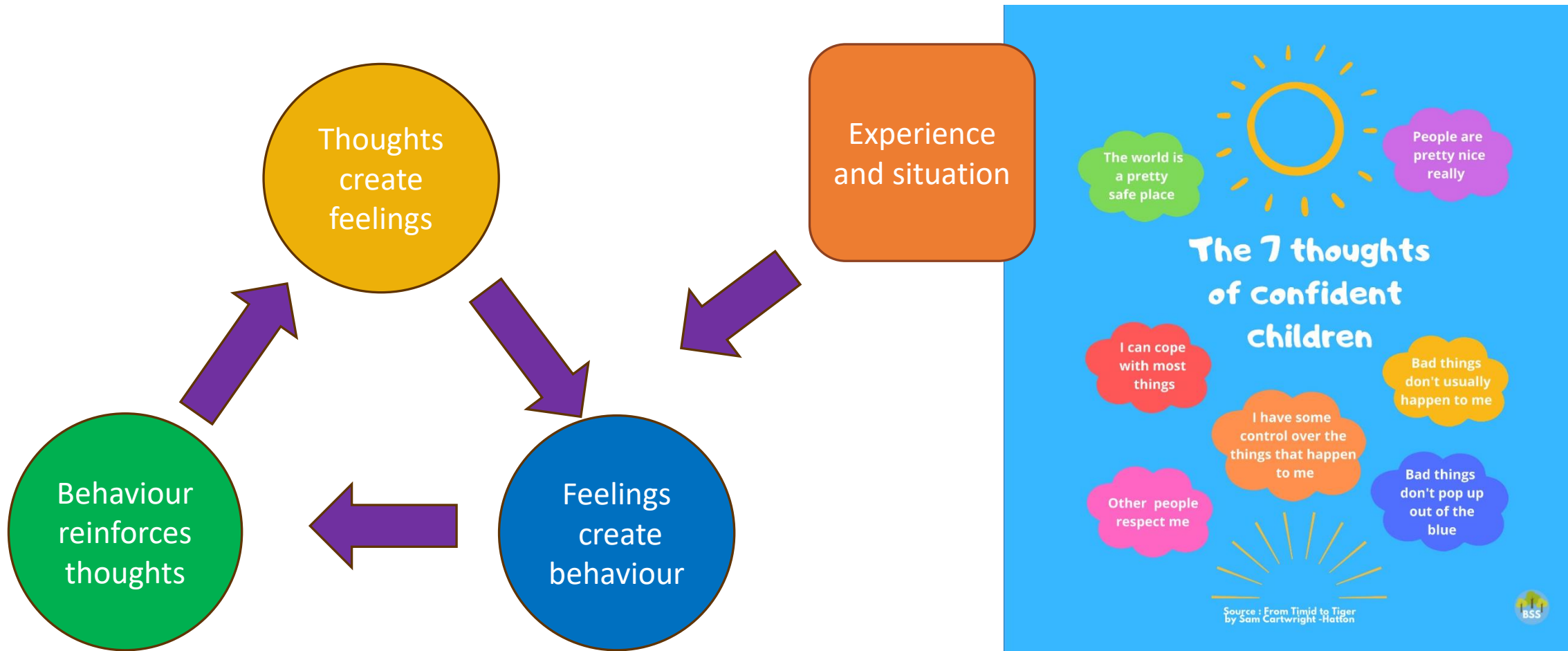
**"EVERY TIME YOU THINK
OF CALLING A KID
"ATTENTION SEEKING"
THIS YEAR, CONSIDER
CHANGING IT TO
"CONNECTION SEEKING"
AND SEE HOW YOUR
PERSPECTIVE
CHANGES."**

-Dr. Jody Carrington

mrsspeechieP



How might setting limits develop the 7 Confident Thoughts?



Managing our own Thoughts, Feelings and Behaviours when parenting



https://youtu.be/01dLO7e9heU?si=E_nfkfiUkhIIQ1Fz

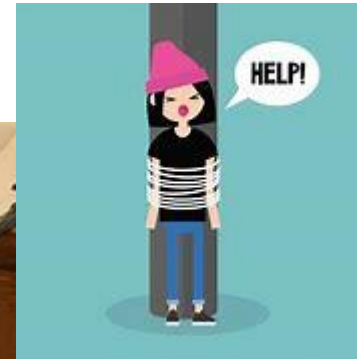




Creating a 'button pushing plan'

Which behaviours 'push your buttons'?

How might we respond to those behaviours in the heat of the moment?





Creating a 'Button pushing plan'

- 1. Recognise 'Button Pushing' behaviours; Realise how successful your child is at getting your attention and getting a reaction.**
- 2. Separate 'Button Pushing' from personal attacks.**
- 3. Establish unacceptable behaviours**
- 4. Create an 'Exit and Wait Statement' e.g. move to another room or divert your attention to something else, to give some space.**
- 5. Appropriate consequences or reward**
- 6. Who are my back-up supporters?**
- 7. My plan to get back with my child and problem solve**



Act Calm



De-escalate
the Situation



Acknowledge
Feelings



Clipart by Kate Hadfield & Sarah Pecorino

Steps for Managing Challenging Behaviors

www.thepathway2success.com

Problem-Solve
Together



Think
Reflectively





Behaviour



Step back

Stop and regulate your own feelings



Connect

Using PACE, listen, validate feelings, comfort, help your child calm.



Correct

Limit setting, use natural consequences (when child is ready and calm), talk about what other ways your child could have managed the situation, suggest alternatives, teach other ways to express the emotions.



Repair

Acknowledge to yourself and your child that it was difficult.
Tell your child that you love them and that you will help make things easier.
Apologise for your role in what happened e.g. you hadn't understood what was going on.
Take responsibility for what you could have done differently.



Reflect

Think about what you could have done differently
Consider why your child behaved that way
Think about what you will do next time
If you found it hard, ask yourself why that may be.
Help your child reflect on what happened and link in their feelings and behaviours.
Think about what triggered the behaviour.
Reflect on your own and with your child.

Family rules and values

What Are Our Family Rules?

- 1.
- 2.
- 3.

What Are Our Family Rules?

- 1.
- 2.
- 3.
- 4.



- Clear, consistent and fair limits/rules can reduce power struggles because children won't need to constantly test to discover where the boundaries are.
- Make sure that the limits/rules that you set are in line with your child's development and support their natural drive to explore, learn and practise new skills.
- Setting some family rules can be helpful. It can help the family feel more connected and work as a team. If children are involved in creating some of the rules, they are more likely to follow them.
- If reoccurring behaviours are causing problems at home, having a family meeting can be useful to explore one another's views, and find some solutions.

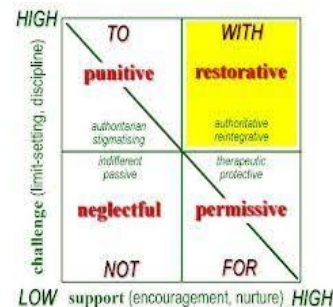


designed by freepix



Family rules and values

Playful Notes





Thankyou for listening!

Happy to answer any questions you may have.