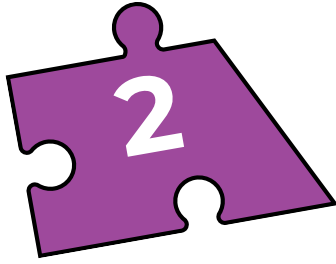


# **Program Three: Proactive Discipline**



## **Part 2: Effective Limit Setting**

### **Refrigerator Notes and Handouts**



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## Part 2: Effective Limit Setting

### HOME ACTIVITIES FOR THE WEEK



#### To Do:

**DECREASE** the number of commands/limits you give to those that are most important.

When necessary, **GIVE POSITIVE AND SPECIFIC COMMANDS/REQUESTS/LIMITS**. Avoid using question commands, “let’s” commands, negative commands, vague commands, and chain commands. Give choices and transition warnings when possible.

**MONITOR** and record the frequency and type of commands or limits you give at home for a 30-minute period on the “Record Sheet: Commands/Limits” handout, and record your child’s response to these commands/limits.

**PRAISE** your child every time they comply with a command or limit you set.

**CONNECT WITH YOUR BUDDY** from the group and talk about how you limit screen time watching.



#### To Read:

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



**REMEMBER TO CONTINUE CHILD-DIRECTED PLAY!**



**The  
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Home Activities

## RECORD SHEET: COMMANDS/REQUESTS/LIMITS



Record a time you gave a respectful commend or made a request to your child. Note what you said, how your child responded and what you said next. Bring record sheet to next session for discussion.


Date	Time	Command/Request Given	Child's Response	Parent's Response
Example	5-5:30 p.m.	"Please, Put the toys away now."	Child puts toys away	"Thank you for putting the toys away. Great listening and helping."
1st Day				
2nd Day				
		Example of When/Then Command		

Notice what attention and encouragement you give to your child for following household rules and doing what you ask them to do. \_\_\_\_\_

\_\_\_\_\_

# Behavior Record: Praise “Positive Opposites”

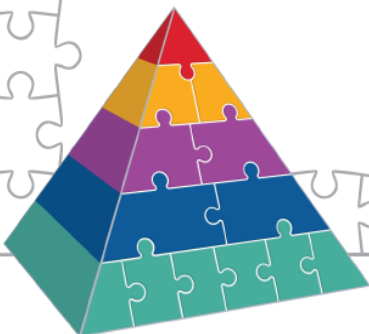
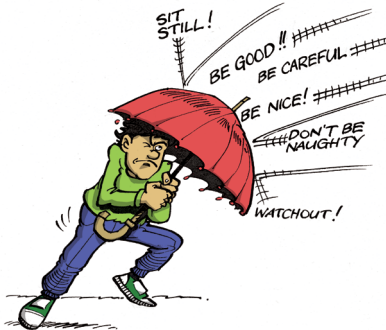


Behaviors I want to see less of: (e.g., yelling)	Positive opposite behavior I want to see more of: (e.g., polite voice)
1.	
2.	
3.	
4.	

## REFRIGERATOR NOTES

### EFFECTIVE LIMIT SETTING

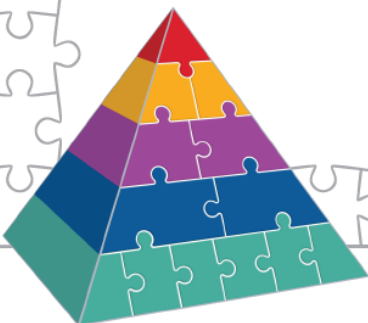
- Make commands/requests positive, polite, clear and respectful. Use the word “please.”
- Avoid giving unnecessary, vague, negative or question commands or threats.
- Get physically close with eye contact, get your child’s attention, and give one respectful command/request at a time.
- Be realistic in your expectations and use age-appropriate commands/limits.
- Use “do” commands/requests, rather than what not to do commands.
- Use your child’s name.
- Avoid use of “stop” commands when possible.
- Don’t ask your child for permission for the limit you are setting.
- Give children ample opportunity to comply (ten seconds).
- Give transition warnings and helpful reminders.
- Use “when-then” commands/requests.
- Give children options or choices whenever possible.
- Make commands/requests short and to the point.
- Support your partner’s commands/limits.
- Praise your child’s compliance to limits.
- Strike a balance between parent and child control.
- Follow through with your commands or your children will learn to ignore you.



## REFRIGERATOR NOTES

### WHEN YOU HAVE TO TELL YOUR CHILD “NO”

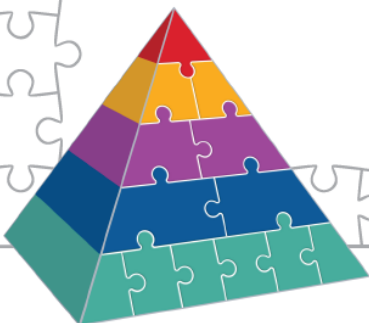
- Clearly set the limit calmly and briefly.
- Ignore protests or tantrums which result because of the limit set.
- When your child is calm again, redirect or distract with something else interesting.
- Remove the object (e.g., food item or toy) that is not allowed so it is not tempting (disconnect computer).
- Tell your child yes when you can.
- Give a direction that tells your child what they CAN do as an alternative to what they can't do.
- Offer limited choices when possible.
- Respond with humor or a song.
- Turn tasks into games, for example, “fly” to the bathroom, or make a “train” to the bedroom.
- Don't give a lot of attention to your child's protests or “no” – ignore, redirect, or change the subject so it is not reinforced with attention.
- Monitor how many “nos” you give and see if they are necessary.



## REFRIGERATOR NOTES

### PROACTIVE DISCIPLINE HELPS MY CHILD FEEL LOVED AND SECURE

- Engage in child-directed play frequently and provide social, persistence and emotional coaching.
- Label and reflect your child's feelings – even negative or uncomfortable feelings.
- Structure your child's day with a predictable routine for mornings, naps, meals and bedtime.
- Set clear limits when needed to keep your child safe.
- Help your child prepare for transitions or changes in routine.
- Have a predictable routine for leaving your child and reuniting.
- Give your child choices when possible.
- Share your love and praise and tell your child how special they are.
- Give your child attention and praise for positive behavior.
- Redirect your child's negative behavior.
- Allow your child independence when possible.
- Help your child explore while giving appropriate support.
- Ignore tantrums and give back attention as soon as tantrum stops.
- Take care of yourself by getting support from others and doing things for yourself.





## REFRIGERATOR NOTES

### USING RESPECTFUL COMMANDS

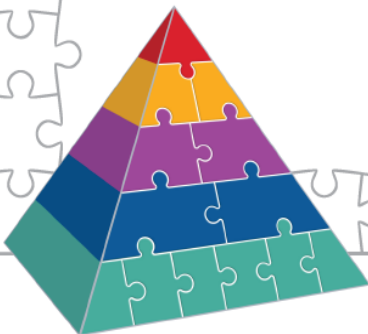
#### *Examples of Clear Commands/Requests – Start With Please...*

"Walk slowly."	"Please go to bed."
"Keep your hands to yourself."	"Keep your hands to your own body."
"Talk softly."	"Keep the paint on the paper."
"Play quietly."	"Wash your hands."
"Come home."	"Set the table."
"Use your fork."	"Make your bed."
"Use your friendly voice."	"Sit here please."
"Take turns."	"Please help your friend."
"Please put the clothes away."	"Pass the dessert."

*Notice the action verb comes first.*

#### *Unclear, Vague, or Negative Commands/Requests*

"Let's put away the toys."	"Wouldn't it be nice to go to bed now?"
"Why don't we go to bed now?"	"Hand me the bread, will you?"
"Don't yell."	"Be nice, be good, be careful!"
"Shut up."	"Watch it."
"Stop running."	"Let's don't do that anymore."






## Brainstorm/Buzz: Benefits and Barriers to Setting Limits



1. What are the possible benefits for your children having clear limits or rules in your home?
2. What gets in the way of setting limits & following through with them?

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	Barriers to Setting Limits
	

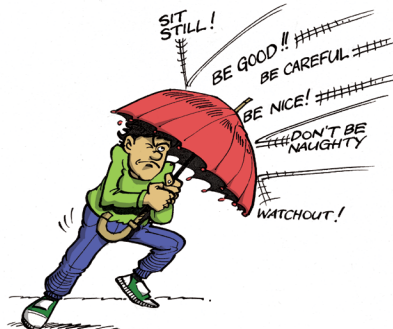
### Goal:

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

## Brainstorm/Buzz: Goals for Discipline

Think about what you want to accomplish with your discipline and what you want to avoid.



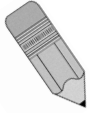
What you want to accomplish	What you want to avoid
	



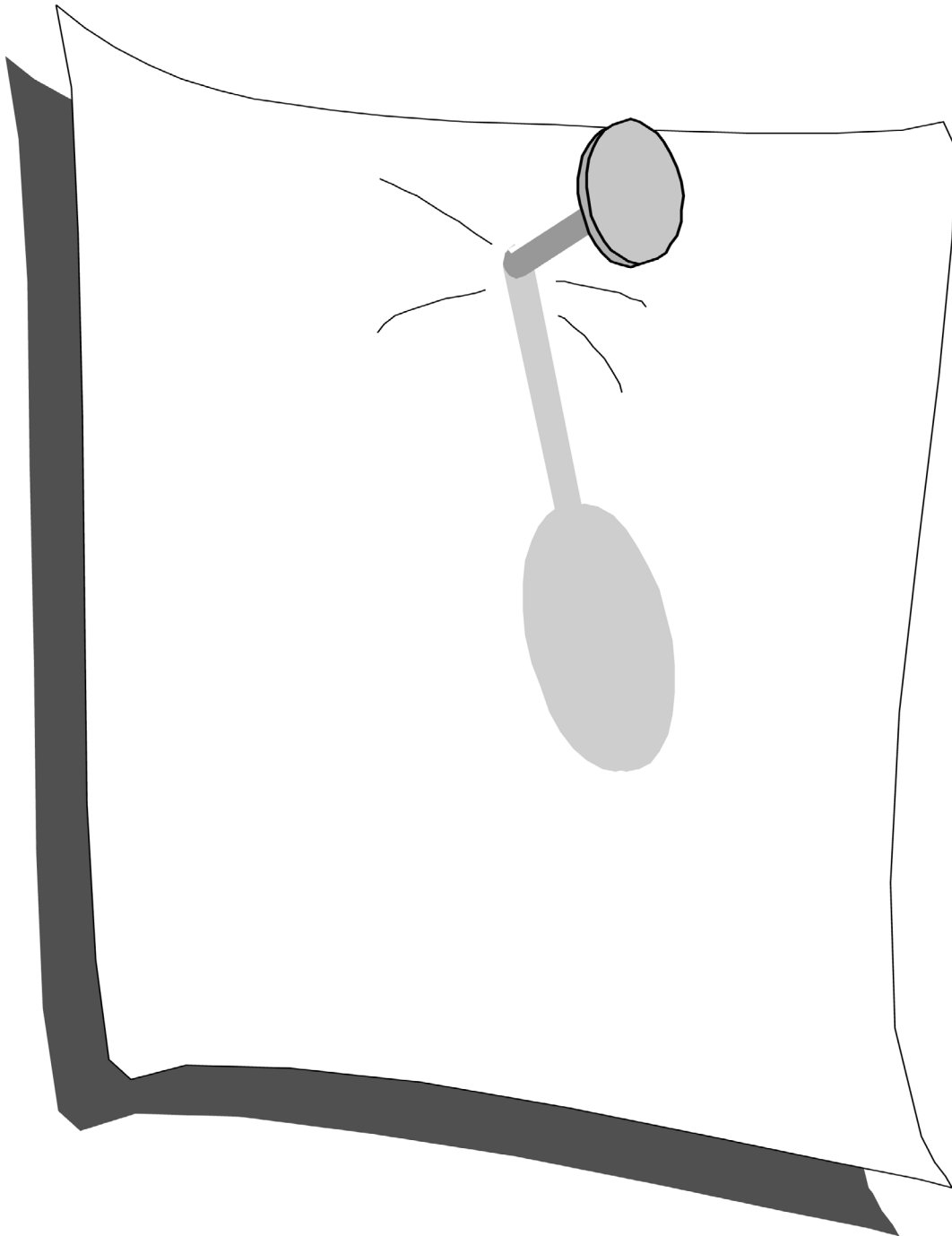
## Brainstorm/Buzz: My Family Rules for Screen Time



Think about your rules for screen time - amount of time per day and type of screen time allowed or not allowed.



### My Family Rules for Screen Time

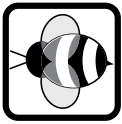


## Brainstorm/Buzz: Rewriting Commands/Requests

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



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

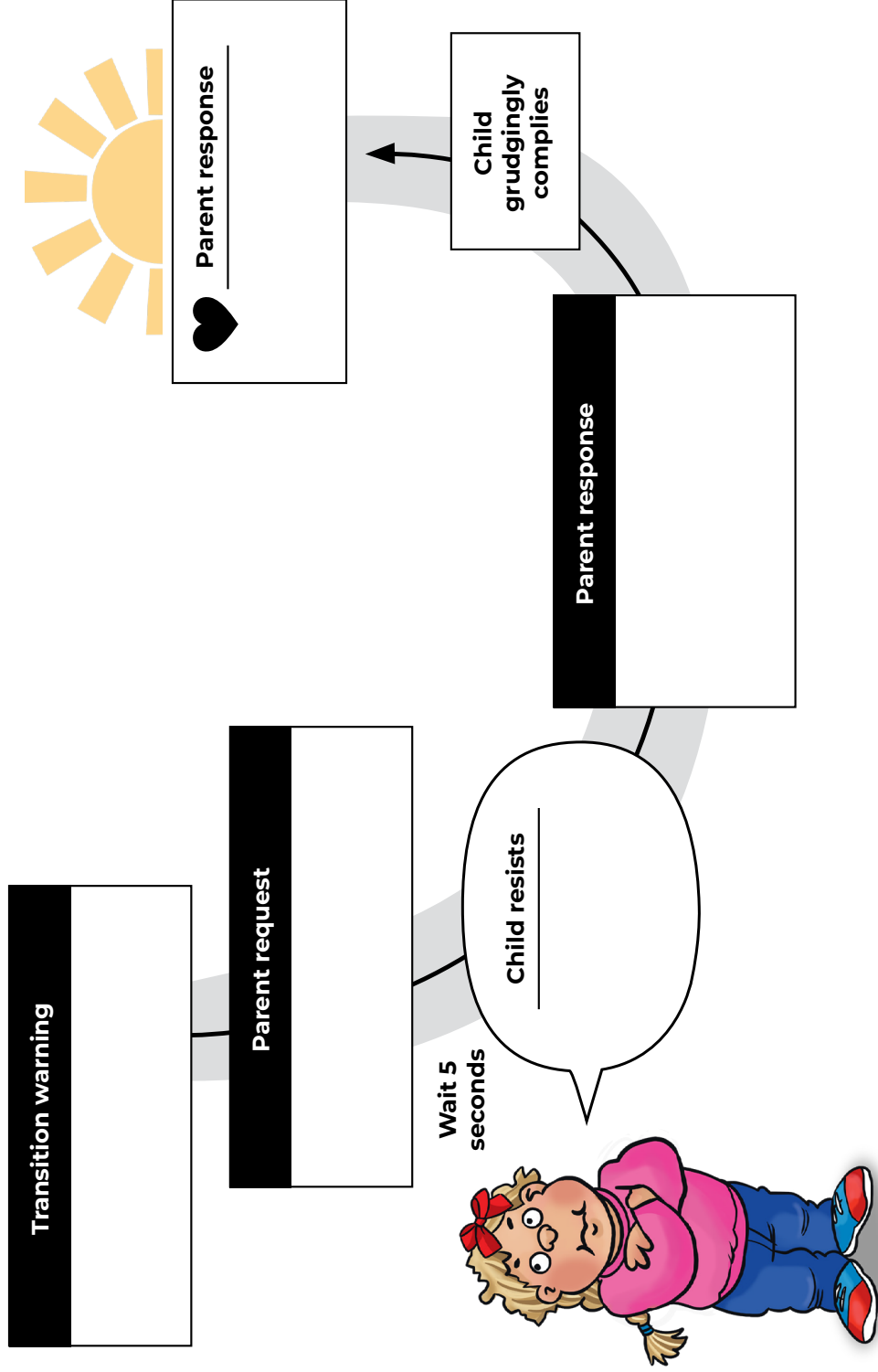


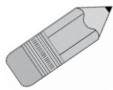
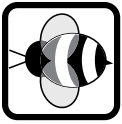
## Brainstorm/Buzz: Effective Limit Setting - How Would You Respond?

What could you say to your child for transition warning? How could you respond to the child's refusal and disrespectful attitude?



### Practice - Effective Limit Setting



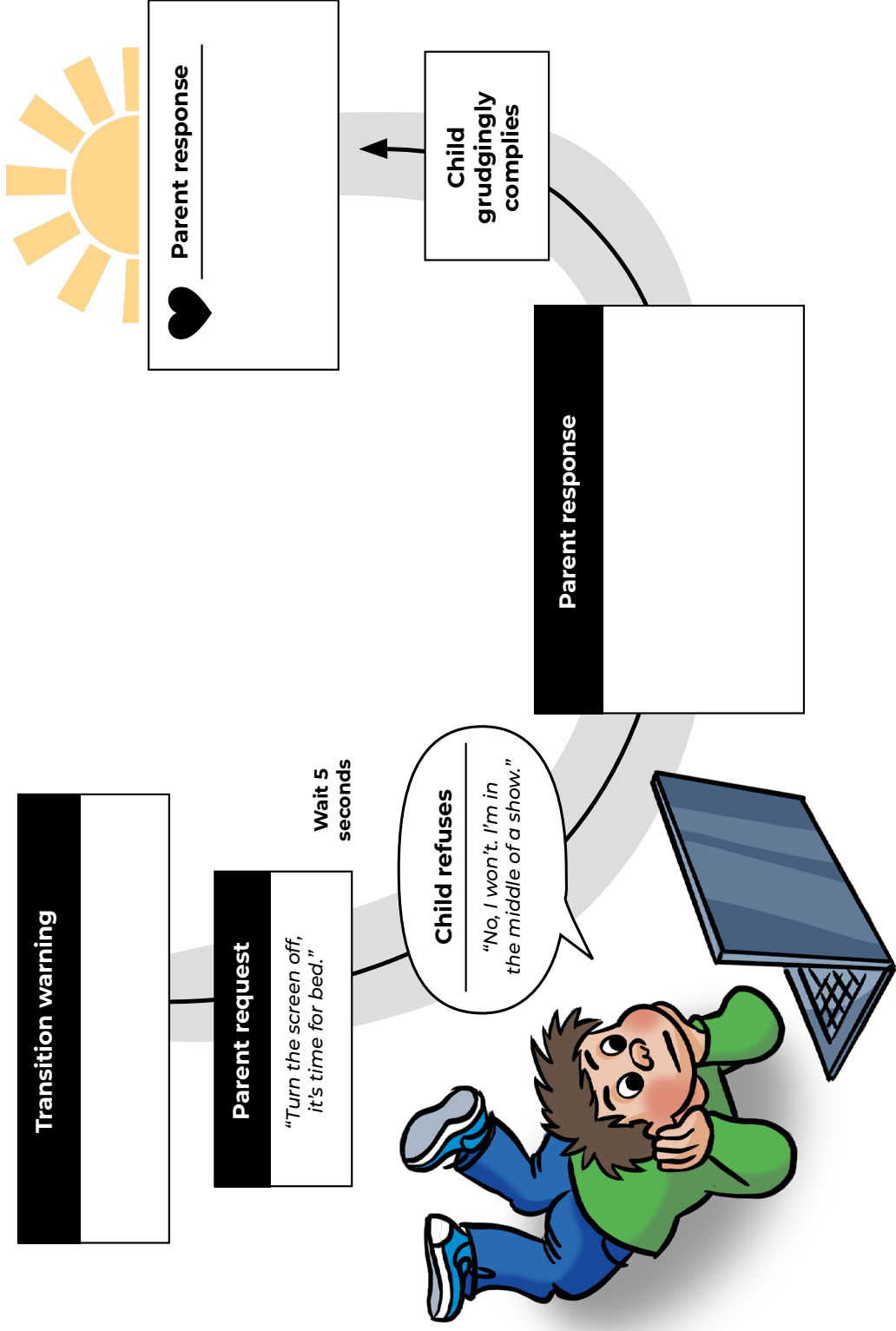


## Brainstorm/Buzz: How Could You Respond?

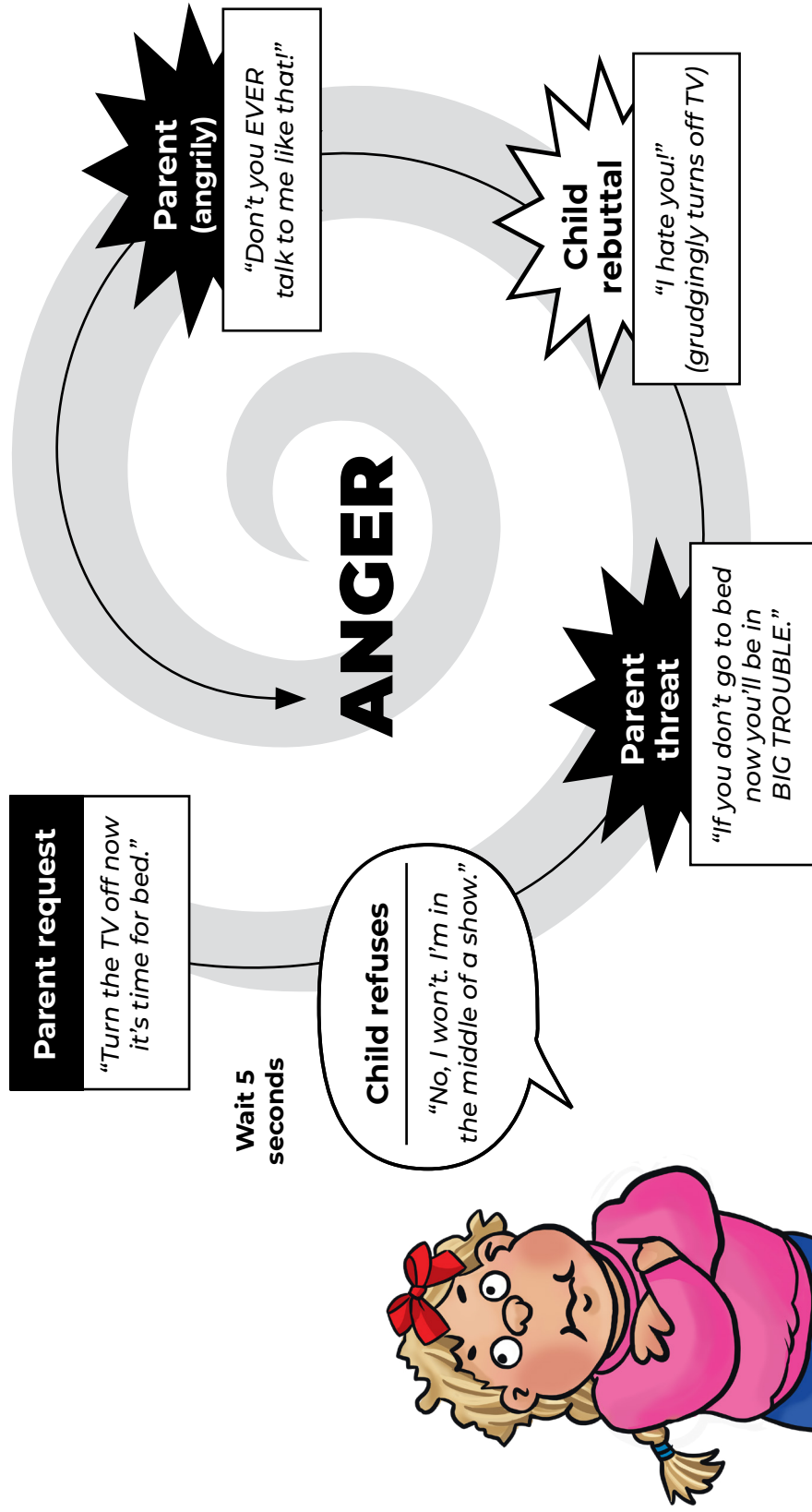
How could you respond to your child's resistance or challenging response to a limit you set?



### Practice - How could you respond?

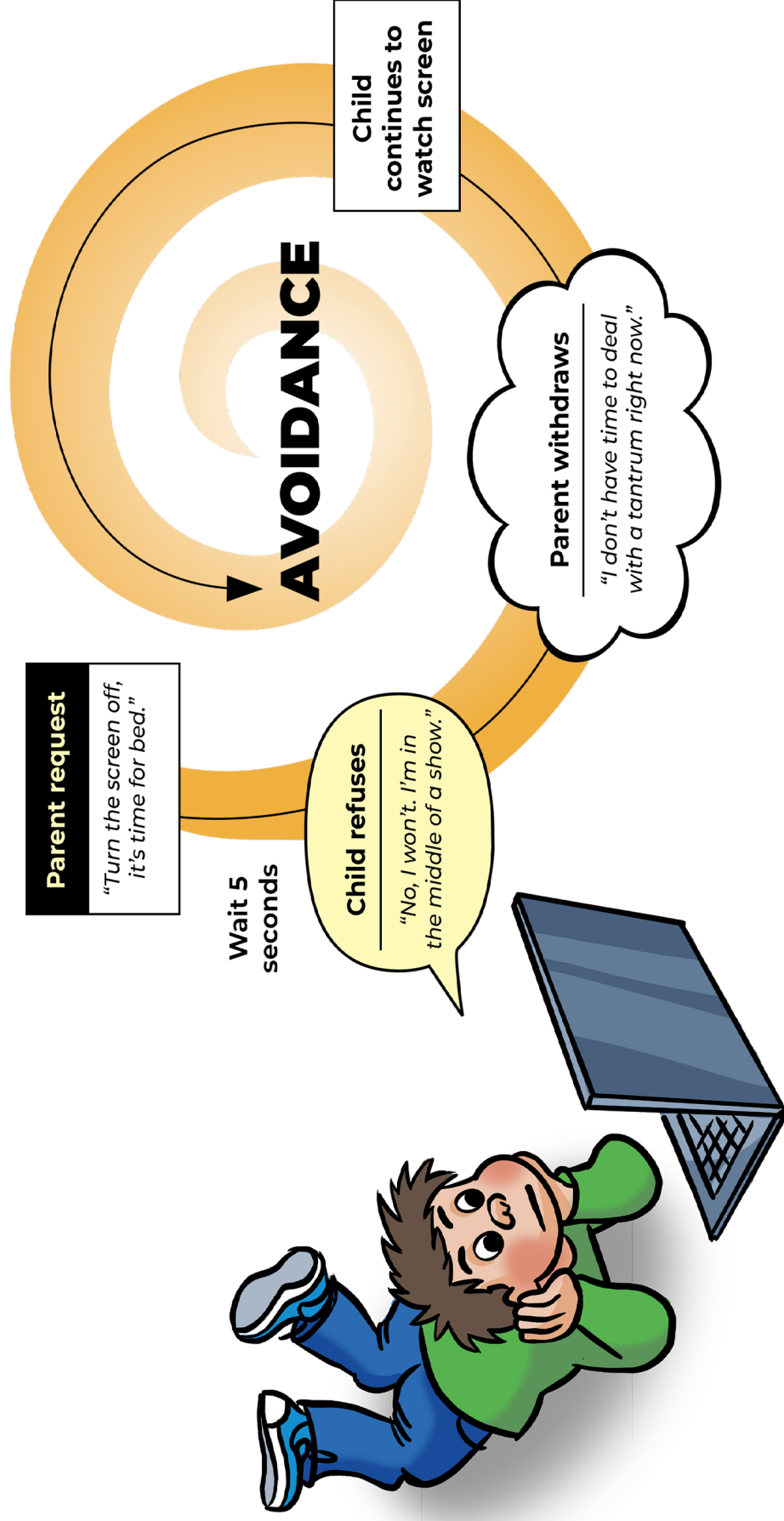


## 1) Ineffective Limit Setting: Anger Trap





## 2) Ineffective Limit Setting: Avoidance Trap



## 4) Effective Limit Setting

