

SETTING EFFECTIVE LIMITS

OBJECTIVES

1. To discuss the process of setting effective limits
2. To teach the use of Time Out and Privilege Removal

TIME ALLOTMENTS

20 minutes - Home Practice
Review
25 minutes - Discipline
Overview

MATERIALS

1. Parent Guides - Lesson 4
2. Extra copies, Parent Guide - Lesson 1, 2, & 3
3. Paper, pens and pencils
4. Name tags
5. Chalkboard or large sheets of paper to write on
6. LIFT Line telephone magnets
7. "Limit Setting" Videotape
8. VCR and Monitor

PRESENTATION AND PROCEDURE

I. HOME PRACTICE REVIEW (20 minutes)

- A. *How many of you went home and set up a contract with your child this past week?*
- B. *How many of your children earned a reward at least half of the week?*

It takes time to incorporate a new procedure into the family. Children who have earned a reward at least 50% of the time are off to a good start.

For those whose children had a harder time being successful each day, review the points covered in "Fine Tuning Your Contracts" (Parent Guide, page 3-17).

- C. *How many of you reviewed the contract each day?*

Your level of interest and attention to the contract will keep your child involved and motivated.

D. *Did any of you have a time when you were angry or upset and tried to review the contract?*

It's hard to be positive if you're feeling negative. If you are feeling upset wait until you have calmed down or ask your partner to do the review.

E. *Did any of you get a negative reaction from your child?*

Some children are harder to involve in the change process. The more enthusiastic and involved parents are, the more children will get involved. Children should help in determining the incentives they are working toward (within parameters specified by the parents).

TO THE LEADER: For parents who have a lot of questions or difficulty using contracts, make time at the end of this meeting to talk with them or set up a time during the coming week when you can offer individual help.

F. *How many of you used the LIFT Line during the past week?*

G. *How many maintained the daily school routine (study time) each day during the past week?*

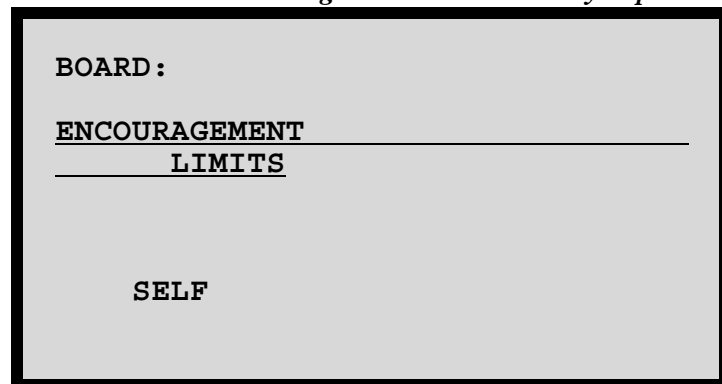
II. DISCIPLINE OVERVIEW (25 minutes)

A. Objective: To introduce/review the process of setting effective limits.

B. Rationale: In order to set effective limits parents need to balance encouragement and limit setting, have clear rules, and follow the principles of effective discipline.

C. Introduction

The last several weeks we have focused on ways to encourage your children. The other side to raising children is, of course, setting limits. By "Limits" we mean discipline, punishment, negative consequences, etc. It doesn't matter what word you use, only that we are all talking about stopping behaviors that kids do that you don't like (for example, nagging, whining, disobeying). The relationship between encouragement and setting limits is an extremely important one and can be thought of in this way:

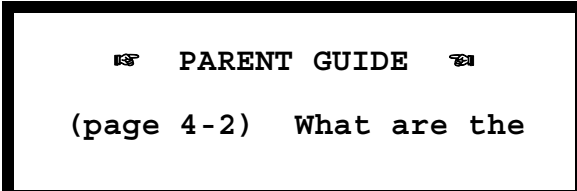


To keep a balance between encouragement and limit setting and to

bolster your child's self confidence we recommend about 5 encouraging statements or actions to every one limit setting action. In this way you'll be able to avoid the negative rut some families get into with kids. You might think for a moment about the ratio of encouraging statements to limit setting statements in your house.

D. Rules

The limits we set for kids are typically based on the rules each of us have in our own home. When using any kind of discipline the key is clear and consistent rules. Rules will come and go depending on the age of the child. It is important to periodically review rules to make sure they are appropriate for the age of your child. Take a minute to think about and list out a few of your house or family rules.



TO THE LEADER: Have parents share some of the rules they have listed with the group. If the rule they describe is not clear and specific be sure to paraphrase it and have them agree before writing it on the board. After listing 5 to 8 rules, ask parents to tell you about typical problems they have with their 1st grader. Finally, ask parents to describe their usual discipline practices for each of the different problems.

BOARD :		
<u>RULES</u>	<u>PROBLEMS</u>	<u>DISCIPLINE</u>
1.		
2.		
3.		
4.		

TO THE LEADER:

- 1) If "natural consequences" are mentioned you should agree with the parent in the sense that it is

great to let a natural punishment occur whenever possible (for example, a child forgets their raincoat so they get wet when it rains or a child leaves their bike outside overnight and it is stolen), however it is sometimes hard to think of a natural consequence. Parents need to be prepared with alternative consequences should a "natural" consequence not fit.

- 2) Many parents use reasoning, lecturing, or talking with as a limit setting technique. LIFT agrees that talking with and reasoning with a mature 1st grader can sometimes work, but these "talk" techniques need to be separate from discipline if parents chose to use them. For the most part, reasoning with 1st graders will probably not be effective because of the child's level of maturity and cognitive abilities at this age.
- 3) It is not uncommon for "Spanking" to be mentioned as a form of discipline for children of this age. LIFT does not advocate this form of discipline. Although spanking will stop the inappropriate behavior in the short run, there are many long-term disadvantages. First, parents are modeling using aggression to solve problems - children will learn to use aggressive responses when they are frustrated. Second, parents have lost control by the time they spank a child, this is frightening for children and can make parents feel guilty following the incident. Probably the most important reason not to use spanking, though is because there is no way a parent can spank every single time a child misbehaves. Parents need to use discipline techniques that are nonviolent, easy, and quickly administered.

E. Underlying principles of effective discipline

Many parents believe that kids need to really suffer for discipline to be effective. This is simply not true. A lot of research has been done showing really big punishments do not work because parents cannot deliver them every single time a child misbehaves. This means kids get very confused because sometimes they are punished and sometimes they are not. Children will also begin to resent parents who always use the most extreme discipline tactics. The most effective discipline techniques, effective in that the child stops the negative behavior, are consistently delivered every single time the negative behavior occurs. Tonight we will present three simple limit setting techniques. All three techniques will allow you to follow the underlying principles of effective discipline: be consistent, stay calm, disengage, keep it small, and pay attention sooner rather than later.

BOARD:	<u>DISCIPLINE</u>
	1. Be consistent
	2. Stay calm
	3. Disengage
	4. Keep it small
	5. Pay attention

III. DISCIPLINE TECHNIQUES (30 minutes)

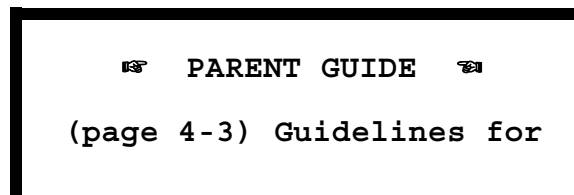
- A. Objective: To teach the use of Time Out and Privilege Removal.
- B. Rationale: Using small, yet specific punishers for childrens' negative behaviors allows parents to be consistent and calm when disciplining. This, in turn, will help children to feel better about themselves and promotes more positive parent/child relationships.
- C. Video, "Limit Setting" (18 minutes)

This tape demonstrates the Time Out procedure with Privilege Removal as a backup. As you watch the tape, look for the underlying principles of discipline outlined on the board. You may already use some form of Time Out with your 1st grader. As you watch the tape, write down on the "Notes and Ideas" page in the Parent Guide anything that is different about how you use time out or any questions that come up while watching the tape.

D. Discussion:

1. *How many of you have either used Time Out in the past or are using it now?*
2. *What is different about how you use Time Out from the procedure presented in the tape?*

There are many variations on Time Out that parents and other child care professionals are using. The procedure for Time Out shown in this video has been found to be very successful in limiting problem behaviors. We recommend using it according to the steps presented in the video. Lets review two handouts on using Time Out



Does anyone have any questions from the "Guidelines for Time Out?"

Lets role play the procedures on page , "The Time Out Procedure".

ROLE PLAY

Ask for a parent to volunteer or the leader and co-leader can demonstrate the procedures.

"Wrong Way"

Parent should threaten the child with Time Out. Parents starts to yell and the child yells back. Eventually the child does go to Time Out.

"Right Way"

Parent labels the problem and calmly sends the child to Time Out. Child stomps off, but the parent ignores this behavior. Parent lets the child know when Time Out s over and does not make the child apologize.

F. Privilege Removal

PARENT GUIDE
(page 4-5) Privilege

A guide for removing privileges is provided on page 4-5.

Preplan what privilege you will take away if your child doesn't comply with the Time Out. This will help you to be in control and will help keep you calm. One to two hours is a long enough privilege removal, especially if you take away a privilege that is salient at the time of the problem behavior (e.g. loss of TV for 2 hours the night of the child's favorite program versus loss of 2 hours of TV on Sunday morning). Another critical aspect of removing a privilege is to make sure you are present to follow up on the child's loss of the privilege. For example, if you restrict a child from playing with friends you need to be at home. If it is a weekend day and the parent has a number of errands that prevent him or her from being at home, this may be a set up for the child to play with friends because the parent will not be present to monitor the child's activities.

ROLE PLAY

Ask for a parent to volunteer or the leader and co-leader can demonstrate the procedures.

"Right Way"

Child refuses to go to Time Out, parent adds minutes then takes away 1 hour of outside play time. The child says "I don't care", but the parent ignores this.

G. Summary

1. Barriers to effective discipline.

We have been talking about discipline as if it is the easiest thing in the world to carry off. We all know that there are some common barriers to effective discipline.

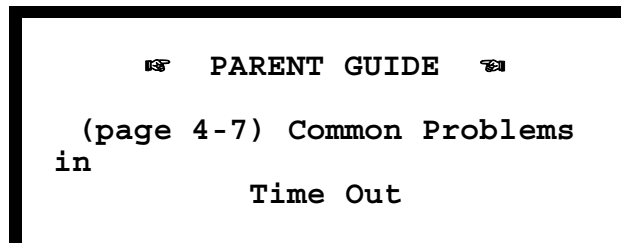
PARENT GUIDE
(page 4-6) Barriers to

TO THE LEADER:

1. Have the parents turn in their Parent Guide to page 4-6 and review "Barriers to Effective Discipline". Review the typical barriers and encourage parents to read through the suggested strategies. If they encounter one of those barriers during the upcoming week, they should try out the strategy. Ask parents if they have additional barriers than those on the list. If so, elicit strategies from the group. If time permits, this is a good opportunity to let the group discuss

discipline in general. Use paraphrasing to keep the discussion focused.

2. Other materials - Have parents review the other Parent Guide materials now or assign them for home review.



IV. HOME PRACTICE ASSIGNMENT (15 minutes)

- A. Parents should try using Time Out and Privilege Removal the "LIFT way" this week.
 1. If parenting with someone else agree to try Time Out this week.
 2. Decide where to send child to Time Out.
 3. Introduce Time Out to child (**ROLE PLAY** this if time permits).
 4. Use Time Out this week.
- B. LIFT Update
 1. *Is everyone getting notes home each week describing the LIFT school program? Your child gets a note each week describing the LIFT activities in their classroom.*
 2. *Does anyone have any questions we could answer now concerning the LIFT program?*

V. ATTENDANCE DRAWING

Have the "winning" parent sign the receipt book.