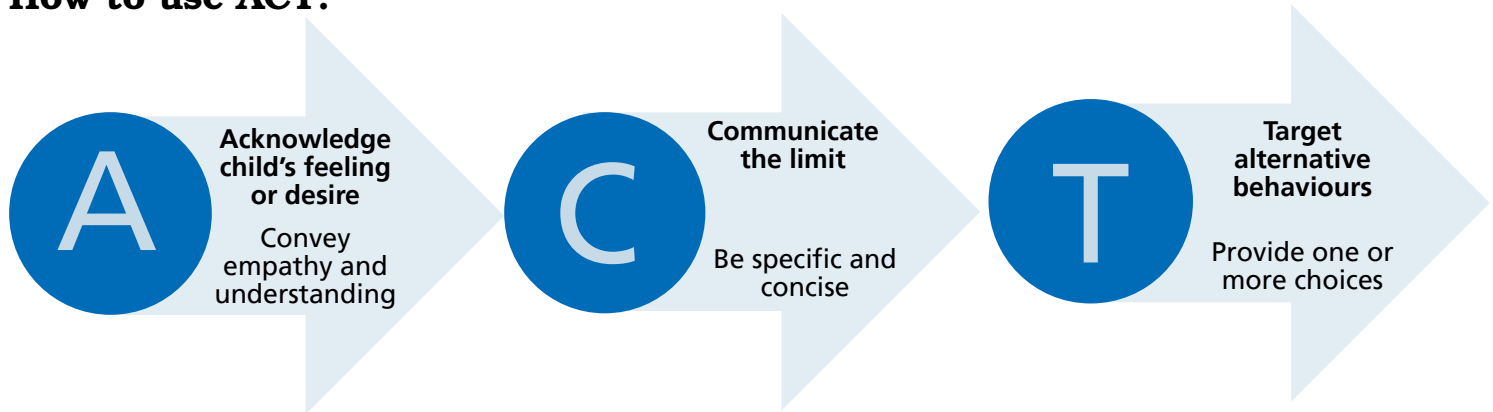


Limit setting with ACT approach

Consistent limits → predictable, safe environment → sense of security

How to use ACT:



An example of ACT:

Jessie wants to colour on the table surface with markers.

A "Jessie, you really want to use the marker to colour the table."

C "Markers are for colouring on paper."

T "You can colour on the white paper or blue paper."

Remember – it is not your job to force your child to obey, it is really up to the child to accept or break the limit. Your job as the parent or caregiver is to consistently enforce the limit.

What if...

The child does not make a choice? Repeat. Several times if necessary – staying calm while you do so.

The child chooses something else? If it is a choice that is acceptable to you and stays true to your limit, that is okay.

I have repeated the limit four times and the child still refuses to make a choice and follow the limit? Try this – If you choose --, then you choose --(insert your consequence here – be sure it is both reasonable and enforceable). For example, in the above scenario you might say, If you choose to colour on the table, then you choose not to use the markers.

Adapted from Child-Parent Relationship Training Landreth & Bratten (2006).

~You will often have to repeat ACT – it is a long-term investment.

~Be calm, patient, and firm when setting limits.

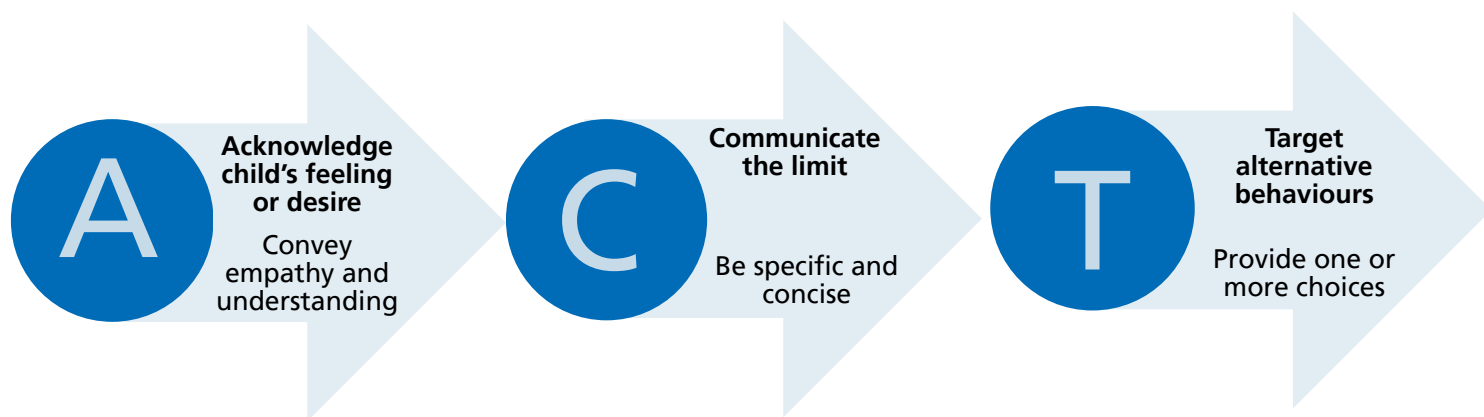
~Try to match child's emotional level when you acknowledge their feelings.

~Think up possible alternatives to common situations before they happen.

~Offer choices that are acceptable to the child and you.

~Pointing to an alternative can help redirect the child's attention.

Practice Scenarios



1. The child wants a cookie before dinner.

A "You really want a cookie."

C "The cookies are for eating after dinner."

T "You can choose an apple or a carrot."

You have repeated ACT 3 times and the child continues to yell that they want a cookie.

C "If you choose to yell that you want a cookie, you choose not to have a cookie after dinner."

2. When it is time for dinner, the child insists they want to continue watching television.

A _____

C _____

T _____

You have repeated ACT 3 times.

C _____

3. A child is about to pour water on the floor that they have put in their new tea pot.

A _____

C _____

T _____

You have repeated ACT 3 times.

C _____