

I. Why set limits and boundaries?

II. Parenting Styles

A.) **Parenting styles** & research on effectiveness
Authoritarian – Authoritative - Permissive

III. Strategies for Positive and Effective Discipline

A.) **Consistency** - why it is so important and tricks to make it easier
1.) The Thoughtful Pause
2.) Beginning with reasonable limits
3.) How to change your mind and still be consistent
4.) Looking for the needs behind the behavior

B.) **Small Choices**

C.) **Positive Reinforcement**

D.) **Being Playful as a Strategy**

IV. C.A.R.E. Response Model

Calm – *take a breath, approach the situation calmly*

Acknowledge the behavior/emotion – *Always begins with “I”*

“I see you’re throwing rocks”

“I hear yelling”

“I see you are feeling really mad”

Remind & Re-direct – *remind about the rule, re-direct the energy positively*

“Remember, rocks are not for throwing – let’s find a ball”

“Remember, we use our inside voices in the car – let’s sing a song!”

“Remember, hitting hurts my body - let’s find a pillow to hit”

Engage – *get involved, get connected*

“I see the purple ball by the swings, can you throw it to me?”

“Which song should we sing first? How about Itsy Bitsy Spider?”

“Show me how mad you are – squeeze that pillow as HARD as you can”

“Loving Limits” Parent Workshop

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V. Three Strikes, You're Out

1st time – C.A.R.E.

2nd time – C.A.R.E. + **Limit Setting**

3rd time – C.A.R.E. + **Consequence**

(Example – throwing sand at a friend)

1st time:

Calm

A - “I see you’re throwing sand at Sam.”

R/R - “Remember, sand stays on the ground – let’s make a dinosaur cake!”

E - “Which shovel can I use?”

2nd time:

Calm

A - “I see you are throwing sand at Sam again.”

R/R - “Remember, that hurts his eyes – **if you choose to throw sand again, we’ll leave the sandbox** – let’s feed our hungry dinosaurs”

E - (in a dinosaur voice) – “Please feed me, I’m so hungry, ROAR!”

3rd time:

Calm

A - “I see you chose to throw sand again, **we need to leave the sandbox**”

R - “Shall we go have a turn on the swings?”

E - “Let’s go turn on the engine, you’re getting a rocket push!”

VI. Consequences:

A.) Three R’s

Related – if an object is involved, object gets taken away – if an activity is involved, the activity gets taken away

Reasonable – make consequence reasonable, both developmentally and on par with the behavior - “punishment fits the crime”

Respectful – use non-shaming language and consequences

VII. After the Consequence – the Final Steps

A.) Love and Lesson - **the “Follow-Up”**

C.) Your Extra Challenge - **the “Clean-Up”**