

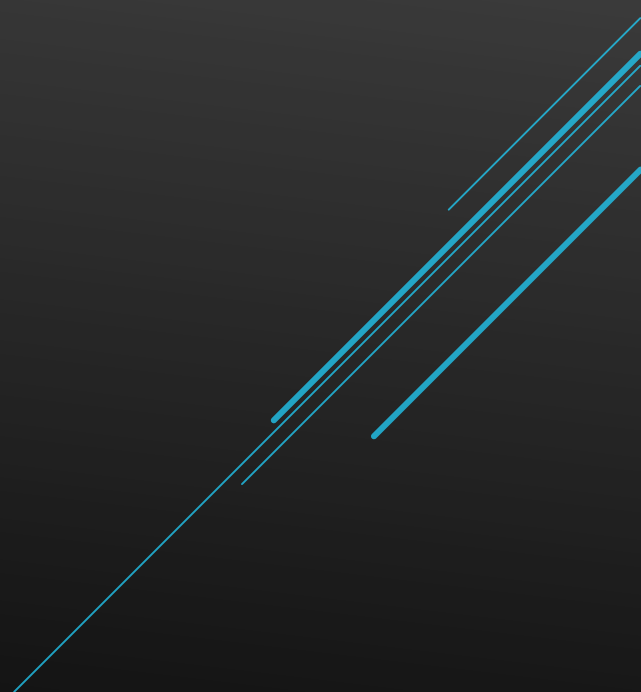


Funded by the OC Health Care Agency through the Mental Health Services Act.



# BOUNDARY & EXPECTATION SETTING

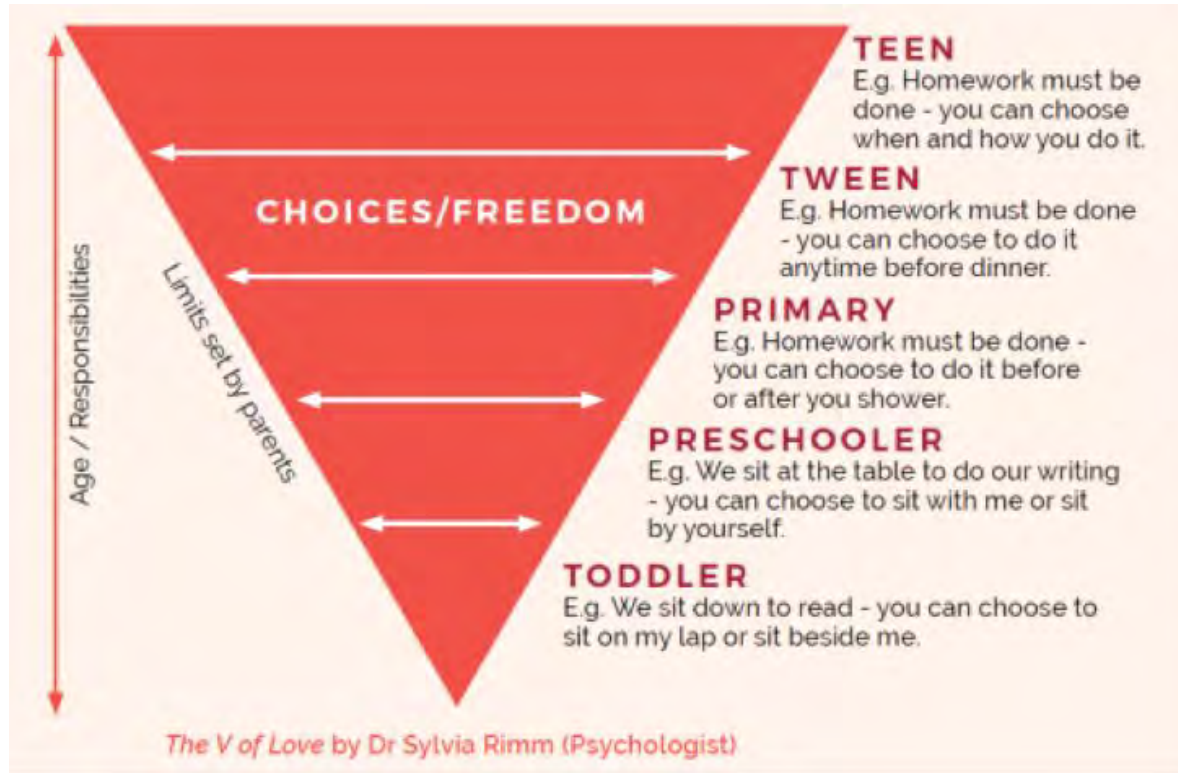
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- 

## Introductions

- ▶ Name
- ▶ Are you a caregiver, provider, or both?
- ▶ Something interesting about yourself?
- ▶ Padlet activity: click the link below
- ▶ [https://padlet.com/erin\\_houston1/what-are-you-hoping-to-take-from-today-s-training-ebpngzetjh724mi4](https://padlet.com/erin_houston1/what-are-you-hoping-to-take-from-today-s-training-ebpngzetjh724mi4)

# WHAT IS THIS STUFF?



- ▶ What are boundaries?
  - ▶ Limits created to identify reasonable, safe and acceptable ways of behaving.
- ▶ What are expectations?
  - ▶ A belief of how someone will behave.

# BOUNDARIES & EXPECTATIONS CONT.

- School settings: Behavioral, Social, Academic, Technology, Time boundaries
- Home settings: Behavioral, Personal Space, Chores/Responsibilities, Emotional, Technology, and Time boundaries

\*Boundaries create clarity for both parties around expectations, and a safe framework

- ✓ SAFETY & WELL-BEING
- ✓ EDUCATION
- ✓ BEHAVIOR & DISCIPLINE
- ✓ EMOTIONAL SUPPORT
- ✓ COMMUNICATION
- ✓ RESPECT & EMPATHY
- ✓ CULTURAL AND MORAL VALUES
- ✓ SOCIAL SKILLS
- ✓ HEALTH & WELLNESS




- Fear of conflict
- Miscommunication
- Guilt
- Fear of alienation
- Cultural or Generational Differences
- Parental Anxiety



- Avoid necessary discussions
- Failing to enforce rules
- Guilt may lead to leniency making it difficult later
- Lack of respect for boundaries
- Struggle to maintain calm or consistent approach

WHY DO WE STRUGGLE TO IMPLEMENT BOUNDARIES?

CHOICES HELP US AVOID GETTING INTO CONTROL BATTLES WITH OUR CHILDREN. AND THEY PROVIDE OUR CHILDREN WITH OPPORTUNITIES TO HEAR THAT WE TRUST THEIR THINKING ABILITIES, THUS BUILDING THEIR SELF-CONFIDENCE AND THE RELATIONSHIP BETWEEN US AND THEM.

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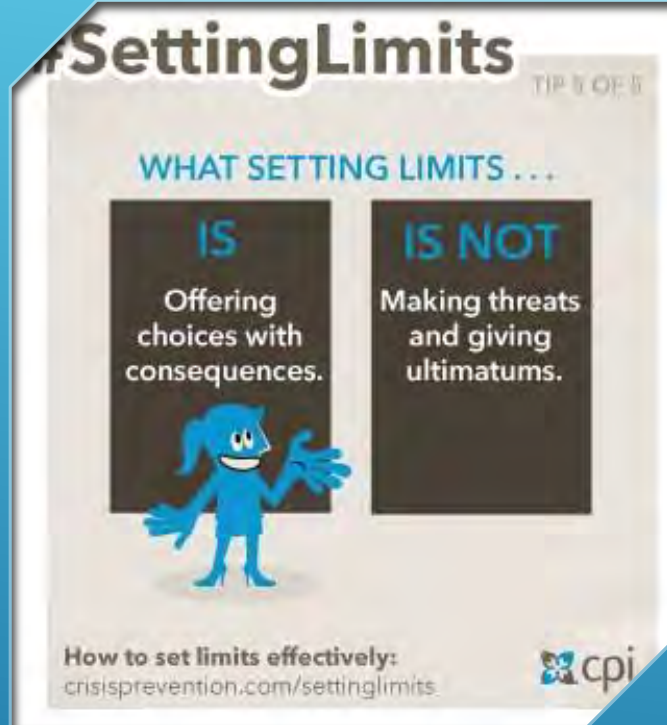


# GIVING CHOICES

HELPING YOUR CHILD LEARN TO COMMUNICATE

CREATED USING  
**POWTOON**





# SETTING LIMITS

- ▶ What limits are we setting?
  - ▶ Consider the purpose of the limit
  - ▶ What are you trying to teach?
- ▶ How to set limits?
  - ▶ Adults must set firm and loving limits using enforceable statements without showing anger, lecturing or using threats
  - ▶ When a child encounters a problem, the adult shows empathy and assists the child in problem solving together
- ▶ What are appropriate limits?
  - ▶ Make sure you are willing to enforce whatever choices you give, and that the child has autonomy to make their choice.
- ▶ What do you do when they push and/or break the limits?
  - ▶ It is the parent's responsibility to communicate the consequence related to the situation
  - ▶ Consequences should be consistent and the child should know what consequences to expect

# CONSEQUENCES

- We don't tell them what the limits are, instead we establish them by offering choices
  - Only offer a choice if they have a choice.
- It is normal for teenagers to fight for control.
  - As a grown up we can explain the purpose of the consequence.
  - Teens are seeking more independence
  - Work together (grown up & child) to problem-solve together

# EXAMPLES

The younger the child is when you start using enforceable statements, the easier it is later.

1. “Would you prefer to wear something nice to church or go in your T-shirt?”
2. “Feel free to join us in the living room to watch television once your chores are finished.”
3. “Uh-oh. I’m going to have to do something about that, but not right now. I am busy with something else. I will get back to you on that. Try not to worry about it.”

# GROUP PRACTICE

Your child is out with friends after a movie at the theatres. Its getting late. You'd like your child to return home, and they are unaware of the time.

- How do you respond to them?
- What is the intent of setting the boundary?
- What is the impact this might have on our child?
- What are some challenges you might have?

# FIGHTING WORDS VS. THINKING WORDS

Fighting words: "Don't talk to me in that tone!"

Thinking words: "You sound upset. I'll be glad to listen once your voice is as soft as mine."

F: "Youve got to work on studying first!"

T: Feel free to join us when your studying is done."

F: "I need that lawn cut now!"

T: "I'll take you to the park with your friends as soon as the lawn is cut."

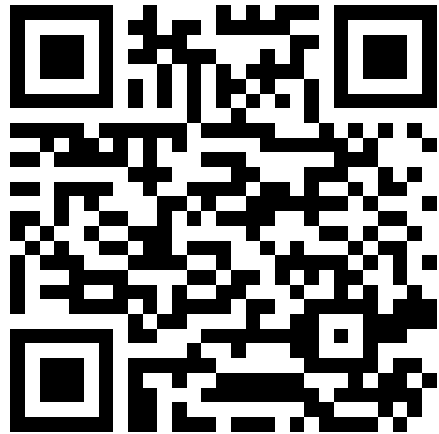
# CONSISTENCY, CONNECTION, AND CONSEQUENCES

## Connecting the consequences to the Behavior

Naturally occurring consequences are ideal, as they allow for strong learning experiences.

Imposing consequences: When no consequences can occur naturally, imposed consequences should be

1. Enforceable, clear and firm but not angry.
2. Consequences should fit the behavior e.g.; the child fails to feed the dog. A fitting consequence would be to have him clean the dog's bed or give the dog a bath.
3. Loving discipline: " I want to help you because I care about you".
4. Speak in a low, soft, non-threatening tone, and consider physically get down to his or her level.



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# Stay Connected!

