



# Welcome to Mother's Group!

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Today we'll be talking about creative  
ways to set limits with your child.



# Icebreaker

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What was a limit that was set for you as a child, or what is a limit that you set for your child?

¿Cuál fue un límite que se le impuso a usted cuando era niño, o cuál es un límite que le impuso usted a su hijo?

# Agenda

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- When to set limits
  - How to set limits
  - Boundary testing and choices
  - Resources for setting limits
  - Discussion/Questions
- Cuando establecer límites
  - Cómo establecer límites
  - Comportamiento desafiante
  - Recursos para establecer límites
  - Discusión/Preguntas

# When might you need to set limits?

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- Physical interactions (hitting, kicking, pushing, hurting, etc.)
- Toy grabbing
- Testing boundaries
- Unsafe behaviors
- Saying “no”

These are all developmentally appropriate behaviors for toddlers! These things can and *will* happen, but you can communicate with your child to help them understand what behaviors are acceptable, and unacceptable in different spaces.

# Cuándo es necesario establecer límites?

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- Comportamientos físicos (golpear, patear, empujar, lastimar, etc.)
- Arrebatarse juguetes
- Comportamientos desafiantes
- Comportamientos
- Decir “no”

Estos son comportamientos apropiados en el desarrollo de los niños pequeños! Estas cosas pueden pasar y pasarán, pero usted puede comunicar con su hijo para ayudarles a entender cuáles comportamientos son aceptables e inaceptables en diferentes situaciones.

# What does limit setting look like?

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- Clear and simple language for physical interactions
  - For example
    - I can not let you push/hit/kick/hurt
    - I will not let you hurt my body
    - I am going to stop you from \_\_\_\_\_ because it is not safe

# ¿Cómo se ve el establecimiento de límites?

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- Lenguaje claro y simple para comportamientos físicos
  - Por ejemplo
    - No puedo dejar que me empujes/golpees/patees/lastimes
    - No voy a dejar que lastimes mi cuerpo
    - No voy a permitir que hagas \_\_\_\_\_ porque es peligroso

# What does limit setting look like?

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- Validating and addressing the emotion
  - For example:
    - You got so mad that you hit/scratched/etc.
    - It's okay to feel angry/mad/upset/frustrated/sad, but it is not okay to hurt others
  - Acknowledging the feeling behind your child's behavior will help them to feel more understood, and address the intention behind the behavior



# ¿Cómo se ve el establecimiento de límites?

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- Validar y responder a la emoción
  - Por ejemplo:
    - Te enojaste tanto que me pegaste/arruñaste/etc.
    - Está bien sentirse enojado/enfadado/molesto/frustrado/triste, pero no está bien lastimar a los demás
  - Reconocer el sentimiento detrás del comportamiento de su niño lo ayudará sentirse más comprendido y responder a la intención detrás del comportamiento

# What does limit setting look like?

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- Redirecting behavior and play
  - For example: I cannot let you throw blocks. That could hurt someone, if you want to throw something, you can throw a ball or a scarf.
  - For example: I cannot let you climb on the bookshelf, that is not safe. You can climb when we go to the playground later.
  - For example: I will not let you rip the pages out of the book. If you want to rip, we can get a piece of scrap paper and practice ripping.
- This acknowledges your child's desired behavior, and provides them with an appropriate context to engage in these activities.

# ¿Cómo se ve el establecimiento de límites?

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- Redirigir el comportamiento y juego
  - Por ejemplo: No puedo dejarte tirar bloques. Podrías lastimar a alguien, si quieres tirar algo, puedes tirar una pelota o una bufanda.
  - Por ejemplo: No puedo dejarte trepar el estante de libros, es peligroso. Puedes trepar cuando vayamos al parque más tarde.
  - Por ejemplo: No dejaré que arranques páginas del libro. Si quieres romper algo, podemos romper una hoja de papel en blanco.
- Esto reconoce el comportamiento que desea su hijo, y les provee un contexto apropiado en el cual pueden participar en estas actividades.

# Boundary Testing

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- Boundary testing, or saying no, is a normal part of toddler development. At this age, they are developing their own identity, and realizing that they can make choices.
- There are some moments when choices are appropriate, like what children eat, wear, play with, etc. However, there are other moments children do not have a choice, like doctors appointments, bathrooming, holding hands when crossing the street, etc.

# Comportamiento Desafiante

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- Comportamiento desafiante o el decir “no”, es un aspecto normal del desarrollo de los niños pequeños. A esta edad, están desarrollando su propia identidad, y dándose cuenta que pueden elegir sus acciones.
- Hay algunos momentos en los que opciones son apropiadas, por ejemplo en que desean comer, vestir, y utilizar en juego, etc. Pero hay otros momentos en los que los niños no tienen un elección, como citas medicas, utilizar el bano, y cruzar la calle con un adulto, etc.

# Boundary Testing

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- When choices are appropriate, we encourage you to give your child choices to choose from so that they feel some autonomy!
- This could look like:
  - Would you like to drink milk or juice?
  - Would you like to wear the blue shirt, or the yellow shirt?
  - Do you want to draw or use playdough?
- Open-ended questions can be challenging, such as “What do you want to eat for breakfast?” children may make a choice that you disagree with, like having ice cream for breakfast!

# Comportamiento Desafiante

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- Cuando las opciones son apropiadas, les animamos a darle opciones a su niño para sientan un poco de autonomía!
- Esto podría verse así:
  - ¿Quieres beber leche o jugo?
  - ¿Quieres usar la camisa azul o la camisa amarilla?
  - ¿Quieres dibujar o utilizar plastilina?
- Preguntas abiertas como “¿Qué quieres desayunar?” pueden ser difíciles, los niños pueden hacer una elección con la cual no estemos de acuerdo, cómo desayunar helado!

# Boundary Testing

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- When choices are not appropriate, and you have an expectation of your child, it is important to make that expectation clear.
- Use warnings whenever possible to give the child a heads up about the expectations
  - For example: In two minutes we will go change your diaper
- Try to incorporate choices into non-negotiable activities. For example, if your child does not want to get their diaper changed, you can give them the choice on how they get to the bathroom.
  - For example: I know you do not want to get a diaper, but it is time. You can walk there by yourself or I can help you/hold your hand. (giving them a moment to decide)



# Comportamiento Desafiante

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- Cuando las opciones no son apropiadas y tiene una expectativa de su niño, es importante que la expectativa sea clara.
- Use advertencias cuando sea posible para que su niño se sienta preparado
  - Por ejemplo: En dos minutos, te cambiaremos el pañal
- Trate de incorporar opciones en actividades que no son negociables. Por ejemplo, si su niño no quiere cambiarse el pañal, puede darle un opción de cómo desea llegar al baño.
  - Por ejemplo: Se que no quieres cambiarte el pañal, pero es hora. Puedes caminar al baño solo o te puedo ayudar/agarrar la mano.

# Resources for Setting Limits

## Preschoolers: behaviour tips & strategies



### **New skills for children: positive behaviour strategy**

Skill-building is a key way to encourage positive behaviour in children. Help children learn new skills with instructions, modelling and stepwise guidance.



### **Requests and instructions: helping children cooperate**

It's great when children cooperate, but this doesn't just happen. Help your child learn about cooperation by using effective instructions and requests.



### **Changing the environment: positive behaviour strategy**

Your child's environment can influence their behaviour. Changing the environment can encourage positive behaviour and make challenging behaviour less likely.



### **Distraction: positive behaviour strategy**

You can use distraction to encourage positive behaviour in young children, especially when they're bored or cranky. Get tips for distracting your child.



### **Positive attention for positive behaviour**

What's the secret to encouraging positive behaviour? Noticing behaviour and giving plenty of praise and encouragement when your child behaves positively.



### **Removing attention: positive behaviour strategy**

Removing attention can discourage minor challenging behaviour in children and pre-teens. Completely remove attention and return it when the behaviour stops.



### **Planning for challenging situations: positive behaviour strategy**

Some situations can spark challenging behaviour. Planning can prevent this behaviour and encourage positive behaviour in children. Our steps get you started.



### **Routines: positive behaviour strategy**

Routines encourage positive behaviour because they help children learn what's expected of them. You can also use routines to plan for challenging behaviour.



### **'Beat the buzzer': morning routine game**

Getting children ready and out the door in the morning can sometimes be a challenge. 'Beat the buzzer' is a morning routine game that can help.



### **Activity changes: positive behaviour strategies**

It can be hard for children to change activities. Positive behaviour strategies for managing changes include routines, warnings, timing, choices and calmness.

raisingchildren.net.au is a wonderful website with loads of resources for parents on parenting as well as looking after yourself as a parent.

<https://raisingchildren.net.au/preschoolers/behaviour/behaviour-management-tips-tools>

# Recursos Para Establecer Límites

## Preschoolers: behaviour tips & strategies



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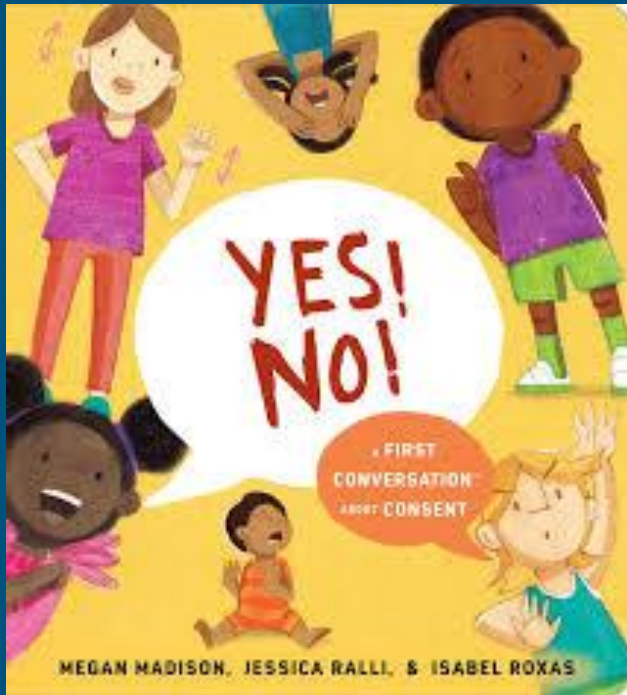
It can be hard for children to change activities. Positive behaviour strategies for managing changes include routines, warnings, timing, choices and calmness.

raisingchildren.net.au es un excelente sitio web con muchos recursos para padres sobre el cuidado de niño y cómo cuidar de sus propias necesidades como padre.

<https://raisingchildren.net.au/preschoolers/behaviour/behaviour-management-tips-tools>

# Resources for Setting Limits

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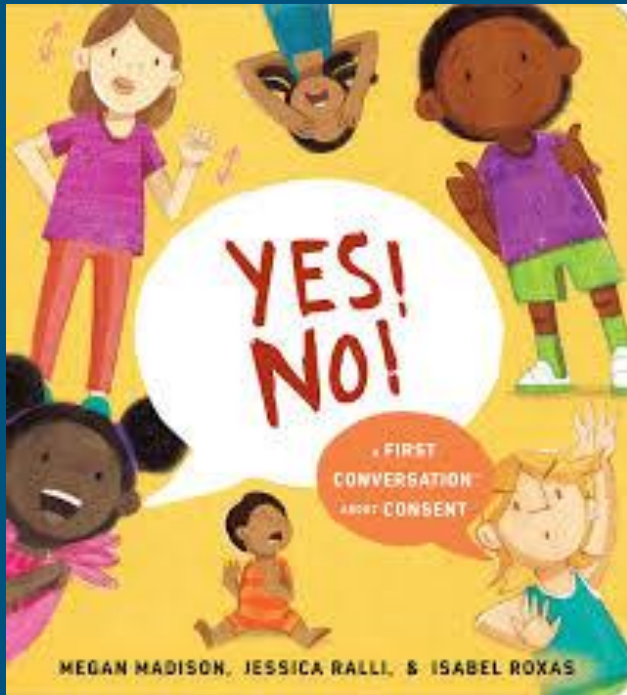
“Yes! No!” is a developmentally appropriate book about consent for toddlers. It helps explain certain times when children have choice and times when their grownups make choices to keep them safe.

Here is a read aloud video:

<https://www.youtube.com/watch?v=EgWynpbmyq8>

# Resources for Setting Limits

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“Yes! No!” – “¡Sí! ¡No!” es un libro sobre el consentimiento apropiado para el desarrollo infantil. Ayuda a explicar ciertas ocasiones en las cuales los niños tienen opciones y otras en las cuales los adultos deben hacer decisiones para mantenerlos seguros.

Aquí hay un video de lectura en voz alta:

<https://www.youtube.com/watch?v=EgWynpbmyq8>



# Resources for Setting Limits



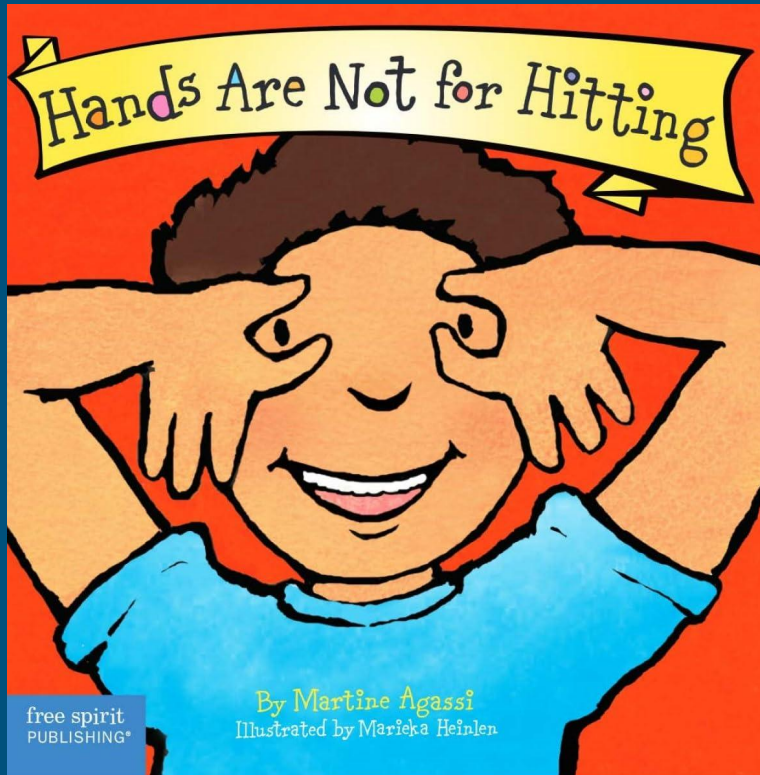
“Time to Go!” is part of the Terrific Toddlers series, and includes information that helps parents and children have an easier time with transitions.

# Recursos Para Establecer Límites



“Time to Go!” – “Hora de Irse” es parte de la serie Terrific Toddlers, y incluye información que ayuda a los padres y niños con las transiciones.

# Resources for Setting Limits



“Hands Are Not for Hitting” encourages children to use their hands in gentle, appropriate ways, as opposed to hitting.

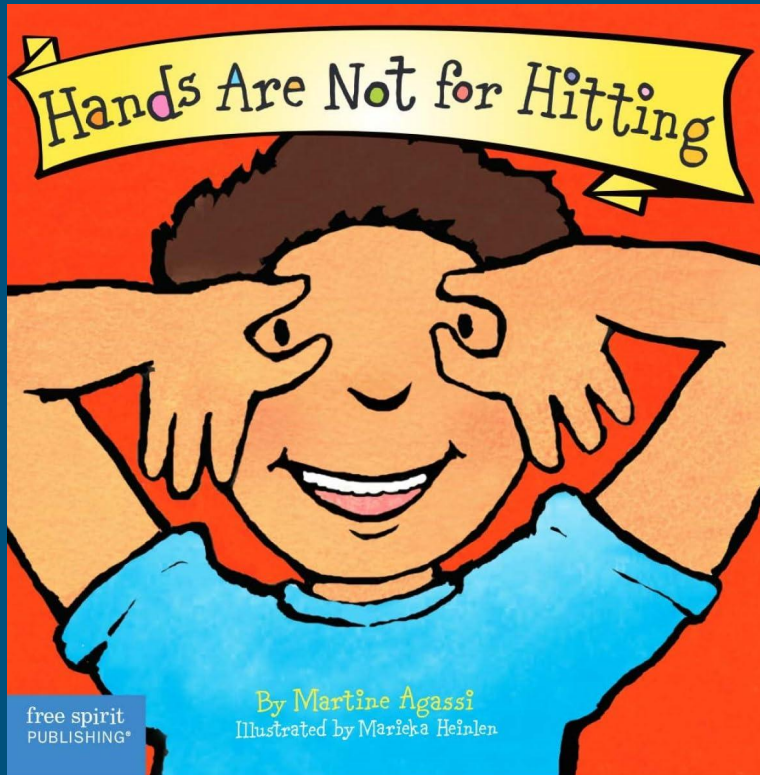
Read aloud:

<https://www.youtube.com/watch?v=KmvAGhqzXLQ>

There are several read alouds on Youtube of different books from this series.



# Recursos Para Establecer Límites



“Hands Are Not for Hitting” – “Manos No Son Para Golpear” anima a los niños a usar sus manos en maneras en maneras suaves y apropiadas, en lugar de golpear.

Lectura en voz alta:

<https://www.youtube.com/watch?v=KmvAGhqzXLQ>

En Youtube, se encuentran lecturas en voz alta de varios libros de esta serie.

How do you set limits with your child?

How does your child respond to limits?

What behaviors do you set limits for with your child?

What has worked and what hasn't?

¿Cómo establece límites con su niño?

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¿Cómo responde su niño a los límites?

¿A cuáles comportamientos le establece límites con su niño?

¿Qué ha funcionado y qué no?

# Thank you!

Please join us on Friday, November 22nd in person at Bloomingdale from 8:15am-9:30am for a speech workshop with Paula Piñeda from Columbia Teachers College!

Refreshments will be served!



# ¡Gracias!

Únanse a nosotros el viernes 22 de noviembre en persona en Bloomingdale de 8:15am a 9:30am para un taller del habla infantil con Paula Piñeda de Columbia Teachers College!

Se servirán refrescos!

