Handouts & Refrigerator Notes
Establishing Routines and Rules
Rules, Responsibilities, and Routines

Home Activities for the Week

To Do:

- **USE** the Household Rules handout to establish some of the important rules in your household. Explain these to your children and post.
- **SET UP A REGULAR ROUTINE.** Write out your morning or evening routine. (Bring plan to next session.)
- **ESTABLISH** a household chore for your child. (see handout)
- **CALL** a group member to talk about your bedtime or morning routine.

To Read:

Handouts and review Chapter Four, *Limit Setting*, in *The Incredible Years*

Caution: Remember to continue playing!
Some Examples:
1. Bedtime is at 8:00 p.m.
2. No hitting allowed.
3. A seat belt must always be worn in the car.
4. Bicycle helmet must be worn when riding bike.
5. One hour of TV or computer per day.

Your List of Household Rules:
1.
2.
3.
4.
5.

Every home needs a limited number of “house rules.”
If the list gets too long, no one will remember the rules.
My Family’s Household Rules
Some Examples:
1. Feed Dog
2. Set Table
3. Empty Dishwasher

Your List of Household Chores:
1.
2.
3.
4.
Household Chores for _________
Part 1: Establishing Routines and Household Rules

After School Routine

Hang up coat.
Change into home clothes.
Snack!!!
Check book bag
Do homework

Routine Chart

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Cleaning My Room

- Put dirty clothes in the laundry basket.
- Put books on the shelf.
- Put games in the cupboard.
- Make the bed.
Morning Routine

- Put on clothes.
- Make the bed.
- Eat breakfast.
- Brush teeth.
- Wash face and hands.
- Get school bag and lunch.
Part 1: Establishing Routines and Household Rules

Bedtime Routine

- Put toys away.
- Put PJ’s on.
- Snack.
- Brush teeth.
- Wash hands and face.
- Story!!!
- Staying in bed.

Bedtime is at ______ p.m.

Routine Chart
Handling Separations and Reunions

Most children will have mastered separation anxiety by three years; but temporary episodes of separation anxiety are normal. Children vacillate between wanting to be independent and needing the security of a parent. Especially if your preschooler is shy or timid, you will find that helping your child cope with separations will result in a more secure and confident preschooler. But don’t worry, there are still many years left before independence is fully achieved.

- Let your child know you are leaving in a predictable, routine way—don’t sneak away to avoid a tantrum or lie about where you are going, as this will only increase your child’s insecurity.
- Say good-bye briefly with a hug and say something positive about your expectations for your child’s time away from you. Reassure him in a positive way that he will have a good time when you are gone and that he’s safe.
- Encourage your child’s growing independence.
- If you are leaving your child at preschool, let him know when you will see him again and when he will be picked him up and by whom.
- If you are leaving him at home and going out for the evening, let him know who will be taking care of him and when you will be back. For example, “Grandma is coming to play with you tonight while I go out for dinner. I’ll be home after you are in bed, but I’ll come in and kiss you good night.”
- Leave and avoid giving too much attention to the child’s normal protests.
- When you return greet your child with love and joy—let him know you are happy to see him.
- Give your child some transition time to move from his current play experience to leaving with you.
- Some children enjoy having a transitional object that reminds them of their parents. This might be a special piece of jewelry or a trinket that belongs to mom or dad, a picture, or some other object that has special associations.
Write out your morning routine, or your routine for leaving your child at daycare.
OUR FAMILY ROUTINES

Write out your bedtime or after-school routine here.
Refrigerator Notes & Handouts
Effective Limit Setting
Effective Limit Setting

“The Importance of being Clear, Predictable, and Positive”

HOME ACTIVITIES FOR THE WEEK

To Do:

• **DECREASE** the number of commands you give to those that are most important.

• When necessary, **GIVE POSITIVE AND SPECIFIC COMMANDS**. Avoid using question commands, “let’s” commands, negative commands, vague commands, and chain commands.

• Monitor and record the frequency and type of commands you give at home for a 30-minute period on the “Record Sheet: Commands” handout, and record your child’s response to these commands.

• **PRAISE** your child every time he or she complies with an instruction.

• **CALL YOUR BUDDY** from the group and talk about how you limit TV watching.

Read

Handouts and review Chapter Four, *Limit Setting*, in *The Incredible Years*.

Caution: Remember to continue playing!
Effective Limit Setting

“The Importance of being Clear, Predictable, and Positive”

HOME ACTIVITIES FOR THE WEEK

To Do:

• **DECREASE** the number of commands you give to those that are most important.
• When necessary, **GIVE POSITIVE AND SPECIFIC COMMANDS**.
• **PRAISE** your child every time he or she complies with a command.

READ

Handouts and review Chapter Four, *Limit Setting*, in *The Incredible Years*.

Caution: Remember to continue playing!

Handout 2B (optional)
## Brainstorm/Buzz—Benefits of Setting Limits

1. What are the possible benefits for your children having clear limits in your home?
2. What gets in the way of setting limits?

Write down the benefits of having clear limits and your difficulties in doing it. See if you can find any solutions to your barriers to setting clear limits.

<table>
<thead>
<tr>
<th>Benefits of Setting Limits</th>
<th>Difficulties in Doing This</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal:**

I will commit to reducing the number of commands or requests to those that are most important. Instead, I will focus on giving choices when possible, using distractions and when-then commands.
### Brainstorm—Rewriting Commands

Rewrite the following ineffective commands into positive, clear, respectful commands.

<table>
<thead>
<tr>
<th>Ineffective Commands</th>
<th>Rewrite</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Shut up</td>
<td></td>
</tr>
<tr>
<td>• Quit shouting</td>
<td></td>
</tr>
<tr>
<td>• Stop running</td>
<td></td>
</tr>
<tr>
<td>• Watch it</td>
<td></td>
</tr>
<tr>
<td>• Why don’t we go to bed?</td>
<td></td>
</tr>
<tr>
<td>• Let’s clean up the living room</td>
<td></td>
</tr>
<tr>
<td>• Cut it out</td>
<td></td>
</tr>
<tr>
<td>• What is your coat doing there?</td>
<td></td>
</tr>
<tr>
<td>• Why are your shoes in the living room?</td>
<td></td>
</tr>
<tr>
<td>• Don’t shove salad in your mouth like a pig</td>
<td></td>
</tr>
<tr>
<td>• Why is your bike still in the driveway?</td>
<td></td>
</tr>
<tr>
<td>• You look like a mess</td>
<td></td>
</tr>
<tr>
<td>• Stop bugging your sister</td>
<td></td>
</tr>
<tr>
<td>• You are never ready</td>
<td></td>
</tr>
<tr>
<td>• Your clothes are filthy</td>
<td></td>
</tr>
<tr>
<td>• This room is a mess</td>
<td></td>
</tr>
<tr>
<td>• Don’t whine</td>
<td></td>
</tr>
<tr>
<td>• You are impossible</td>
<td></td>
</tr>
<tr>
<td>• Stop dawdling</td>
<td></td>
</tr>
<tr>
<td>• Hurry up</td>
<td></td>
</tr>
<tr>
<td>• Be quiet</td>
<td></td>
</tr>
<tr>
<td>• Why are you riding on the road when you’ve been told not to?</td>
<td></td>
</tr>
<tr>
<td>• I’ll hit you if you do that again</td>
<td></td>
</tr>
</tbody>
</table>
• Don’t give unnecessary commands.
• Give one command at a time.
• Be realistic in your expectations and use age-appropriate commands.
• Use “do” commands.
• Make commands positive and polite.
• Don’t use “stop” commands.
• Give children ample opportunity to comply.
• Give warnings and helpful reminders.
• Don’t threaten children; use “when-then” commands.
• Give children options or choices whenever possible.
• Make commands short and to the point.
• Support your partner’s commands.
• Praise compliance or provide consequences for noncompliance.
• Strike a balance between parent and child control.
Clear Commands/Requests—Start With Please...

“Walk slowly.”
“Keep your hands to yourself.”
“Talk softly.”
“Play quietly.”
“Come home.”
“Color it black.”
“Please put the clothes away.”

“Please go to bed.”
“Keep your hands to your own body.”
“Keep the paint on the paper.”
“Wash your hands.”
“Set the table.”
“Make your bed.”

Unclear, Vague, or Negative Commands/Requests

“Let’s put away the toys.”
“Why don’t we go to bed now?”
“Don’t yell.”
“Shut up.”
“Stop running.”

“Wouldn’t it be nice to go to bed now?”
“Hand me the bread, will you?”
“Be nice, be good, be careful!”
“Watch it.”
“Let’s don’t do that anymore.”
**RECORD SHEET: COMMANDS/REQUESTS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Commands Given</th>
<th>Child’s Response</th>
<th>Parent’s Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>5:30 p.m.</td>
<td>“Put the toys away.”</td>
<td>Child puts toys away</td>
<td>“Thank you for putting the toys away.”</td>
</tr>
<tr>
<td>1st Day</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Day</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Example of When/Then Command</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. How many play sessions did you have this week? ____________________________________________
2. What positive behaviors are you working on praising? ____________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________