

ACT Model for Limit Setting

A – Acknowledge

Acknowledge the reason for the behavior. This has to do with their desire to engage in the task, their curiosity, their frustration with what is being asked, etc.

C – Communicate the Limit

Clearly state that despite their reasoning (A), the limit or expectation is being set.

T – Target the Alternative

Provide the child with options that will assist them in accomplishing the task or meet the initial need.

Example:

The child is having fun playing and repeatedly ignores his parent's expectations and reminders that it is time to leave.

A - You are really having such a fun time and you are not ready to leave yet.

C - Even though you are not ready to go, it is time for us to leave the building.

T - As we leave today, you can choose to ride on my back or race me to the front.
Which do you choose?



“If You Choose” Limit Setting

If you choose desired behavior, then you choose desired outcome.

If you choose undesired behavior, then you choose undesired outcome.

Which do you choose?

Example:

If you choose to leave the building right now, then you choose for us to go eat together as a family at the restaurant before we head home.

If you choose to run away from me, then you choose for us to go straight home.

Which do you choose?