

Professional Development Webinar

(Term 2, 2016)

IMPULSE CONTROL and DISTRACTABILITY

PC users:

Your control panel



Professional Development Webinar

(Term 4, 2015)

Leveraging student learning abilities to
achieve potential

SCHUHFRIED

passion for psychology

PC users: Click to see & download handouts



The image shows a GoToWebinar interface. At the top, there is a menu bar with 'File', 'View', and 'Help'. Below it, a list of items is visible: '+ Audio', '+ Handouts - 4', and '+ Questions'. Below the list, the webinar title 'Leveraging student learning abilities to help achieve potential' is displayed, along with the 'Webinar ID: 158-135-059' and the 'GoToWebinar' logo.

Professional Development Webinar

(Term 4, 2015)

Leveraging student learning abilities to
achieve potential

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passion for psychology

PC users:

Click to ask a question




Professional Development Webinar

(Term 4, 2015)

Leveraging student learning abilities to
achieve potential

A screenshot of the GoToWebinar interface. The 'Questions' panel is open, showing a question: 'Q: What are cognitive learning abilities in students?'. Below the question is a text input field and a 'Send' button. The interface also shows 'Audio' and 'Handouts - 4' sections. At the bottom of the panel, it says 'Presented by Schuhfried Australia', 'We'll be with you in just a moment...', and 'Leveraging student learning abilities to help achieve potential Webinar ID: 158-135-059 GoToWebinar'.

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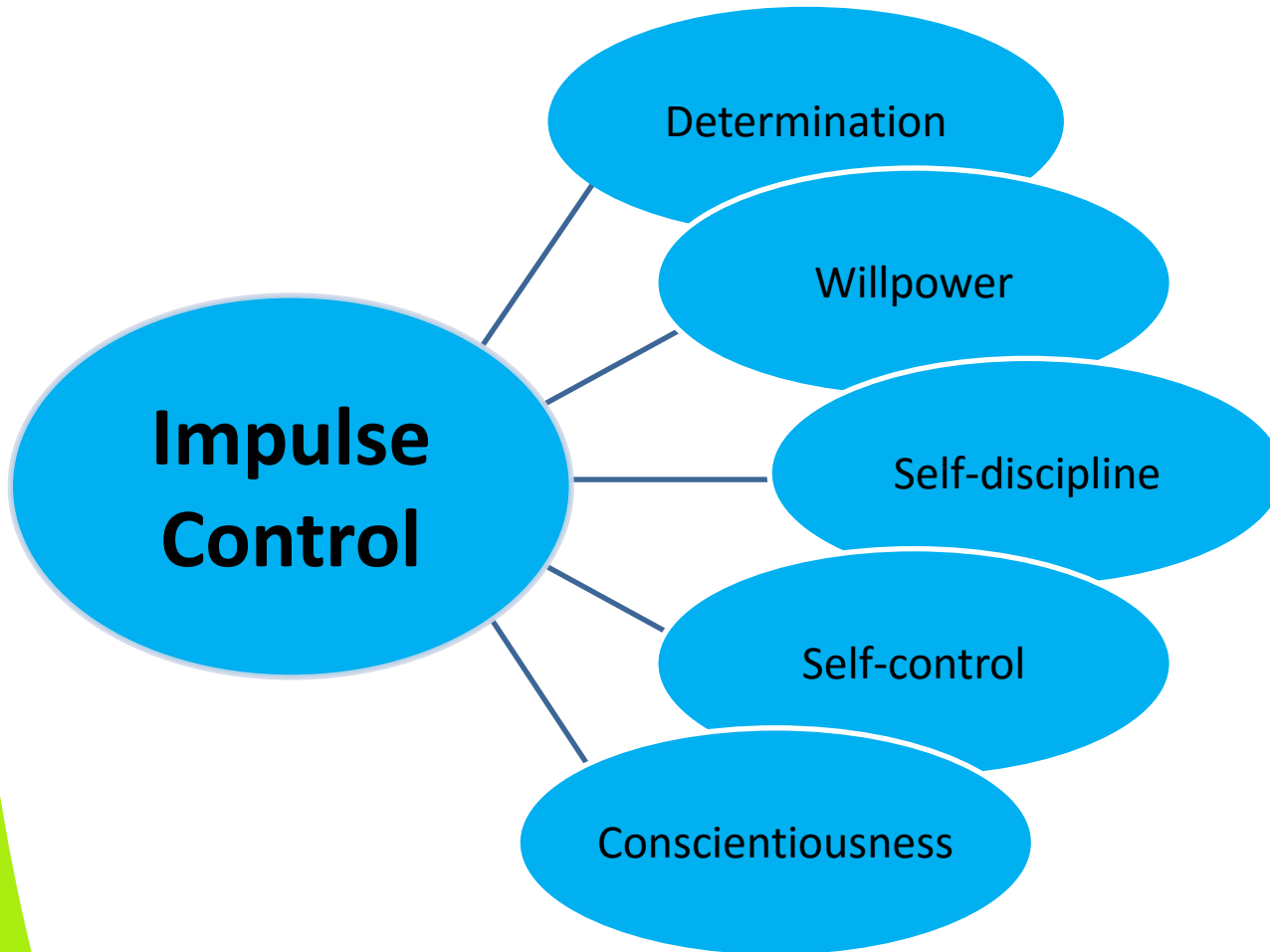
Professional Development Webinar

(Term 2, 2016)

IMPULSE CONTROL and DISTRACTABILITY

Impulse Control & Distractibility

Overview and Definition



Regulating Ourselves

Impulse Control & Distractibility

Overview and Definition

**Impulse
Control**

Resist distractions?

Inhibit intrusive thoughts?

Limit memories from interfering?

Stop attention side-tracking us?

Get a handle on emotions?

Discontinue inappropriate behaviour?

Delay gratification and plan ahead?

Regulating Ourselves

Impulse Control & Distractibility

Developmental Progression

**Impulse
Control**

**Depends on
developmental
level**

Young children **lack** the
self-control of older
people

Self-control **develops**
over the years

Biggest changes
between the ages of 3 and 7

But lots of **Variations**

Importance of Impulse Control

Evidence-based Benefits

Consistent Evidence

Many benefits of
controlling one's
impulses

Stanford marshmallow studies



Better on achievement tests
Finish their education
Greater career success
Less likely to have troubles

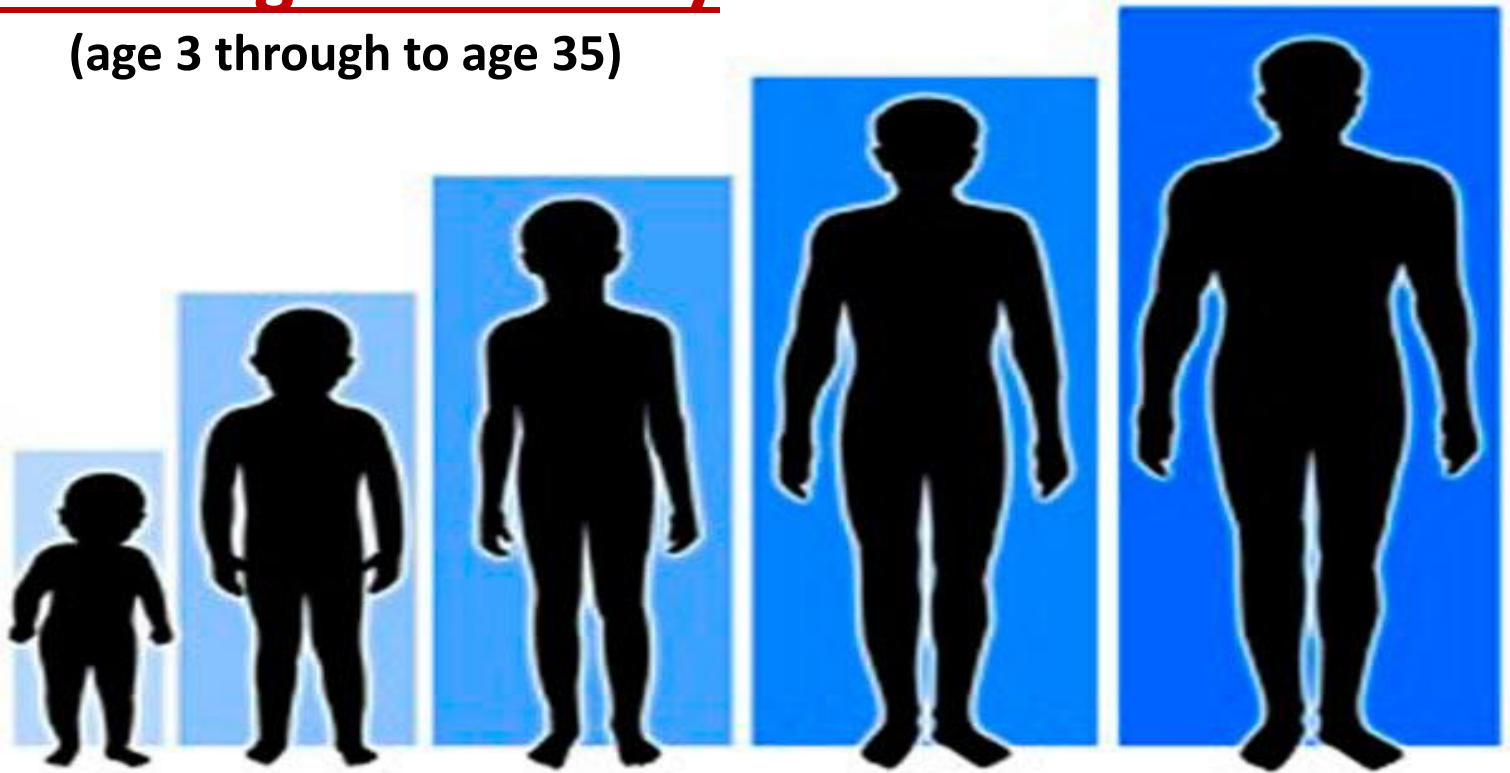
Delayed gratification is the key to long term success

Importance of Impulse Control

Long-Term Effects of Poor Self-Control

One Long-Term Study

(age 3 through to age 35)



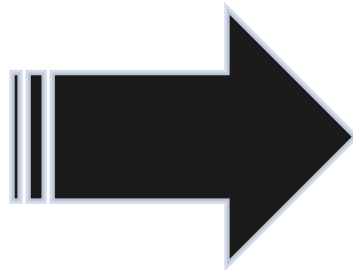
Health issues • Financial • Martial issues
Criminal records • Substance dependencies

The Challenge of Impulsivity

What is happening to our children?

Always been challenging.

Appears to be **Getting Harder.**



Increased Diagnosed Cases

ADHD, Addition Disorders, Psychiatric Disorders with impulsivity features

The Challenge of Impulsivity

What is happening to our children?

Impulsivity

- Technological advances driving immediacy
- Frenziedly and immediate communication patterns (esp., social media)
- Ever increasing expectations to secure instant gratification



Fuelling impulsivity issues
on an unprecedented scale



The Challenge of Impulsivity

What is happening to our children?

Impulsivity



Growing culture of **impatience** and **impulsivity**,
making us yearn for **more** and **more**

instant gratification

Impulsivity and Change

Is it possible, can we increase self-control?



- Self-control can be improved
- Impulse control can change
(People can change)
- Self-control is something that can be taught

Parents and teachers can have a profound effect on the development of self-control and self-discipline

Impulsivity and Change

Successful Programs for Students

Improving Impulse control
Successful Programs

Recognise the **importance** of controlling impulses

Reset **expectations** about learning

Find ways to say **no** to things

Keep **temptations** and **distractions** away

Practice **decision-making**

Understand impulsiveness – Use **role modelling**

Learning the **consequences** of actions

Just **wait** before acting to sustain gratification

Successful
impulse
control
programs
help
students
to...

Developing Impulse Control

What strategies are effective with students?

Reinforce Impulse Control Often

Deliver on **promises** and follow through on **Reinforcement** when students wait and control impulses.

Use Just-in-Time Reminders

Use **just-in-time reminders** just before doing the task. Limit **time to remember** reminders.

Use Rules & Games to Build Self-Regulation

Provide **rules** that are clear, monitored, reinforced when used, and corrective feedback given when not followed. But introduce rule change **progressively**.

Manage Task load and Sequencing

Separate the tasks so that instruction, support and completion occur before moving on to the next task. Use **short time breaks, downtime, or simple transition** activities. As students grow older, slowly and progressively use **multiple step-wise tasks** and faster **task switching**. Watch excessive routinisation.

Developing Impulse Control

What strategies are effective with students?

Use Motivation

(to address self-control fatigue)

Consider points of **interest**, **relevance**, or beneficial **outcomes** in tasks for students.

Build a Positive Mindset

Use **reinforcement** of effort and immediate **feedback** on the process of learning

Develop Attention and Working Memory

Work to the **capacity** of the student. Use **validated tests** to determine capacity. Consider **cognitive** training programs.

Don't Forget About Emotions

Talk to students about their **feelings**, show **empathy**, and discuss **constructive** ways to cope.

Encourage Students to Practice Planning

Remind students to plan ahead. Include planning into **games**. Encourage use of **self-talk** and **verbalisation** when planning or solving problems. Use **goal setting** (process and outcome). Use **action readiness** to identify obstacles and prepare responses.



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Free Resources

1. Webinars www.neuromite.com.au/webinars

- Professional Development
- NEUROMITE programs

2. NEUROMITE web site www.neuromite.com.au

3. Free Subscription

www.neuromite.com.au/school-resources-login

- School Resource Centre online
- News updates (e.g. webinar invitations)