

HOW TO USE REPRODUCIBLE SHEETS:

Reproducible Worksheet 2.1

Get to Know Your Impulses, allows students to identify various impulses which they may feel during various tasks in the classroom. Predicting impulsive behaviors can be helpful in controlling them when they arise.

Talk about it. Discuss the impulses that students have identified. Ask if they see any patterns in their impulses and which seem most problematic.

Reproducible Worksheet 2.2

The Road to Success, allows students to identify consequences and benefits associated with acting or not acting on impulses to be lazy about participating in a work group. Impulses are not always about acting out; impulses can also be about avoiding tasks.

Talk about it. Ask students whether short term or long term consequences and benefits were easier to imagine. Discuss the benefits of thinking about both; discuss how learning to control our impulses can help us to be successful on down the road.

Reproducible Worksheet 2.3

Slow your Roll, allows students to experience the importance of taking their time when completing assignments. If they rush through this worksheet they will miss an important step.

Talk about it. Ask what would have happened had they worked too fast and not read carefully. Discuss the techniques used to “slow their roll” while following the directives of the worksheet. Discuss the benefits of working in a more cautious manner.

Reproducible Worksheet 2.4

Cheer Yourself on, allows students to identify positive self-talk from negative self-talk in controlling impulses during the school day. Impulsive youth do not have good internalized speech so teaching them to use positive self-talk is a helpful intervention.

Talk about it. Discuss other positive statements that could be used to decrease impulsive behaviors related to schoolwork.

Reproducible Worksheet 2.5

Searching for Impulse Control, gives students the opportunity to complete a word search activity with positive and negative phrases associated with impulse control and school work.

Talk about it. Discuss any questions that students have about the terms in the worksheet. Discuss strategies that the students used to stay on task while doing the wordsearch.

GET TO KNOW YOUR IMPULSES

Fill in the blanks with the impulse which you may be tempted with during similar situations.

Your teacher passes out a test at the beginning of class and tells you that you have until the end of the period to finish it. Your best friend is sitting behind you in class.

Impulse –

What could you tell yourself to fight off this impulse?

You have just begun a math assignment and in this class when you are finished you are allowed to use the computers in the back of the class.

Impulse –

What could you tell yourself to fight off this impulse?

Your teacher has just assigned a reading assignment and you are really excited to get to lunch and see your friends. Lunch doesn't start for 30 minutes.

Impulse –

What could you tell yourself to fight off this impulse?

THE ROAD TO SUCCESS

Read the situation below and list two possible consequences for acting on the impulse. Then list two possible benefits or rewards for using impulse control. Try to consider one future and one immediate consequence and benefit.

Your fourth hour teacher hands out a group history assignment that you are allowed to work in with a group of three other students. You stayed up late last night and are very tired. One of the students in your group “always” gets her work done so you know she will probably look up all of the answers even if you don’t participate, but the teacher will know that she did most of the work. You have an impulse to lay your head on the desk and let the other students in your group complete the assignment.

If I follow through with the impulse :

(immediate consequence)

(future consequence)

If I don’t follow through with the impulse :

(immediate consequence)

(future consequence)

SLOW YOUR ROLL

Taking your time to carefully read instructions and complete school work is an important part of school success. Sometimes we have impulses to rush through assignments in order to move on to something more enjoyable which makes it easy to make mistakes. Read the list of directives carefully and do what they tell you to do.



1. Stand up.
 2. Sit down.
 3. Stand up.
 4. Do five jumping-jacks.
 5. Sit down.
 6. Stand up.
 7. Turn in a complete circle.
 8. Sit down.
 9. Stand up.
 10. Clap three times.
 11. Sit down.
 12. Say your full name.
 13. Stand up.
 14. Snap your fingers three times.
 15. Sit Down.
 16. Stand up.
 17. Turn in a complete circle.
 18. Sit down
- Great Job. You are done. Do not complete the rest of the tasks.
19. Stand up.
 20. Sing "I'm a little Tea Pot" with all of the motions.
 21. Sit Down.



THE END

What did you do to help follow the directions and stay on task?

CHEER YOURSELF ON

Draw an "X" through examples of self-talk which may cause you to act impulsively and circle examples of self-talk which may help you to control your impulses.

This is so stupid!

*Slow down.
If I focus on what I'm doing I will get a better grade.*

*I will think about the consequences.
It won't really be that bad to do the work.*

I don't need to listen to the directions. I can figure it out.

I can do this. I just need to stay on task.

This is going to be sooo boring. I'll mess with this girl next to me.

It will be more fun to hang out with my friends if all of my work is done.

If I rush through this paper I can do something fun.

SEARCHING FOR IMPULSE CONTROL

Find and circle each word provided in the word bank.

CONSEQUENCES

IMPULSE

REWARDS

DELAY GRATIFICATION

NEGATIVE TALK

RUSH

STOP AND THINK

FOCUS

POSITIVE TALK

SLOW DOWN

D F C Q R U O E P S O N S P F A R U R W
P E U J B E P H R X E C E P O Z K N Z F
I D L A U U W K K G D I C O C H T P T V
C Z L A L L L A A U L I N S U L D P R H
N F Y L Y D E T R R P W E I S P X Q W K
E Z U I R G I B Y D Z Q U T J S Q X J Q
N W W Z A V R S P M S W Q I M P U L S E
O A K N E J M A R Y Q L E V S K R C S Y
X F E T N O E Q T A N K S E W X N V W N
Q L A R M D R B V I I G N T X S O B W J
H L I R C U P D B Q F B O A T N K O O E
K T R G S V X C G D H I C L I H D V V K
K N I H T D N A P O T S C K J W C B T H
P Y F R C K D M L G Y Y L A O L B X C I
J J Y K N E Z C E C L A R L T D C G S W
O D O J F X H F Y D K Q S O Y I R F Z P
F K E O S W B N G J P U U Q J B O O X F
C F Z D A L O S Q W S H D Z Q V Y N R R
V V O P O J A D L O F Q V Q I H Y J I E
A G O X U J B H H B R N Q G U H H T C H

How did you stay on task while doing this worksheet?