

Teaching **SELF-CONTROL** *in the classroom*

A Cognitive Behavioural Approach

PATRICIA GOURLEY



Age range 7 – 11

Printable resources



Teaching Self Control In The Clabroom A Cognitive Behavioural Approach

Alex Garry, John Heffner



Teaching Self Control In The Classroom A Cognitive Behavioural Approach:

The Self-Regulation Workbook for Kids Jenna Berman, 2021-08-03 Help your child identify understand and take control of their feelings with the kid friendly cognitive behavioral therapy and self regulation exercises in this easy to use workbook When children have difficulty self regulating it can make it harder for them to get along with peers and family members hurt their academic achievement and inhibit their ability to complete activities of daily living That's where this book comes in In this evidence based workbook the reader follows the journey of a child just like them who experiences all kinds of emotions and thoughts and learns how to take control of them The Self Regulation Workbook for Kids allows kids to explore and express their feelings guided by a relatable character and reinforced through interactive worksheets and proven exercises The CBT based activities and advice in this workbook will empower children with concrete coping skills and techniques that they can return to each and every time they start to feel upset or stressed

Self-regulation exercises for children CBT exercises and coping strategies for children how to deal with anxiety and stress, 2023-12-29 INTRODUCTION

Teaching children how to identify understand and be in control of their thinking mood and behavior is crucial to their ability to self regulate This book introduces these skills in a child friendly manner through both story and activities While this workbook is intended for children ages eight through eleven the tools and skills especially those related to identifying and challenging unhelpful thoughts are valuable for people of all ages and may be advanced for children younger than eight When children struggle with self regulation it often leads to behaviors that make them feel even worse and create stressful situations for others While children typically regret such behavior and don't want to repeat it they likely don't have the skills to be able to react differently when faced with a similar trigger in the future This workbook helps children to develop the skills to be able to Identify understand and express their feelings Learn to calm their body Identify and challenge unhelpful thoughts Identify unhelpful behavior and more adaptive choices they can make instead Identify and prepare for situations that may be tricky for them to navigate These skills are the foundation of cognitive behavioral therapy CBT an evidence based treatment that helps people to improve their functioning when dealing with a wide range of problems Through CBT which has a decades old canon of nonproprietary clinical terms and techniques that are elaborated upon throughout this book people can learn how to recognize their triggers become aware of their Automatic Thoughts and responses to them and learn more adaptive ways of thinking and reacting In this workbook a character named Alex will tell the story of his journey learning and using different tools and techniques to take control of his feelings There are a number of activities to help your child learn practice and internalize the concepts Read Alex's story aloud with your child and support them in completing the activities There are side notes for grown ups throughout the book which is applicable to teachers mentors and clinicians as well as parents and caregivers to support their work with kids These are not intended to be read with your child While none of the information provided in these side notes would be harmful for a child to learn they are directed toward adults and are

likely to be confusing and boring for them Alex is a fictional and hypothetical character Any resemblance he may bear toward an actual child or children is purely coincidental All of the lessons provided in the book work for Alex whereas each and every tool or technique may not be efficacious for your child Keep in mind that developing a skill takes time and practice Be patient and provide your child with the necessary support to be able to use these skills in their everyday environment This can include verbal reminders visual reminders and actually going through the steps of a skill or plan with them Spelling grammar and penmanship don t count when it comes to exercises to help manage emotions If these are challenging or triggering for your child consider allowing them to complete the exercises verbally and then writing their responses If that is difficult for your child you can read the text together and make up other ways to process and further explore the content such as acting it out or telling a story about it with toys Meet your child where they re at and adapt the lessons for them Simply thinking and talking about tricky or unmanageable thoughts feelings and behaviors is challenging enough It is important for you and your child to further discuss the content of the book and find opportunities to connect it to real life situations both while reading and as you re living your lives Additionally practice the skills repeatedly to help your child internalize them This will support your child s ability to access the tools when they are actually faced with intense emotions that are difficult to manage Even when a child has made progress he or she will continue at times to make mistakes and act on their overwhelming emotions or allow their feelings to get in control These instances can be opportunities to continue learning and growing Taking control of feelings is a lifelong process Even I a grown up who helps people manage their emotions for a living have moments when my feelings get in control and I react in ways that I regret later This is part of being human Anticipating this can help make these moments more tolerable It s stressful for your child when this happens as well Be sure to instill messages that decrease feelings of shame When children have difficulty with self regulation they often get messages that their behavior is bad and they develop an underlying belief that they are bad Help your child understand that even when their behavior is not good at times they are always a good person who has strengths Regulating emotions is hard It s harder for some people than it is for others and that s okay You will work together to help your child build the skills to be able to regulate emotions better Chapter 1 will help your child to expand their emotions vocabulary understand that it is normal to experience a wide range of emotions think about what triggers these emotions and how they affect their functioning and view emotions as something that they can do something about Having a larger emotions vocabulary can help a child more accurately identify and understand both their experiences and the experiences of others This improves a child s ability to manage their emotions and develop healthier relationships Learning that it is normal to experience a wide range of feelings can help children to feel more comfortable acknowledging and addressing their own emotions and to be more empathetic and tolerant when interacting with others Chapter 2 will teach your child to think about the intensity of their emotions Increased awareness of the ability to experience both pleasant and unpleasant feelings at different levels of intensity can help your child to work

toward having less frequent big reactions to small triggers and to calm down more quickly Chapter 3 will help your child to differentiate between experiences thoughts feelings and behaviors We live in a society that tends to jumble up these things It is important to realize that our thoughts and feelings are not facts This will set the foundation for your child to be able to do the work later Chapter 4 will teach your child to recognize the way that emotions effect their body Chapter 5 will teach a number of tools that can help your child to relax and take control of those feelings in their body Calming down automatic physical responses to emotions will help your child to improve their ability to control their reactions Chapter 6 will teach your child to be able to notice their Automatic Thoughts and recognize when they are unhelpful Chapter 7 will teach your child how to challenge and reshape their unhelpful thoughts The ability to identify and challenge unhelpful thinking can allow your child to view stressful situations more clearly and navigate them more effectively Chapter 8 will help your child increase their awareness of the fact that their actions are choices that they can thoughtfully make After your child develops an understanding of their ability to have an urge and be in control at the same time Chapter 9 will introduce them to tools that can support their ability to choose their actions Chapters 10 and 11 will help your child to connect all of the tools and insights that they developed as they completed the earlier sections of the workbook In Chapter 10 your child will write a story about a time when their feelings were in control Through this activity your child will further process and internalize the connection between a trigger their Automatic Thoughts about it emotions and reactions In Chapter 11 your child will rewrite that same story by inserting the coping skills learned to manage the same unhelpful automatic thoughts and urges If your child writes this story about a trigger that is actually challenging for them to deal with this can help them prepare to deal with a similar trigger when they are faced with it in the future Writing stories about coping with common triggers in a healthy manner and reviewing these stories can help your child to internalize the insights tools and skills that can be helpful in such situations This will support their ability to recall this information and apply it to real life situations Chapter 12 provides your child with a helpful self statement and image to instill a sense of empowerment in their ability to navigate the stressors that come their way If your child continues to struggle with self regulation seek the support of a trained mental health clinician Therapy can help you and your child to process and understand their unique complex thoughts feelings and behaviors Additionally having your child complete a neuropsychological evaluation can help to better understand the lagging skills contributing to their difficulties so that you can get them set up with the appropriate supports

Teaching Children and Youth Self-control John W. Maag,1998 This monograph discusses using an approach based on perceptual control theory PCT to teach self control to children and youth with emotional and behavioral disorders PCT is described as a general approach to understanding self regulated systems that relies on the theory that behavior controls an individual s perceptions rather than the perceptions controlling behavior generally assumed by most people After an introductory chapter Chapter 2 Overview of Perceptual Control Theory describes the basic tenets of PCT and includes real life examples describes the levels

of PCT and compares PCT to some traditional conceptualizations of behavior to provide a frame of reference for the intervention techniques Chapter 3 Questioning Method for Getting Children and Youth to Think describes the rationale for questioning children and youth and provides five recommended questions for teaching self control Chapter 4 Teaching Children and Youth to Make a Plan discusses the five components in this process including identifying an area for improvement setting a measurable goal creating a detailed outline self monitoring performances and setting up a feedback chart depicting process A sample planning sheet and feedback chart are provided A concluding chapter describes ways for dealing with children and youth who continually break rules Contains 34 references CR

Self-regulated Learning Dale H. Schunk, Barry J. Zimmerman, 1998-03-20 This text provides a framework for teaching students how to be students and offers practical guidance on how academic learning at its best can be brought about

Self-Discipline & Cognitive Behavioral Therapy 2 Books in 1 Alex Garry, John Heffner, 2020-06-12 You're tired of living from hand to mouth You can reverse the trend with self discipline if failure is not an option Think of self discipline as a form of sacrifice denying self life's pleasures for a moment to gain better future return on investment on your time You use the alarm clock for the occasional sleep over But you could do without it It gets complicated to control thoughts You have conditioned the body to wake up at day break Knowing self discipline is a good starting point Better yet understanding how self discipline shapes the foundation of success Self discipline is the ability to control and manage your feelings actions and behaviors in order to channel them into productive use The reason self discipline is elusive is because it deals in abstracts THIS BOOK SHOWS YOU How Self Image Influences Self Discipline How Procrastination Holds You Back from Achieving Self Discipline How Self Discipline Shapes the Foundation of Success in Life How to Set Achievable Self Discipline Goals How to Hack into Self Discipline How Self Discipline Determines Outcome Behind the scenes of Cognitive Behavioral Therapy how it really works Going beyond the basics how cognitive behavioral therapy can help you Reasons cognitive behavioral therapy solves the problem for good Innovative CBT Techniques you can apply in your everyday life As well as realistic simple and workable steps to examine your own problems a case study to show how cognitive behavioral therapy actually works definitions and types of therapy identifying the vicious cycle hypnotherapy and isolating emotional threats Before you know it you could be changing your thought patterns for the better and improving every aspect of your life as a result So what are you waiting for Grab your copy today take control of your mind and start your journey to achieve happiness

Self-Discipline & Cognitive Behavioral Therapy 2 books in 1 Alex Garry, John Heffner, 2020-06-05 You're tired of living from hand to mouth You can reverse the trend with self discipline if failure is not an option Think of self discipline as a form of sacrifice denying self life's pleasures for a moment to gain better future return on investment on your time You use the alarm clock for the occasional sleep over But you could do without it It gets complicated to control thoughts You have conditioned the body to wake up at day break Knowing self discipline is a good starting point Better yet understanding how self discipline shapes the foundation of success

Self discipline is the ability to control and manage your feelings actions and behaviors in order to channel them into productive use The reason self discipline is elusive is because it deals in abstracts THIS BOOK SHOWS YOU How Self Image Influences Self Discipline How Procrastination Holds You Back from Achieving Self Discipline How Self Discipline Shapes the Foundation of Success in Life How to Set Achievable Self Discipline Goals How to Hack into Self Discipline How Self Discipline Determines Outcome Behind the scenes of Cognitive Behavioral Therapy how it really works Going beyond the basics how cognitive behavioral therapy can help you Reasons cognitive behavioral therapy solves the problem for good Innovative CBT Techniques you can apply in your everyday life As well as realistic simple and workable steps to examine your own problems a case study to show how cognitive behavioral therapy actually works definitions and types of therapy identifying the vicious cycle hypnotherapy and isolating emotional threats Before you know it you could be changing your thought patterns for the better and improving every aspect of your life as a result So what are you waiting for Grab your copy today take control of your mind and start your journey to achieve happiness

Develop Self-Regulation Skills Workbook For Kids Sibley Hall,2023-02-16 Kids can learn a lot about themselves and the world around them with the help of the *Develop Self Regulation Skills Workbook for Kids* Kids learn to identify and control negative feelings including frustration excitement rage and embarrassment through CBT exercises This is a huge step in the right direction for these children s mental health since it will help them learn how to deal with adversity in the future The adults in charge of the children in their care will find this workbook to be an invaluable resource for the kids personal and professional growth Activities in areas such as problem solving thinking planning and decision making help children develop the emotional regulation skills they ll need to cope with life s challenges In addition parents and other caretakers can use these occasions as instructional moments to impart wisdom and encouragement The *Develop Self Regulation Skills Workbook for Kids* makes it simple to help children overcome issues related to a lack of emotional intelligence Children s mental well being will improve and caregivers stress will decrease thanks to this straightforward approach

Cognitive-Behavior Modification Donald Meichenbaum,1977-06-30 This book is an account of a personal journey through a research program A number of people have helped guide my way To them I am deeply grateful Special thanks are offered to my students whose constant stimulation and provocation were incentives to write this book Moreover in the belief that they would never show the initiative to put together a festschrift for me Le a book dedicated to someone for his contributions I decided to do it myself Several people cared enough to offer editorial criticisms namely Myles Genest Barney Gilmore Roy Cameron Sherryl Goodman and Dennis Turk The reader benefits from their perspicacity Finally to my parents who taught me to talk to myself and to my family without whose constant input this book would have been completed much sooner but would have been much less fun I dedicate this book D M 5 Contents Prologue 11 Chapter 1 17 Self Instructional Training Hyperactive Impulsive Children An Illustration of a Search for a Deficit 23 Luria s Model 24 Private Speech and Mediational Skills 27 Self Instructional Treatment of Hyperactive Impulsive Children A

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Self-regulation Exercises For Children Jideon F Marques, 2023-12-29 INTRODUCTION Teaching children how to identify understand and be in control of their thinking mood and behavior is crucial to their ability to self regulate This book introduces these skills in a child friendly manner through both story and activities While this workbook is intended for children ages eight through eleven the tools and skills especially those related to identifying and challenging unhelpful thoughts are valuable for people of all ages and may be advanced for children younger than eight When children struggle with self regulation it often leads to behaviors that make them feel even worse and create stressful situations for others While children typically regret such behavior and don t want to repeat it they likely don t have the skills to be able to react differently when faced with a similar trigger in the future This workbook helps children to develop the skills to be able to Identify understand and express their feelings Learn to calm their body Identify and challenge unhelpful thoughts Identify unhelpful behavior and more adaptive choices they can make instead Identify and prepare for situations that may be tricky for them to navigate These skills are the foundation of cognitive behavioral therapy CBT an evidence based treatment that helps people to improve their functioning when dealing with a wide range of problems Through CBT which has a decades old canon of nonproprietary clinical terms and techniques that are elaborated upon throughout this book people can learn how to recognize their triggers become aware of their Automatic Thoughts and responses to them and learn more adaptive ways of thinking and reacting In this workbook a character named Alex will tell the story of his journey learning and using different tools and techniques to take control of his feelings There are a number of activities to help your child learn practice and internalize the concepts Read Alex s story aloud with your child and support them in completing the activities There are side notes for grown ups throughout the book which is applicable to teachers mentors and clinicians as well as parents and caregivers to support their work with kids These are not intended to be read with your child While none of the information provided in these side notes would be harmful for a child to learn they are directed toward adults and are likely to be confusing and boring for them Alex is a fictional and hypothetical character Any resemblance he may bear toward an actual child or children is purely coincidental All of the lessons provided in the book work for Alex whereas each and every tool or technique may not be efficacious for your child Keep in mind that developing a skill takes time and practice Be patient and provide your child with the necessary support to be able to use these skills in their everyday environment This can include verbal reminders visual reminders and actually going through the steps of a skill or plan with them Spelling grammar and penmanship don t count when it comes to exercises to help manage emotions If these are challenging or triggering for your

child consider allowing them to complete the exercises verbally and then writing their responses If that is difficult for your child you can read the text together and make up other ways to process and further explore the content such as acting it out or telling a story about it with toys Meet your child where they are at and adapt the lessons for them Simply thinking and talking about tricky or unmanageable thoughts feelings and behaviors is challenging enough It is important for you and your child to further discuss the content of the book and find opportunities to connect it to real life situations both while reading and as you are living your lives Additionally practice the skills repeatedly to help your child internalize them This will support your child's ability to access the tools when they are actually faced with intense emotions that are difficult to manage Even when a child has made progress he or she will continue at times to make mistakes and act on their overwhelming emotions or allow their feelings to get in control These instances can be opportunities to continue learning and growing Taking control of feelings is a lifelong process Even I a grown up who helps people manage their emotions for a living have moments when my feelings get in control and I react in ways that I regret later This is part of being human Anticipating this can help make these moments more tolerable It's stressful for your child when this happens as well Be sure to instill messages that decrease feelings of shame When children have difficulty with self regulation they often get messages that their behavior is bad and they develop an underlying belief that they are bad Help your child understand that even when their behavior is not good at times they are always a good person who has strengths Regulating emotions is hard It's harder for some people than it is for others and that's okay You will work together to help your child build the skills to be able to regulate emotions better Chapter 1 will help your child to expand their emotions vocabulary understand that it is normal to experience a wide range of emotions think about what triggers these emotions and how they affect their functioning and view emotions as something that they can do something about Having a larger emotions vocabulary can help a child more accurately identify and understand both their experiences and the experiences of others This improves a child's ability to manage their emotions and develop healthier relationships Learning that it is normal to experience a wide range of feelings can help children to feel more comfortable acknowledging and addressing their own emotions and to be more empathetic and tolerant when interacting with others Chapter 2 will teach your child to think about the intensity of their emotions Increased awareness of the ability to experience both pleasant and unpleasant feelings at different levels of intensity can help your child to work toward having less frequent big reactions to small triggers and to calm down more quickly Chapter 3 will help your child to differentiate between experiences thoughts feelings and behaviors We live in a society that tends to jumble up these things It is important to realize that our thoughts and feelings are not facts This will set the foundation for your child to be able to do the work later Chapter 4 will teach your child to recognize the way that emotions effect their body Chapter 5 will teach a number of tools that can help your child to relax and take control of those feelings in their body Calming down automatic physical responses to emotions will help your child to improve their ability to control their reactions Chapter 6 will teach

your child to be able to notice their Automatic Thoughts and recognize when they are unhelpful Chapter 7 will teach your child how to challenge and reshape their unhelpful thoughts The ability to identify and challenge unhelpful thinking can allow your child to view stressful situations more clearly and navigate them more effectively Chapter 8 will help your child increase their awareness of the fact that their actions are choices that they can thoughtfully make After your child develops an understanding of their ability to have an urge and be in control at the same time Chapter 9 will introduce them to tools that can support their ability to choose their actions Chapters 10 and 11 will help your child to connect all of the tools and insights that they developed as they completed the earlier sections of the workbook In Chapter 10 your child will write a story about a time when their feelings were in control Through this activity your child will further process and internalize the connection between a trigger their Automatic Thoughts about it emotions and reactions In Chapter 11 your child will rewrite that same story by inserting the coping skills learned to manage the same unhelpful automatic thoughts and urges If your child writes this story about a trigger that is actually challenging for them to deal with this can help them prepare to deal with a similar trigger when they are faced with it in the future Writing stories about coping with common triggers in a healthy manner and reviewing these stories can help your child to internalize the insights tools and skills that can be helpful in such situations This will support their ability to recall this information and apply it to real life situations Chapter 12 provides your child with a helpful self statement and image to instill a sense of empowerment in their ability to navigate the stressors that come their way If your child continues to struggle with self regulation seek the support of a trained mental health clinician Therapy can help you and your child to process and understand their unique complex thoughts feelings and behaviors Additionally having your child complete a neuropsychological evaluation can help to better understand the lagging skills contributing to their difficulties so that you can get them set up with the appropriate supports

The Self-Regulation Workbook for Kids: CBT Exercises and Coping Strategies to Help Children Handle Anxiety, Stress, and Other Strong Emotions [Spiral-Bound] Jenna Berman Jenna Berman,2021-08-03 **Teaching Behavioral Self-control to Students** Edward A. Workman,1982 **The Effect of a Cognitive Self-instructional Training Approach on Reducing Disruptive Behavior in Young Children** Kevin I. Coats,1977 **Cognitive-behavioral Self-control Therapy with an Impulsive Child** Kathy L. Rusch,1994 [Talk Sense to Yourself](#) Jeffrey Wragg,1990

Cognitive Behavioral Therapy James Gladwell,2021-02-18 55% off for bookstores Now at 24 97 instead of 35 97 Begin your journey to healing by overcoming negativity anxiety stress and begin a new life of wellness **Self-control: Power to the Person** Michael J. Mahoney,Carl E. Thoresen,1974 **Behavior Change Through Self-control** Marvin R. Goldfried,1975 **Self-control Training in Young Children** Laura Kay Murray,R. Wayne Fuqua,2002 The incidence of conduct and behavioral disorders is steadily on the rise Externalizing problems in the preschool years are considerable predictors of problems in later childhood even in adulthood There is a growing need for effective prevention programs for

young children that can be implemented in school environments Prevention efforts with young children often focus on self control training for the reduction of impulsive behaviors Impulsivity is an early presenting behavior pattern that can lead to a variety of disorders The present study had two goals 1 to measure the effects of a package intervention containing cognitive and behavioral treatment techniques on self control in preschoolers and 2 to use both cognitive and behavioral outcome measures to demonstrate where the changes if any would be most clearly seen Thirst one 4 year old children in a preschool program for at risk children were randomly assigned to a treatment or control group The treatment group received a five week self control training program that incorporated cognitive and behavioral techniques Dependent measures were assessed before and after intervention and included Conners Rating Scales CPRS CTRS Self Control Rating Scale SCRS Matching Familiar Figures Test classroom behavior observations and a waiting task Self-Regulated Learning for Academic Success Carrie Germeroth,Crystal Day-Hess,2013 What can you do for students who struggle to set goals can t seem to follow rules and frequently go off task This concise publication explains how teachers in every content area and at every grade level can teach students to be self regulated learners Discover instructional strategies that help students learn to Approach challenges with confidence Plan their learning tactics and maintain focus Monitor their progress and seek help when they need it Work well with peers and adjust their approach Learn how to put all students on the path to positive empowered learning and greater academic success *Effects of Cognitive-behavioral Self-control Training on Impulsivity, Efficiency, and Self-control of Learning-disabled Children* Dean Louis Kerasotes,1980

Unveiling the Energy of Verbal Art: An Psychological Sojourn through **Teaching Self Control In The Clabroom A Cognitive Behavioural Approach**

In a world inundated with displays and the cacophony of immediate conversation, the profound power and mental resonance of verbal artistry frequently diminish into obscurity, eclipsed by the constant assault of sound and distractions. However, nestled within the lyrical pages of **Teaching Self Control In The Clabroom A Cognitive Behavioural Approach**, a charming function of fictional beauty that pulses with organic emotions, lies an unforgettable trip waiting to be embarked upon. Penned with a virtuoso wordsmith, this interesting opus instructions visitors on a psychological odyssey, gently exposing the latent possible and profound impact stuck within the delicate web of language. Within the heart-wrenching expanse with this evocative analysis, we can embark upon an introspective exploration of the book is central styles, dissect their fascinating writing fashion, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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Teaching Self Control In The Clabroom A Cognitive Behavioural Approach Introduction

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