



SELF-CONTROL

Controls Impulses and Delays Gratification (CIDG) - Grades 6-8

“Controls Impulses and Delays Gratification,” a theme in the Fly Five social-emotional learning (SEL) competency of Self-Control, helps K-8 students practice waiting behaviors and delaying gratification to build stamina when working toward a goal. This theme also helps students recognize their temptations and the effects of impulsive behavior while offering positive behavioral alternatives.

STUDENT OBJECTIVES:

1. The student will be able to use a variety of strategies to build stamina for controlling impulses or waiting.
2. The students will be able to understand the connection between impulse control and resisting temptation and urges while achieving a goal.

During the past few weeks, has your student been struggling to keep themselves academically accountable at home? Are they often on their phone or surfing non-academic websites during school-time, so you feel that you have to hover to ensure they are on-task? Is your child often staying up late and then sleeping in, struggling to maintain a healthy schedule for academic success?

We're here to help! The following research-based tips will help your student to control their impulses and delay gratification while learning at home





TIPS...

Read the following research-based tips below to help your student control their impulses and delay gratification while learning at home.

1 **Get Organized:** Research shows that when we have a plan, we are less likely to engage in temptations or impulsive behavior. So, help your child create a plan! Sit down together and write out an agenda, task list, or weekly academic calendar. Ask them how they kept track of assignments at school and use that method, or develop another one that works for them, while at home. Helping students visualize their upcoming work assignments and due dates will help with accountability.

2 **Practice Implementation Intentions:** Implementation intentions are a self-regulatory strategy usually formatted as an “If-then” statement. For example, If I complete my work, then I can play computer games, or If I turn in my assignment on-time, then I can watch Netflix. Implementation intentions have proven powerful for goal setting, resisting temptations, and staying on task. Create a few implementation intentions for the week or have your student create one at the beginning of each day.





3 Anticipate Temptation Triggers:

Ask your child questions such as: where do you feel most productive in the home? What takes you off-task? What time of day do you have the most energy? These reflective questions allow them to examine their environment and its impact on goal completion. Based on their answers, push your students to take charge of their environment and make changes to prevent distractions and temptations. For example, your student may need to lock their phone away during school time.

4 Foster Accountability:

Talk with your child about this new norm. Be transparent about the change in routine, its implications, and the need for flexibility. Describe clearly why they must still be accountable for schoolwork and why specific behaviors are acceptable or unacceptable. Students will respect rules when they have been explained and they understand their purpose, rather than complying merely because of adult authority.

5 Model What You Preach:

Beginning in infancy, modeling is a major component of learning and continues to be as children grow older. Ask yourself, have I remained calm during this situation? Have I made allowances working from home? Am I maintaining a healthy schedule? Am I giving into temptations readily available at home? Ensure family success by becoming a grounding figure for your child and showcasing positive, healthy self-control behaviors.





REFERENCES:

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