Teaching Self-control

With

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Self-control Training

AKA

Self-management Training
Self-regulation Training
Self-discipline Training
Self-instruction Training
Impulse Control Training

It is about the learner

Characteristics that affect training include:
Age – maturation
Abilities – cognitive, physical etc.
Disabilities – ADHD, Autism, LD etc.
Demographic – gender, SES, residence, culture

It is about:

thinking.
feelings values & Choices.
recognizing feelings - yours and others- and expressing feelings in ways that are appropriate for yourself and respectful to others.
Motivation
making choices and setting goals.

A psychology designed to help individuals accept responsibility for their behavior requires the individual to understand the how and why of their behavior in terms of factors he or she can choose to control. The key ...is an understanding of intrinsic motivation.

Bodine & Crawford, 1999 p. 69
Executive Function and Individuals with Disabilities
e.g. ADD/ADHD, ADS, OCD, brain injury, anxiety disorders

Executive function - "actions we perform to ourselves and direct at ourselves so as to accomplish self-control, goal-directed behavior, and the maximization of future outcomes."  R. Barkley

- Planning and prioritizing
- Time management
- Organization
- Working Memory
- Metacognition
- Response Inhibition
- Self-regulation of Affect
- Task Initiation
- Flexibility
- Goal-directed Persistence
- Sustained Attention
- Disengaging Attention
- Regulation of Processing Speed
Children differ in their abilities to focus attention, control activity, and inhibit impulses. For each item listed below, how does this child compare to other children of the same age? Please select the best rating based on your observations over the past month. Compared to other children, how does this child do the following:

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<tr>
<th>Item</th>
<th>far below</th>
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<th>average</th>
<th>slightly above</th>
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<td>1. Give close attention to detail and avoid careless mistakes</td>
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<td>2. Sustain attention on tasks or play activities</td>
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<td>3. Listen when spoken to directly</td>
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<td>4. Follow through on instructions &amp; finish school work/chores</td>
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<td>5. Organize tasks and activities</td>
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<td>6. Engage in tasks that require sustained mental effort</td>
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<td>7. Keep track of things necessary for activities</td>
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<td>8. Ignore extraneous stimuli</td>
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<td>9. Remember daily activities</td>
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<td>10. Sit still (control movement of hands/feet or control squirming)</td>
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<td>11. Stay seated (when required by class rules/social conventions)</td>
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<td>12. Modulate motor activity (inhibit inappropriate running/climbing)</td>
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<td>13. Play quietly (keep noise level reasonable)</td>
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<td>14. Settle down and rest (control constant activity)</td>
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<td>15. Modulate verbal activity (control excess talking)</td>
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<td>16. Reflect on questions (control blurring out answers)</td>
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<td>17. Await turn (stand in line and take turns)</td>
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<td>18. Enter into conversations &amp; games (control interrupting/intruding)</td>
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<td>19. Control temper</td>
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<td>20. Avoid arguing with adults</td>
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<td>21. Follow adult requests or rules (follow directions)</td>
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<td>22. Avoid deliberately doing things that annoy others</td>
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<td>23. Assume responsibility for mistakes or misbehavior</td>
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<td>24. Ignore annoyances of others</td>
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<td>25. Control anger and resentment</td>
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<td>26. Control spitefulness or vindictiveness</td>
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<td>27. Avoid quarreling</td>
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<td>28. Remain focused on task (does not stare into space or daydream)</td>
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<td>29. Maintains appropriate energy level (is not sluggish or drowsy)</td>
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<td>30. Engage in goal directed activity (is not apathetic or unmotivated)</td>
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**Self-control Definition:**
Training in goal-directed skills to accept and change one’s immediate experiences - feelings, thoughts, and behaviors.

**Self-management - Self-regulation**
Adjective.
Sally displays many self-management (regulation) skills.

Skills to analyze varying environmental variables (external and internal) and relevant behavioral responses in terms of reinforcement contingencies.

**Teachable Abilities**

An ability that can be developed through a process of facilitative learning encompassing attitudes, understandings and skills that, when mastered are translated into behavior, including:

- Engage in an inner dialogue (self-talk)
  e.g. “I think.”
- Reflection on events that have happened;
- Distinguish between data and judgments or assessments;
- Learning to attend to physical cues associated with feelings; and
- Learning to recognize behaviors as choices made to satisfy a need/want.

Bodine & Crawford

**Self-regulation**

an integrated learning process consisting a set of constructive behaviors that are planned and adapted to support the pursuit of personal goals in changing learning environments.

- skills can be taught, learned, and controlled.
- students must learn to self-compare their performance and become proactive learners.
- Some who possess good self-regulation skills may be choosing not to employ them due to personal or social issues.
- High achievers set specific, realistic, and systematic learning goals for themselves and self-monitor frequently.
- Good self-regulators use multiple individualized strategies - no one best strategy for all students all the time. Strategies involve personal, behavioral, and environmental categories.
- involves controlling behavior, motivational beliefs, and cognitive strategies for learning.
- There are three phases of self-regulation: forethought or preaction, performance control, and self-reflection.

National Research Center on the Gifted and Talented
Reasons for Using Self-Management Procedures

1. The use of external change agents sacrifices consistency since teachers or others may miss certain instances of behavior.

2. Problems associate with communication between agents in different settings can also undermine the success of a program.

3. The change agents themselves can become an environmental cue for the performance or lack of performance of a behavior.

4. An individual’s contribution to the development of a personal behavior change program may increase performance.

5. External agents are not always available in the environment where the target behavior is occurring or should occur.
Some Features of Goals

In order for goals to be effective in our lives:

Goals need to be visible—you can see them clearly
Goals that are away from you are harder to see.
Goals are achieved in stages.
Other people may need to help along the way.
You have to do something.
One goal doesn’t win the game.
You have to follow the rules of the game.
Once you have a goal, it’s yours. It can’t be taken from you.

Goals Are:
Concrete
Set by and for you
Realistic
Can be reached through a plan of action


Why Goals Are Worth Having

Top 10 List

1. They help you be what you want to be.
2. They stretch your comfort zone.
3. They boost your confidence.
4. They give your life purpose.
5. They help you to rely on yourself.
6. They encourage you to trust your decisions.
7. They help you to turn the impossible into the possible.
8. They prove that you can make a difference.
9. They improve your outlook on life.
10. They lead to feelings of satisfaction.

FUNCTION OF DAILY PERSONAL STUDENT GOALS
by
Sheldon Braaten

*Personal* refers to the students’ goals—not adults’ goals for students. Students must learn how to express personally relevant needs and wants as goals that can be achieved. The adults’ role is to teach them how to write reasonable and appropriate goals, to provide guidance and encouragement along with numerous opportunities to succeed, and to give frequent feedback on progress.

Expecting students to write personal goals daily helps…

1. students to focus on a specific behavior.
2. students know what goals are and how they can facilitate success.
3. students state their perceptions of personal needs and wants.
4. students learn to plan and organize priorities.
5. students develop a future orientation.
6. students develop a sense of responsibility and power over their own behavior.
7. students relate to other goals and objective set for them by adults (e.g. IEP).
8. students develop self-monitoring skills.
9. students to think more realistically.
10. staff provide a consistent introduction to the school day.
11. staff to attend to the student’s disposition upon arrival in class.
12. staff plan appropriate responses to student’s behavior.
13. provide a vehicle for ongoing dialogue with students.
14. reinforce written expression skills (e.g. spelling and sentence structure).
15. staff and students focus on progress and experiencing success.
Domains of Self-Control

- Control Impulses
- Manage Group Situations
- Solve Social Problems
- Follow School Routines
- Manage Stress

Triggers of Loss of Self-Control

Redl & Wineman

- Anxiety, Insecurity, or Fear
- Unfamiliar Situations or Experiences
- Reminders of Traumatic Experiences
- Group Excitability
- Open or Unstructured Space
- Guilt

SELF-CONTROL TRAINING

Types

- self-assessment
- self-instruction
- self-guidance
- self-modeling
- self-monitoring
- self-correction
- self-reinforcement
- self-punishment

SELF-INSTRUCTION TRAINING

STEPS
1. COGNITIVE MODELING
   Adult performs the task, talking aloud; student observes
2. OVERT EXTERNAL GUIDANCE
   Adult and student both perform task while talking aloud together
3. OVERT SELF-GUIDANCE
   Student performs the task using same verbalization as the adult
4. FADED SELF-GUIDANCE
   Student whispers the instruction while going through the task
5. COVERT SELF-GUIDANCE
   Student performs the task, guided by covert self-speech
SELF-MONITORING

- Decide what behavior you want to improve
- Design and make recording sheets
  - Frequency chart
  - Interval chart
- Show and explain how to do the recording
- Have student begin self-recording
- Do reliability checks

SELF-STATEMENTS

BASIC TYPES

PROBLEM IDENTIFICATION  “What do I have to do?”

FOCUSING ATTENTION  “I have to concentrate, think only about my work.”

PLANNING AND RESPONSE GUIDANCE  “Be careful...look one at a time.”

SELF-EVALUATION  “Am I following my plan...did I look at each one?”

SELF-REINFORCEMENT  “Good-I got it.”

COPING AND ERROR-CORRECTING OPTION
  “That’s OK...even if I make an error I can back up and go slowly.”
Factors that influence Self-instruction

1. Actual implementation of the procedure during task performance.
2. The ability of students to perform the response in question.
3. Reinforcement for adhering to self-instructions.
4. Making the focus of instructions specific.

Techniques for Increasing Self-Management

Teachers may …

➢ …ask students to set goals.
➢ …ask students to evaluate their performance.
➢ …explain to the student what behavior resulted in reinforcement (following delivery of reinforcement).
➢ …ask the student to relate part of the contingency for reinforcement.
➢ …ask the student to state the entire contingency for reinforcement.
➢ …involve students in choosing reinforcers and in determining their cost in terms of behavior.

Steps for Creating a Self-Control Program

Sandra L. Friedrich

Make a commitment to follow through. List benefits of adhering to the program, tell others about one's intentions, post written reminders of commitments around one's home, put time and energy into designing the program, and plan ways to deal with obstacles ahead of time.

Identify the problem. A precise definition of the target behavior. Keep detailed records about when, where, and how the behavior occurs for one to two weeks, and note the antecedents and consequences of the target and competing behaviors.

Set a goal. Decide in what way that behavior should be changed. The goal should be specific, measureable and realistic. It is better to set a small goal and progress to bigger goals than to set a big goal and become quickly discouraged.

Apply self-control strategies-also known as controlling behaviors. Choice of strategies will depend on the target behavior.

Self-monitoring. Keep records to determine if the strategies are effective. Self-monitoring can be informal (for instance, by making notes on an index card) or formal (using pre-designed data sheets) but should not be too lengthy or complex.

Make revisions as necessary. Decide if changes in the plan are necessary. Help the individual chooses strategies that will work best for him or her. Self-control programs should always be flexible and adaptable.

Source http://www.minddisorders.com/Py-Z/Self-control-strategies.html
Self-control strategies are cognitive and behavioral skills used by individuals to maintain self-motivation and achieve personal goals. Initially the skills may be learned from a therapist, text, or self-help book. However, the individual is responsible for using these skills in real-life situations to produce the desired changes.

There are many varieties of self-control strategies. Other terms for self-control strategies are behavioral self-control training, cognitive self-regulation, and self-management techniques. In recent years, the term "self-management" has replaced "self-control," because self-control implies changing behavior through sheer willpower. Self-management, on the other hand, involves becoming aware of the natural processes that affect a particular behavior and consciously altering those processes, resulting in the desired behavior change.

**Purpose**

Most people who decide to use self-control strategies are dissatisfied with a certain aspect of their lives. For example, they may feel they smoke too much, exercise too little, or have difficulty controlling anger. Self-control strategies are useful for a wide range of concerns, including medical (such as diabetes, chronic pain, asthma, arthritis, incontinence, or obesity), addictions (such as drug and alcohol abuse, smoking, gambling, or eating disorders), occupational (such as study habits, organizational skills, or job productivity), and psychological (such as stress, anxiety, depression, excessive anger, hyperactivity, or shyness). If symptoms are severe, self-control strategies may be used in conjunction with other therapies, but should not be the only form of treatment.

The goal of self-control strategies is to reduce behavioral deficiencies or behavioral excesses. Behavioral deficiencies occur when an individual does not engage in a positive, desirable behavior frequently enough. The result is a missed future benefit. For example, a student who rarely studies may not graduate. Behavioral excesses occur when an individual engages in negative, undesirable behavior too often. This results in a negative future consequence. For example, a person who smokes may develop lung cancer.

In the case of behavioral deficiencies, one may fail to engage in a desirable behavior because it does not provide immediate gratification. With behavioral excesses, there is usually some type of immediate
gratification and no immediate negative consequence. Self-control strategies help individuals to become aware of their own patterns of behavior and to alter those patterns (usually by creating artificial rewards or punishments) so that the behavior will be more or less likely to occur.

**Description**

*Theoretical bases for self-control strategies*

Self-control strategies are based primarily on the social cognitive theory of Albert Bandura. According to Bandura, one's behavior is influenced by a variety of factors, including one's own thoughts and beliefs, and elements in the environment. Bandura proposed that certain beliefs, self-efficacy and outcome expectancies, are important factors in determining which behaviors an individual will attempt, and how motivated the individual will be when engaging in those behaviors. Self-efficacy is one's belief about how well he or she can perform a given task, regardless of that person's actual ability. Outcome expectancies are what the person believes will happen as a result of engaging in a certain behavior. If self-efficacy and outcome expectancies are inaccurate, the individual may experience behavioral deficits or excesses.

Donald Meichenbaum developed the idea of self-instructional training, which is a major part of self-control strategies. Meichenbaum believed that learning to control behavior begins in childhood, based on parental instruction. Children eventually control their own behavior by mentally repeating the instructions of their parents. These internal instructions may be positive or negative. Self-instructional training teaches individuals to become aware of their self-statements, evaluate whether these self-statements are helpful or hindering, and replace maladaptive self-statements with adaptive ones.

Frederick Kanfer suggested that individuals achieve self-control by using a feedback loop consisting of continuous monitoring, evaluating, and reinforcing of their own behavior. This loop occurs naturally in everyone. However, the loop can be maladaptive if (a) only negative factors are noticed and positive factors are ignored during the monitoring phase, (b) standards are unrealistic during the evaluation phase, or (c) responsibility is accepted for negative behaviors but not for positive behaviors during the reinforcement phase. Self-control strategies help individuals to be aware of these phases and to make the appropriate changes in monitoring, evaluation, and reinforcement.

*Development of a self-control program*
Self-control strategies are often taught in treatment centers, group or individual therapies, schools, or vocational settings. However, self-control programs may also be designed without the help of a professional, especially if the problem being addressed is not severe. The use of professionals, at least initially, may increase the likelihood that the program will succeed. Following are the necessary steps for creating a self-control program:

- **Making a commitment.** A plan cannot succeed unless one is committed to following through. Ways of increasing commitment level include listing the benefits of adhering to the program, telling others about one's intentions, posting written reminders of commitments around one's home, putting a significant amount of time and energy into designing the program, and planning ways to deal with obstacles ahead of time.

- **Identifying the problem.** The behavior in need of change is referred to as the target behavior or the controlled behavior. A precise definition of the target behavior is a crucial first step. This is usually done by keeping detailed records about when, where, and how the behavior occurs for one to two weeks. The record-keeping should also focus on other competing behaviors that may be interfering with the target behavior. For example, for a person who is trying to cut down on calorie consumption, a competing behavior would be eating high-calorie snack foods. It is important to note the antecedents and consequences of the target and competing behaviors; in other words, what typically occurs immediately before (antecedents) and after (consequences) these behaviors? The antecedents and consequences are factors that influence the occurrence of the behavior. Sometimes just the process of record-keeping alters the target behavior by increasing the individual's awareness of what he or she is doing.

- **Setting a goal.** Once the target behavior has been defined, the individual must decide in what way that behavior should be changed. The goal should be specific so that future progress can be measured. This may entail listing circumstances or behaviors that must be present, as well as to what degree they must be present, in order for a goal to be achieved. For example, a goal to "reduce hyperactivity" in a grade-school student is vague. "Remaining in seat for seven out of fourteen half-hour periods daily" is much more specific. Indicating a time frame in which the goal can realistically be achieved is also recommended. Goals should be realistic. It is better to set a small goal and progress to bigger goals than to set a big goal and become quickly discouraged.

- **Applying self-control strategies.** The self-control strategies are known as controlling behaviors. Choice of strategies will depend on the target behavior. Types of strategies are discussed later.
• Self-monitoring. While using the self-control strategies, one should continue to keep records regarding the occurrence of the target behavior. Keeping written records is essential for determining if the strategies are effective. If one is gradually meeting the goal requirements, the strategies can be assumed effective. If little progress towards the goal is evident, either the strategies are being used incorrectly, or the strategies are ineffective and should be changed. Self-monitoring can be done informally (for instance, by making notes on an index card) or formally (by using pre-designed data sheets). In any case, self-monitoring should gather the necessary information, but should not become too lengthy or complex. The individual will lose motivation to continue monitoring if the procedures are overly time-consuming or inconvenient.

• Making revisions as necessary. Based on the information gathered during self-monitoring, the individual decides if changes in the plan are necessary. One advantage of self-control programs is that the individual chooses the strategies that will work best for him or her. This freedom of choice increases the likelihood that the individual will adhere to the program. Therefore, self-control programs should always be flexible and adaptable.

Types of self-control strategies

Self-control strategies can be grouped into three broad categories:

ENVIRONMENTAL STRATEGIES. Environmental strategies involve changing times, places, or situations where one experiences problematic behavior. Examples include:

• changing the group of people with whom one socializes
• avoiding situations or settings where an undesirable behavior is more likely to occur
• changing the time of day for participating in a desirable behavior to a time when one will be more productive or successful

BEHAVIORAL STRATEGIES. Behavioral strategies involve changing the antecedents or consequences of a behavior. Examples include:

• increasing social support by asking others to work towards the same or a similar goal
• placing visual cues or reminders about one's goal in one's daily environment
• developing reinforcers (rewards) for engaging in desirable behaviors or punishers for engaging in undesirable behaviors
• eliminating naturally occurring reinforcers for undesirable behavior
• engaging in alternative, positive behaviors when one is inclined to engage in an undesirable behavior
• creating ways to make a desirable behavior more enjoyable or convenient
• scheduling a specific time to engage in a desirable behavior
• writing a behavioral contract to hold oneself accountable for carrying out the self-control program

COGNITIVE STRATEGIES. Cognitive strategies involve changing one's thoughts or beliefs about a particular behavior. Examples include:

• using self-instructions to cue oneself about what to do and how to do it
• using self-praise to commend oneself for engaging in a desirable behavior
• thinking about the benefits of reaching one's goal
• imagining oneself successfully achieving a goal or using imagery to distract oneself from engaging in an undesirable behavior
• substituting positive self-statements for unproductive, negative self-statements

In a therapeutic setting, self-control strategies are usually taught in weekly group sessions over a period of several weeks. The sessions typically include an educational lecture regarding a specific strategy, group discussion of how the strategy should be applied and how to cope with potential obstacles (relapse prevention), role-plays or rehearsal of the strategy, a review of the session, and a homework assignment for further practice. Sessions usually focus on one type of strategy at a time. Preferably, an individual should master one strategy before attempting another. After the series of training sessions are complete, the individual is responsible for implementing the strategies in daily life.

Aftercare

Relapse is a concern in any therapeutic situation. Current research suggests that individuals are more likely to continue using newly learned self-control strategies if they have periodic follow-up contact with a professional or other designated person. The contact serves at least three purposes: (1) a source of accountability, (2) review of strategy use to ensure proper application, and(3) discussion of problematic situations and development of plans to overcome these situations.

Risks
Self-control strategies are especially prone to short-circuiting of contingencies. This refers to the tendency for individuals to partake of reinforcers at inappropriate occasions, or to avoid punishers designated in their plan. If contingencies are short-circuited, the desired behavior change is unlikely to occur.

Relapse is another risk involved in self-control strategies. Causes of relapse include: (a) a poorly defined target behavior (progress cannot be recognized); (b) unrealistic or long-term goals without immediate sources of reinforcement; (c) failure to anticipate and plan for obstacles to goal-achievement; (d) overreaction to occasional setbacks; (e) negative self-talk, especially when one feels goals are not being satisfactorily met; (f) failure to use desirable or frequent reinforcers; (g) ineffective consequences for undesirable behavior; and (h) an inaccurate or unnecessarily complex monitoring system.

Normal results

Ideally individuals will use self-control strategies independently in their everyday surroundings to meet their designated goal. They will decrease behavioral deficiencies and excesses, engaging in desirable behaviors more often, or engaging in undesirable behaviors less frequently or not at all.

Abnormal results

If the self-control strategies are ineffective or used improperly, individuals may show no changes or increases in behavioral deficiencies or excesses.

See also Behavior modification; Bibliotherapy; Cognitive-behavioral therapy; Guided imagery therapy; Rational emotive therapy; Social skills training.

Resources

BOOKS


ORGANIZATIONS

Association for Behavioral Analysis. 213 West Hall, Western Michigan University, 1903 W. Michigan Avenue, Kalamazoo, Michigan 49008-5301. (616) 387-8341; (616) 384-8342. http://www.wmich.edu/aba


Sandra L. Friedrich, M.A.

Read more: Self-control strategies - children, causes, therapy, drug, examples, person, people, used, skills, theory, Definition, Description, Aftercare, Risks, Normal results, Abnormal results http://www.minddisorders.com/Py-Z/Self-control-strategies.html#ixzz0gtwRlav
Resources

Self-Control Training


Executive Function Titles


Problem Solving & Goal Setting


