

PARENT HANDOUT



SUPPORTING AND IMPROVING SAMPLE CLIENT'S INHIBITION

Parent ratings of Sample's skills suggest difficulties with inhibition—the ability to resist impulses and stop thoughts and behaviors appropriately. They may often be described as impulsive. Adolescents who have difficulty with inhibition may find it hard to stop themselves from doing things. They also tend not to think about the potential consequences of their actions and “leap before they look.” They can show high levels of physical activity, have inappropriate responses to others, interrupt others who are talking, and be fidgety.



BUILD UNDERSTANDING

It's important to understand that Sample's difficulties with inhibition are brain-based and not due to personal choice or willful behavior. Adolescents with inhibition difficulties may often be misunderstood. They may be thought of as “aggressive,” “oppositional,” or even “rude,” but in fact it is hard for them to resist their impulses. This may often be seen in adolescents with attention disorders, emotion regulation difficulties, anxiety, and other conditions.

Impulsive behavior may be a strength in some situations. It's associated with creativity because individuals who are impulsive often may not hold back their thoughts or ideas. Impulsive people can also be entertaining and show a quick sense of humor.



PROVIDE SUPPORTS AND ACCOMMODATIONS

There are many simple things that you and Sample can do at home to improve their inhibition. Research suggests that these supports may be helpful. Working with the school team to implement them across settings may be most effective.

PARENT HANDOUT

1

Keep it positive. Provide positive feedback and reduce negative feedback. This is very important because it may help Sample maintain self-esteem, stay motivated, and feel a sense of connection. Provide at least twice as much praise to every correction. Give praise that is realistic, specific, and true, like, “you did a great job of working quietly without being reminded.” Motivation for improved impulse control can make a difference. Work with Sample to develop rewards that are meaningful to them. Make sure the target behavior is realistic to build success early, then gradually increase expectations as they improve.

[Redacted for Sample Report]



TEACH SKILLS AND PROVIDE INTERVENTIONS

Once Sample has these supports in place, they can learn and practice new self-directed approaches to improve inhibition.

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Behavioral management strategies. It is important for those working with Sample to learn behavioral management strategies for impulse control that have an emphasis on positive reinforcement. A psychologist or therapist who is a trained expert in this area can help develop strategies to improve behavioral control and reduce negative feedback.

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FUNCTIONAL GOALS

Below are examples of functional goals that can be used in individualized education program (IEP), 504, or other intervention plans. Many of the goals are written to highlight the type of support and/or the personnel needed to provide the support to Sample, in addition to the specific behavior.

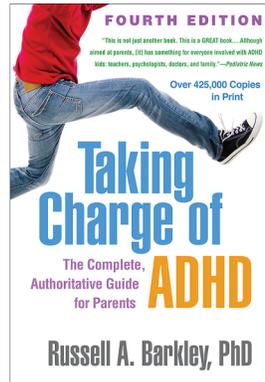
- Given clear expectations with visual reminders, activity breaks, and rewards for time on task, Sample will remain in their seat or at their desk successfully with fewer than two redirections per day.

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RESOURCES



<https://www.guilford.com/books/Taking-Charge-of-ADHD/Russell-Barkley/9781462542673>

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