









STUDY TIPS: INHIBITORY CONTROL

Inhibitory control is important for taking the time to consider situations (e.g., thinking about what a question means, realising it is somebody else's turn to speak) before reacting to them (e.g., saying the first thing that comes to mind, interrupting others). Being quick to jump into tasks or react to situations can often mean that not all possible options (and their consequences) were thought through beforehand and careless mistakes can be made as a result.

Inhibitory Control is the ability to control impulses and inappropriate behaviours.

Below are some strategies for how you can help your child build their inhibitory control skills:

-  Do lots of pretend roleplaying with your child to specifically practice how to wait before reacting and/or how to react appropriately to a situation.
-  Brainstorm with your child a list of options that they could do in the situations that their impulses create barriers to learning or wellbeing. Ask questions such as *"What can you do/tell yourself to keep yourself from...?"*
-  Where appropriate, avoid/limit situations that your child struggles to control their impulses (as it tends to get them in trouble).
-  Give your child lots of reinforcement and praise when they use appropriate waiting skills and other appropriate behaviours (e.g., *not repeating the same question over and over after it was answered the first time*).
-  Prompt and remind your child what they are supposed to do *and* what you will be doing. For example, reminding your child to ask a question only once *and* assuring them that you have not forgotten their presence/questions/requests. Use these prompts as close to the time/situation that your child will need to inhibit their impulses (e.g., just before sitting down to do homework).
-  Where appropriate, ignore impulsive/inappropriate actions (e.g., butting in) or deny access to rewards from these behaviours (e.g., immediately bring your child back to their homework if they got up to play with toys mid-way). Alternatively, use a nonverbal cue (e.g., arm tap) to tell your child to "stop".
-  Use **If...Then...** statements to teach your child how to think about the consequences of their actions. Teach If/Then statements for both desirable (inhibited) and undesirable (impulsive) behaviours. Have your child repeat these If/Then statements back to you to help them remember.
-  If your child worries they will forget their thoughts if they don't say them immediately, encourage them to write/draw their ideas to remind them later.