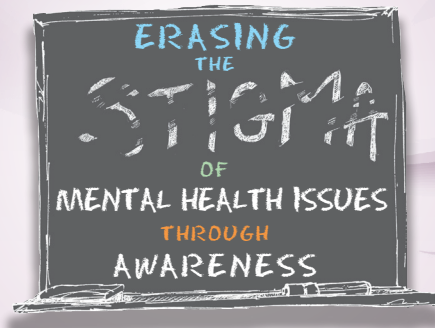
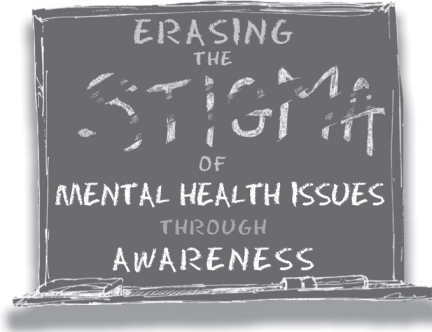


Managing Disruptive Behavior Workbook for Teens

**A TOOLBOX of REPRODUCIBLE
ASSESSMENTS and ACTIVITIES
for FACILITATORS**

Ester R. A. Leutenberg
and John J. Liptak, EdD





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for Facilitators.

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Managing Disruptive Behavior Workbook for Teens

Disruptive behaviors are characterized by consistent patterns of ongoing, uncooperative, defiant and hostile behaviors. With these behaviors, teens continue to “break the rules.” All children break some rules, especially less important rules. More serious disruptive behavior is a normal part of maturing. Unfortunately, continued disruptive behavior negatively impacts the teen and every person the teen meets.

When teenagers are routinely disruptive, a mental health issue may be involved. As well as teaching teens the skills to identify and improve their behavior, one of the purposes of this workbook is for the facilitator to better understand teen behavior, not to diagnose it. If the facilitator believes a mental health issue is a possibility, a school counselor or trained clinician is recommended.

A Guide to Help Teens Manage Disruptive Behavior

The assessments and activities in this workbook are designed to provide facilitators with a wide variety of tools to use in helping teens learn to manage their disruptive behaviors. Many choices for self-exploration are provided for facilitators to determine which tools will help their teens overcome disruptive behaviors.

The purpose of this workbook is to provide a user-friendly guide to short-term assessments and activities designed to help teens cope with and manage the disruptive behaviors that are causing problems at school, at home, and in the community.

In addition, this workbook is designed to help provide facilitators and teens with tools and information needed to be aware of disruptive behaviors and overcome the stigma attached to them, NOT to diagnose disruptive behavior problems.

In order to help teens successfully deal with problem behaviors, it is extremely helpful for facilitators to have a variety of appealing, user-friendly assessments and activities to help teens “open-up” and begin to feel as if their problem behaviors can be identified and managed, and that they are not alone. The *Managing Disruptive Behavior Workbook for Teens* provides assessments and self-guided activities to help teens reduce the intensity of their problem behaviors, learn coping skills, and begin living more effective and fulfilling lives.

When to Worry?

Disruptive behavior problems surface in classrooms, at home and in the community as teens argue with adults, deliberately disobey reasonable requests from adults, fight with peers, experience increased moodiness, having trouble controlling their temper, and underachieve in school. Extreme disruptive behaviors tend to become more intense and longer lasting than typical behaviors of most teens.

The good news is that facilitators can help teens learn to make small changes that will result in major shifts in their behavior, as well as to utilize many of the strategies in this workbook to reduce the intensity and number of disruptive behavior problems that teens will experience. Teens can develop the cognitive, affective, and behavioral skills needed to decrease the amount, depth and duration of their disruptive behavior and begin to feel a sense of joy, contentment, and wellbeing. **Teens who experience these problem behaviors for an extended period of time are at risk of having a serious behavior or adjustment problem and need to seek a trained clinician.**

How Does Disruptive Behavior Manifest Itself?

In teens, disruptive behavior emerge in a wide variety of ways. It is critical to be aware of and to understand how these symptoms are commonly observed in teens. While all symptoms may not be present in everything, symptoms that do surface can cause significant distress and/or impairment in daily functioning at home, in school, and within their community. These symptoms cause distress to the teens themselves and to the people around them.

Possible Symptoms:

- Abuses alcohol and other dangerous substances
- Acts out
- Angers easily
- Annoys others deliberately
- Assaults others verbally, physically
- Attempts or contemplates suicide
- Bullies others
- Carries or uses weapons
- Defies authority
- Destroys property
- Deliberately annoys others
- Displays attitudes of ...
Anxiety
Boredom
Callousness
Emotional emptiness
Insolence
Irritability
Spite
- Engages in acts of ...
Arson
Cruelty to people, animals
- Engages in unsafe sexual behaviors
- Fails to take responsibility
- Fidgets
- Forces sexual relations
- Forgets
- Harms others
- Harms self
- Lacks ...
Ability to focus
Ability to keep friends
Impulse control
Organization habits
Patience
- Loses ...
Temper
Things
- Makes careless mistakes
- Manipulates others
- Performs poorly in school
- Promotes arguments and fights
- Rages
- Refuses to obey
- Resents people, events
- Resists help
- Runs away
- Self-mutilation, disfigurement
- Sinks into moods
- Skips school
- Steals
- Threatens suicide
- Throws tantrums
- Underachieves
- Unsafe sexual behavior
- Vandalizes
- Violates rules

Our goal for this workbook is NOT to diagnose a mental illness, or even for the facilitator to make that diagnosis from this book's content. Please see page ix for further explanation.

Skills that Teens Will Practice in These Modules

Module I Poor Impulse Control

- Learn self-control
- Identify feelings
- Develop listening skills
- Learn ways to focus
- Build mindfulness
- Identify negative thoughts

- Recognize impulse triggers
- Recognize impulsiveness
- Identify irrational thinking
- Define consequences of actions
- Discover positive assertive behaviors
- Manage anger

Module II Defiant Attitude

- Recognize anger situations
- Identify one's aggressiveness
- Understand reactions to authority figures
- Discover the root causes of one's defiant behavior
- Learn what defiant behavior is masking
- Build a conflict resolution process

- Define conflicts: Where, when, why and with whom
- Discover causes of conflict
- Identify positive aspects of one's life
- Practice positive attitude
- Discover tools of joy and laughter
- Define negativity and positivity

Module III Hyperactive Behavior

- Overcome feelings of inadequacy
- Add structure to gain control of impulses
- Prioritize
- Maintain attention to a single task
- Channel energy in constructive ways
- Understand how daydreaming interferes with focus

- Learn techniques for relaxing
- Define ways to limit distractions
- Develop organization techniques
- Reduce forgetfulness
- Set and attain goals
- Identify accomplishments done well

Module IV Anger and Aggression

- Avoid angry and aggressive people
- Affiliate with people with reasonable temperaments
- Respond thoughtfully
- Identify sources of stress
- Understand anger triggers
- Determine healthy and unhealthy outlets
- Express anger in reasonable ways

- Learn anti-anger tools
- Deal with anger and aggression
- Identify root causes of your anger
- Express angry feeling
- Learn about one's own aggressions
- Explore your body, mind and emotions
- Stop holding onto anger

Module V Erasing the Stigma of Mental Health Issues

- Recognize types of mental health stigmas
- Discuss disruptive behavior without judgments
- Identify trusted people to talk with
- Explore the effects of disruptive behavior
- Understand, accept and recover
- Distinguish mental illness from wellness
- Explore effects of disruptive behavior on self and others
- Understand a therapist can be helpful
- Defy the stigma of going to a therapist
- Refute stereotypes

- Cope with the stigma of one's mental health issues
- Improve disruptive behavior
- Decrease worry about what others think
- Identify personal strengths and achievements
- Explore how others treat people with issues
- Participate in activities
- Overcome self-doubt
- Identify beliefs about disruptive behavior
- Illustrate how disruptive behavior looks
- Refute myths about mental health issues
- Overcome self-doubt
- Speak out against stigmas

Specific skills for each specific activity handout are listed on the second page of each module and serve as behavioral objectives and competencies for educational and treatment plans.

Format of the *Managing Disruptive Behavior Workbook for Teens*

The *Managing Disruptive Behavior Workbook for Teens* is designed to be used either independently or as part of an established mental health program. You may administer any of the assessments and the guided self-exploration activities to an individual or a group with whom you are working over one or more days. Feel free to pick and choose those that best fit the outcomes you desire. The purpose of this workbook is to provide facilitators who work with individuals and groups with a series of reproducible activities that can be used to supplement their work with teens. Because the activity pages in this workbook are reproducible, they can be photocopied as is, or changed to suit each individual and/or group, and then photocopied.

Assessments

Assessments, with scales for each module, establish a behavioral baseline from which facilitators and teens can gauge progress toward identified goals. This workbook will supplement a facilitator's work by providing assessments designed to measure behavioral baselines for assessing client change. In order to do so, assessments with scoring directions and interpretation materials begin each module. The authors recommend that you begin presenting each topic by asking teens to complete the assessment. Facilitators can choose one or more, or all of the activities relevant to their teens' specific needs and concerns.

The awareness modules contained in this workbook will prompt insight and behavioral change and begin with a scale for the following purposes:

- Help facilitators to develop a numerical baseline of behavior, attitude, and personality characteristics before they begin their plan of treatment.
- Help facilitators gather valuable information about their teen clients/students.
- Help facilitators measure change over time.
- Help teens feel part of the treatment-planning process.
- Provide teens with a starting point to begin to learn more about themselves and their strengths and limitations.
- Facilitators may use these scales as pre-tests and post-tests to measure changes in behavior, attitude and personality.
- Facilitators identify patterns that are negatively affecting a teen.

Assessments are a great aid in developing plans for effective change and decreased disruptive behaviors. Be aware of the following when administering, scoring, and interpreting the assessments contained in this workbook:

- The purpose of these assessments is not to pigeonhole or diagnose people, but to allow them to explore various elements of themselves and their situations.
- This workbook contains *self-assessments* and not *tests*. Traditional tests measure knowledge or right or wrong responses. For the assessments provided in this workbook, remind teens that there are no right or wrong answers. These assessments ask for only opinions or attitudes.
- Assessments in this workbook have face value, but have not been formally normed for validity and reliability.
- Assessments in this workbook are based on self-reported data. In other words, the accuracy and usefulness of the information is dependent on the information that teens honestly provide about themselves. Assure them that if they don't want anyone else to know what they wrote, they do not need to share their information. They can be honest.
- Assessments are exploratory exercises and not a judgment of who the teens are as human beings.
- Assessments are not a substitute for professional assistance and/or diagnosis. If you feel any of your teens need more assistance than you can provide, refer them to an appropriate professional.

(Format continued on the next page)

Format of the *Managing Disruptive Behavior Workbook for Teens* (Continued)

Assessment Script

When administering the assessments contained in this workbook, please remember that the assessments can be administered, scored, and interpreted by the client/student. If working in a group, facilitator can circulate among teens as they complete assessments to ensure that there are no questions. If working with an individual client/student, facilitators can use the instruction collaboratively.

Please note: It is extremely helpful for you, as the facilitator, to read and/or complete the assessment prior to distributing to the teens. As your teens begin the assessments in this workbook, the instructions below are meant to be a guide, so please do not feel you must read them word for word.

Tell your teens: *“You will be completing a quick assessment related to the topics we are discussing. Assessments are powerful tools, but only if you are honest with yourself. Take your time and be truthful in your responses so that your results are an honest reflection of you. Your level of commitment to completing the assessment truthfully will determine how much you learn about yourself. You do not need to share your assessments with anyone if you don’t want to.”*

Ask teens to turn to the first page of their assessment and read the instructions silently to themselves. Then tell them: *“All of the assessments have similar formats, but they have different scales, responses, scoring instructions and methods for interpretation. If you do not understand how to complete the assessment, ask me before you turn the page to begin.”*

Then tell them: *“There is no time limit for completing the assessments. Take your time and work at your own pace. Do not answer the assessments as you think others would like you to answer them or how you think others see you. These assessments are for you to reflect on your life and explore some of the barriers that are keeping you from living a more satisfying life. Before completing each assessment, be sure to read the instructions.”*

Ask if anyone has a question. Then tell them: *“Learning about yourself can be a positive and motivating experience. Don’t stress about taking the assessments or discovering your results. Just respond honestly and learn as much about yourself as you can.”*

Tell teens to turn the page and begin answering with Question 1. Allow sufficient time for all teens to complete their assessment. Answer any questions people have. It is extremely helpful for you, as the facilitator, to read and/or complete the assessment prior to distributing to the teens. As people begin to finish, read through the instructions for scoring the assessment. Have teens begin to score their assessments and transfer their scores for interpretation. Check to be sure that no one has a question about the scoring.

Review the purpose of the interpretation table included after each assessment. Tell the teens: *“Remember, this assessment was not designed to label you. Rather, it was designed to develop a baseline of your behaviors, to give you a view of where you are, at this time. Regardless of how you score on an assessment, consider it a starting point upon which you can develop healthier habits. Take your time, reflect on your results, and note how they compare to what you already know about yourself.”*

After teens have completed, scored, and interpreted their assessment, facilitators can use the self-exploration activities included in each module to supplement their traditional tools and techniques to help teens learn to function more effectively.

(Continued on the next page)

Format of the *Managing Disruptive Behavior Workbook for Teens* (Continued)

Self-Exploration Activities

This workbook provides self-exploration activities after each assessment. These can be used to induce behavioral change, enhance thinking skills and decrease disruptive behavior problems. These activities are designed to prompt self-reflection and promote self-understanding. They use a variety of formats to accommodate all learning styles, foster introspection, and promote pro-social behaviors, life skills and coping skills. The activities in each module correlate to the assessments to enable you to identify and select activities quickly and easily.

Self-exploration activities assist teens in self-reflection, enhance self-knowledge, identify potential ineffective behaviors, and teach more effective ways of coping with problem behaviors. They are designed to help teens make a series of discoveries that lead to increased social and emotional competencies, as well as to serve as an energizing way to help teens grow personally and scholastically. These brief, easy-to-use self-reflection tools are designed to promote insight and self-growth. Many different types of guided self-exploration activities are provided for you to pick and choose the activities that are most needed by your teens and the ones that will be most appealing to them. The unique features of the exploration activities make them user-friendly and appropriate for a variety of individual sessions and group sessions.

Teens will engage in the following activities:

- Explore ways they could make changes in their lives to feel better. These activities are designed to help teens reflect on their current life situations, discover new ways of living more effectively, and implement changes in their lives to accommodate these skills.
- Journal as a way of enhancing their self-awareness. Through journaling prompts, teens will be able to write about the thoughts, attitudes, feelings, and behaviors that have contributed to, or are currently contributing to, their current life situation. Through journaling, teens are able to safely address their concerns, hopes and dreams for the future.
- Explore their disruptive behavior problems by examining past behavior for negative patterns and learning new ways of dealing more effectively in the future. These activities are designed to help teens reflect on their lives in ways that will allow them to develop healthier lifestyles.

The facilitator has the choice of how to process the activities – individually, in a full group or with volunteers sharing, etc.

IMPORTANT INFORMATION FOR FACILITATORS

When Using the *Managing Disruptive Behavior Workbook for Teens*

Our goal for this workbook is NOT to diagnose a mental illness, or even for the facilitator to make that diagnosis from this book's content. Our goal is to *touch* on some of the symptoms and possibilities, create realizations, and provide coping methods which will help people to go forward and perhaps consider the possibility of the need for consideration of medications and therapy.

Our goal is also to help teens recognize that other people have the same issues, that no shame is connected to them, and mental illness of any degree is not to be stigmatized nor should anyone need to feel like a victim of stereotyping. In this workbook, we are using the phrase *mental condition* in order to include ALL types of disruptive behavior problems, from just losing your temper some to serious mental illness.

Seek Professional Help!

Teens who experience severe bouts of disruptive behaviors may need to seek professional help from a medical/psychological professional. Some of the questions you can evaluate to determine if professional assistance is needed:

- Has the teen been experiencing these disruptive behaviors for a longer time than usual, lasting perhaps for weeks or even months?
- Are these disruptive behaviors causing bigger problems at school, on a salaried or a volunteer job, at home, or in the teen's community?
- Has the person's efforts to manage the disruptive behaviors failed?
- Does the person feel hopeless and helpless in trying to change the disruptive behavior?

Teens need to do much more than complete the assessments, activities and exercises contained in this workbook if they have serious mental issues. All disruptive behavior problems need to be thoroughly evaluated by a medical professional, and then treated with an appropriate combination of medication and group and/or individual therapy.

CONFIDENTIALITY:

Instruct teens to use NAME CODES when writing or speaking about anyone. Teens completing the activities in this workbook might be asked to respond to assessment items and journal about relationships. Before you begin using the materials in this workbook explain to teens that confidentiality is a term for any action that preserves the privacy of other people. Maintaining confidentiality is extremely important as it shows respect for others and allows – even encourages - teens to explore their feelings without hurting anyone's feelings or fearing gossip, harm or retribution.

In order to maintain this confidentiality, ask teens to assign a NAME CODE for each person they write about as they complete the various activities in the workbook. For example, a friend named **Joey** who **enjoys going to hockey games** might be titled **JLHG** (Joey Loves Hockey Games) for a particular exercise. In order to protect their friends' identities, they will not use people's actual names or initials, just NAME CODES.

Erasing the Stigma of Mental Health Issues through Awareness

The Approach

As important as it is for everyone, it is vital that facilitators keep an open mind about mental health issues and the stigma attached to the people with these issues. This series of workbooks, *Erasing the Stigma of Mental Health Issues through Awareness*, is designed to help facilitators work to diminish the stigma that affects teens experiencing disruptive behavior problems.

Stigma occurs when people are labeled which then sets the stage for discrimination, embarrassment, shame and humiliation. Facilitators are able to help erase the stigma of mental health issues through enhanced awareness of the factors that activate the issues. They can accentuate the depth of the problems, and accelerate awareness, acceptance and understanding.

To assist you, the facilitator, our fifth module in each book of this series is entitled “*Erasing the Stigma of Mental Health Issues.*” It is included in this workbook to provide activities associated with difficult behavior problems.



**Our thanks to these professionals who make us look good
and who personify people who are dedicated
to erasing the stigma of mental health issues.**

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MODULE I

Poor Impulse Control

*He who controls others may
be powerful, but he who
has mastered himself is
mightier still.*

~ Lao Tzu

Name _____

Date _____

Skills Emphasized in Each Activity Handout

My Self-Control Log	page 20
<i>Record ways one has maintained self-control for one week.</i>	
Acting on My Feelings: Ineffectively	page 21
<i>Identify feelings, ways one handled situations ineffectively and how one could have handled them better. Describe the connection between feelings and ineffective behaviors.</i>	
Acting on My Feelings: Effectively	page 22
<i>Describe feelings, situations one handled effectively, the results, and the connection between feelings and effective behaviors.</i>	
Listening Skills	page 23
<i>Compare in writing one's ways of listening in a specific situation to a description of listening skills.</i>	
Take Your Mind Off of It!	page 24
<i>Document one's impulsive actions in past situations, when and how the actions could have been interrupted.</i>	
Practice Mindfulness	page 25
<i>Write about a specific situation: one's thoughts, emotions, physical sensations and urges. Note what was learned through the mindfulness exercise.</i>	
Underlying Thoughts	page 26
<i>Identify thoughts that preceded impulsive actions. State ways one could have changed thoughts to avoid the actions.</i>	
Impulse Triggers	page 27
<i>Describe one's psychological and physical triggers to impulsive actions and the resultant feelings.</i>	
Impulsive Behaviors	page 28
<i>State situations, one's impulsive actions and consequences related to family, school, friends, relationships and other areas of life.</i>	
When I Act Impulsively	page 29
<i>Demonstrate insight about one's impulsive actions by completing sentence starters.</i>	
Thinking Skills	page 30
<i>Replace one's overly dramatic, irrational and exaggerated thoughts with more positive and rational ideas.</i>	
How I Felt Afterwards	page 31
<i>List times one acted impulsively, the consequences and describe related emotions.</i>	
Assert Yourself	page 32
<i>Depict and describe situations in which one loses control. Identify ways assertiveness would help maintain control.</i>	
Being Assertive	page 33
<i>Review definitions of assertive, passive, passive-aggressive and aggressive and then describe a time one acted passive and became angry. Note feelings and ways one could initially have been more assertive.</i>	
Getting a Grip	page 34
<i>Give examples of constructive and aggressive ways to handle anger and then identify which describes one's behavior better.</i>	
My Impulses	page 35
<i>Apply a quote to one's impulses by describing which impulses to obey and not to obey.</i>	

Poor Impulse Control Scale Introduction and Directions

Impulsivity is any behavior displayed without thinking first or thinking about the consequences of a behavior. You may often find yourself behaving in an impulsive way. When this type of behavior happens occasionally, it may not be a problem. However, when you are unable to control your impulses, the behavior will begin to interfere with your effectiveness in school and in your relationships with family, friends, community contacts and employers.

You can use the following scale to explore the level of your impulsive behavior in your daily life. This assessment contains 30 statements related to your ability to control your impulses. Read each of the statements and decide how much the statement describes you.

This can help you only if you are honest in your responses to the statements in the scale.

- If the statement describes you a lot, circle the number under that column for that item.
- If the statement describes you sometimes, circle the number under that column for that item.
- If the statement describes you only a little or not at all, circle the number under that column for that item.

In the following example, the circled number under “A Lot” indicates the statement is descriptive of the person completing the inventory a lot of the time.

	A LOT	SOMETIMES	A LITTLE/NONE
I don't think before I act	3	2	1

This is not a test. Since there are no right or wrong answers, do not spend too much time thinking about your answers. Be sure to respond to every statement.

Turn to the next page and begin.

Poor Impulse Control Scale

	A LOT	SOMETIMES	A LITTLE/NONE
I don't think before I act	3	2	1
I blurt out words without thinking them through	3	2	1
I don't like to wait in line	3	2	1
I will take something that is not mine even though I know better	3	2	1
I will do something even if I am told not to do it	3	2	1
I often act on the spur of the moment	3	2	1
I rarely make a plan before starting anything	3	2	1
I am quick to decide on a course of action	3	2	1
I do most things recklessly	3	2	1
I get caught up in social media and post too quickly	3	2	1
I act on impulses which gets me in trouble later	3	2	1
I want to be popular and I say yes too quickly	3	2	1
I do everything in a hurry	3	2	1
I am not very cautious	3	2	1
I often say things I later regret	3	2	1
I give up when I am bored	3	2	1
I feel restless a lot of the time	3	2	1
I buy things on impulse even though I hardly need them	3	2	1
I plan very few things ahead of time	3	2	1
I do things at a moment's notice even though I know better	3	2	1
I bully others without thinking how it makes them feel	3	2	1
I make fun of others without thinking twice	3	2	1
I drive recklessly when I am in a hurry	3	2	1
I am more focused on the future than the present	3	2	1
I make up my mind too quickly	3	2	1
I am a risk taker - healthy or unhealthy risks	3	2	1
I give in to peer pressure easily	3	2	1
I don't use logic when making decisions	3	2	1
I don't wear a helmet or seat belts when I'm in a hurry	3	2	1
I drive if my friends ask me to, even if have been drinking or using drugs	3	2	1

TOTAL = _____

Poor Impulse Control Scale Scoring Directions

A lack of impulse control can interfere with relationships, work, school, social activities, and participation in the community.

The *Poor Impulse Control Scale* is designed to help you explore how well you are able to control your impulses so that they do not become disruptive in your life. For the scale you just completed, add the numbers that you circled. This score will give you some sense of how well you control your impulsive behaviors. Your total will range from 30 to 90.

Then, transfer this total to the space below:

Poor Impulse Control TOTAL _____

Profile Interpretation

Individual Score	Result	Indications
30 - 49	Low	Low scores indicate a high level of impulse control. Complete the following exercises to ensure that you continue to do a good job and even improve on controlling your impulsivity.
50 - 69	Moderate	Moderate scores indicate a medium level of impulse control. Complete the following exercises to ensure that you can enhance your ability to control your impulsivity even further.
70 - 90	High	High scores indicate a very low level of impulse control. Complete the following exercises to help you learn to recognize and control your impulsivity.

The following activities are designed to help increase your level of impulse control. Regardless of how you scored on the scale, please complete all of the activities.

Scale Description

If you scored high on this assessment you tend to have a limited amount of self-control. You probably do things in a hurry and act impulsively. You don't think before you act and often say things you regret later. You do not plan ahead of time and act on the spur of the moment.

My Self-Control Log

It is important for teens to realize how often they are able to maintain self-control rather than acting impulsively. Keep a log of when you show self-control and when you minimize negative behaviors in your mind, and when you don't act impulsively or speak negatively to others. Use NAME CODES.

Reproduce this form for multiple weeks.

Days	How I Maintained Self-Control
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	