

**STOP  
-  
THINK  
-  
GO**



**GROUPS**

**For Impulsive Kids**

*Tuesdays &  
Thursdays*

*10:00 – 11:30 AM*

*June 7 – 23*

*July 12 – 28 or  
August 2 - 18*

During 6 sessions, 5 to 9 year olds will learn better ways to control their impulses in multiple situations including at home, in the classroom, on the playground, at parties, and in life!

This research-based, cognitive-behavioral approach is designed to improve your child's ability to stop and think before acting impulsively in numerous circumstances.

**In the Classroom**

**On the Playground**

**At Parties & Social Situations**

**During Transitions**

**When Flexibility is Needed**

**When Worried, Sad, or Mad**

**When Solving Problems**

**When Easily Distracted**

**Space is Limited! Call 817.421.8780 to Register Today!**

[www.drmontedavenport.com/help-for-impulsive-kids](http://www.drmontedavenport.com/help-for-impulsive-kids)

## SESSION GOALS AND OBJECTIVES

TUESDAY	THURSDAY
<p><b>STOP-THINK-GO INTRO: WHAT? WHY? HOW? WHO? &amp; YOU!</b></p> <p>Students and parents will learn the basics of the STOP-THINK-GO process. Students will be able to define “impulsivity” and will learn when impulses are a problem. Through multiple activities, including the “Stop-Think-Go” game, they will learn how to identify the cause/effect of impulsivity and develop a new way to stop and think before taking action. Between sessions, students and their families will start to apply these skills to everyday life.</p>	<p><b>STOP AND THINK ABOUT OTHERS THINKING ABOUT YOU: SOCIAL INTELLIGENCE</b></p> <p>Students will learn that in social settings, we think about others’ behaviors and they think about our behaviors. They will learn how to recognize “expected” behaviors and “unexpected” behaviors in multiple settings (at home, at school, and in a group). Through discussion and practice, they will apply “social detective” skills in order to use their eyes, ears, and brain to figure out how to behave in different settings. Between sessions, parents and children will practice applying these skills in everyday situations.</p>
<p><b>STOP AND THINK FLEXIBLY FOR CHANGES &amp; TRANSITIONS</b></p> <p>Many impulsive children struggle to make smooth transitions from one task to another: During session three, students will learn ways to stop and think flexibly when dealing with unexpected changes and everyday transitions in life. Through a multiple teaching methods, students will learn how to think more flexibly and are encouraged to practice these skills with their parents in numerous settings between sessions.</p>	<p><b>STOP AND THINK ABOUT NEGATIVE FEELINGS: WORRIES, FRUSTRATIONS, &amp; ANGER</b></p> <p>Many impulsive students struggle tremendously when dealing with even the slightest negative feelings: in this session, they will learn to identify the true size of a problem and will practice how to adjust their thinking to better fit the size of the problem. They will learn ways practical ways to address small, medium, and large problems including physical calming techniques based on science of the brain’s “flight or flight” system. Parents and children will practice these skills between sessions.</p>
<p><b>STOP AND THINK ABOUT PROBLEM-SOLVING: USING SKILLS FOR OTHER PROBLEMS</b></p> <p>Session 5 is a continuation of session 4 where students add the use “realistic self-talk” to their arsenal of tools to stop and think when faced with frustrating, anxiety-provoking, or anger-producing problems. They will learn a structured approach to problem solving, how to ask themselves age-appropriate realistic thinking questions and will leave with tools they and their parents can implement immediately.</p>	<p><b>STOP AND THINK ABOUT DISTRACTERS AT HOME, AT SCHOOL, AND IN A GROUP</b></p> <p>The ability to maintain focus for routine, boring, and monotonous tasks can be a significant symptom of “response inhibition” or impulsivity. During this session, students will learn how to identify distracters that cause them the most problems and then develop ways to address their specific needs.</p> <p>Parents will learn ways to continue to help their children in the pursuit of improved impulse control.</p>