



Behavioral Word Study

Self-Control

SELF-CONTROL defines the control we have of our own feelings and actions, and is sometimes referred to as self-restraint, will power, or level headedness. SELF-CONTROL is required in a myriad of circumstances throughout our lives. We begin to understand the effort involved and the results gained from learning SELF-CONTROL at an early age, when we are successful at such accomplishments as using a fork, becoming potty trained, and riding a bicycle.

Discuss the dynamics involved in SELF-CONTROL. Think of ways you can increase your SELF-CONTROL in every day affairs. Use the black spaces to add other factors during discussion. To test your understanding offer studying this activity, fill in a Blank Word Study.

Possible Difficulties

- | | |
|---|--|
| <input type="radio"/> Bad environment | <input type="radio"/> No self-discipline |
| <input type="radio"/> Forgetting too easily | <input type="radio"/> Outsmarting impulses |
| <input type="radio"/> Hard to balance | <input type="radio"/> Overwhelming |
| <input type="radio"/> Lack of instruction | <input type="radio"/> Temptation |

- | | |
|-----------------------------|-----------------------------|
| <input type="radio"/> _____ | <input type="radio"/> _____ |
| <input type="radio"/> _____ | <input type="radio"/> _____ |

Possible Self-Motivation

- | | |
|---|---|
| <input type="radio"/> Desire to control | <input type="radio"/> Positive attitude |
| <input type="radio"/> Incentives | <input type="radio"/> Remembering to control |
| <input type="radio"/> Clear reasoning | <input type="radio"/> Interesting instruction |
| <input type="radio"/> Consequences | <input type="radio"/> Seeing progress |

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|-----------------------------|-----------------------------|
| <input type="radio"/> _____ | <input type="radio"/> _____ |
| <input type="radio"/> _____ | <input type="radio"/> _____ |

Probable Actions

- | | |
|--|-------------------------------------|
| <input type="radio"/> Accepting struggles | <input type="radio"/> Memorizing |
| <input type="radio"/> Detailing | <input type="radio"/> Obeying rules |
| <input type="radio"/> Disciplined practice | <input type="radio"/> Patience |
| <input type="radio"/> Exertion | <input type="radio"/> Strategies |

- | | |
|-----------------------------|-----------------------------|
| <input type="radio"/> _____ | <input type="radio"/> _____ |
| <input type="radio"/> _____ | <input type="radio"/> _____ |

Feelings Blocking Action

- | | |
|---|-------------------------------------|
| <input type="radio"/> Comfort too important | <input type="radio"/> Lack caring |
| <input type="radio"/> Depression | <input type="radio"/> Lack effort |
| <input type="radio"/> Ignoring value | <input type="radio"/> Stubbornness |
| <input type="radio"/> Impatience | <input type="radio"/> Unwillingness |

- | | |
|-----------------------------|-----------------------------|
| <input type="radio"/> _____ | <input type="radio"/> _____ |
| <input type="radio"/> _____ | <input type="radio"/> _____ |

Guidance from Others

- | | |
|--|-------------------------------------|
| <input type="radio"/> Awards | <input type="radio"/> Critiques |
| <input type="radio"/> Coaching | <input type="radio"/> Encouragement |
| <input type="radio"/> Consistent reminders | <input type="radio"/> Punishment |
| <input type="radio"/> Counseling | <input type="radio"/> Strategies |

- | | |
|-----------------------------|-----------------------------|
| <input type="radio"/> _____ | <input type="radio"/> _____ |
| <input type="radio"/> _____ | <input type="radio"/> _____ |

Results Expected

- | | |
|---|--|
| <input type="radio"/> Better behavior | <input type="radio"/> Heightened EQ |
| <input type="radio"/> Competency | <input type="radio"/> Improved self-esteem |
| <input type="radio"/> Easier adaptation | <input type="radio"/> Other admiration |
| <input type="radio"/> Emotional balance | <input type="radio"/> Tamed behavior |

- | | |
|-----------------------------|-----------------------------|
| <input type="radio"/> _____ | <input type="radio"/> _____ |
| <input type="radio"/> _____ | <input type="radio"/> _____ |