

Module 2.5 Supporting Inhibition Issues in the Classroom

Inhibition Key Concepts

- Inhibition is a key fundamental block but also part of EF and will slowly mature with PFC
- Resisting desires, control behavior to muster resources to complete a task
- Tied to self-motivation, emotional control, internal dialogue

An Important View

- Inhibition is the ability to control one's thoughts, impulses, and behaviors by stopping and thinking before acting
- Self-control, both behavioral and emotional, has strong research that indicates this function is critical for success in most domains of life
- Responsive to Cognitive Behavioral Therapy

Impact on Learning

- Neurocognitive Perspective: Self-control has an overlap with the neurocognitive function of attention, which is critical to learning
- Self-control impacts motivation to learn difficult material
- Secondary effects
 - Chronically disinhibited students are removed from educational settings and then miss key learning opportunities
 - Impacts other student's learning
 - Social development implications

Disinhibition: What Causes It?

- It can be caused by environmental insults (TBI) and organic causes (ADHD)
- Frontal cortex plays key role (Executive Function) and subcortical regions
- Low Neurotransmitters-dopamine, norepinephrine are implicated

Expert Guidance

- Not necessarily based in research studies, but widely regarded as effective and practical by experts in the field
- Present emotional challenges for staff. Stay stable, calmly respond to challenging behaviors. Adult attitudes about "change" can impact students
- Self-control strategies can be taught and reinforced (rewarded). Teach students when students are "calm"
- Teach the "why"
- Explicit rules must be consistently enforced to build the culture of expectations in the classroom

- Active supervision works. Simple but powerful
- Think “How to motivate” vs. “How to control”
- Meta-cognitive- Describe the “Why” to the student; secure commitment from student
- Provide positive, but private feedback when students demonstrate self-control
 - Specific
 - Timely
 - “How do you feel about that?”

Interventions

- Teach self-control by specific rewarding/ reinforcement when explicit expectations met
 - Specific and explicit
 - Timely
 - Feedback and the “why”

Accommodations

- Environmental Strategies
 - Set up environment for success
 - Restrict student’s social distractions in classroom
 - Study carrel or standing desks
- Supervision and frequent positive check-ins
- Use of contingency
- Structure and routine
- Frequent parent communication