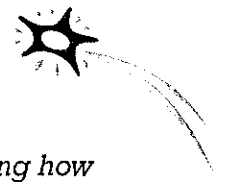


Helping Children Develop 'Impulse Control'



Excitement, joy, anger, frustration, and disappointment are all part of growing up. Learning how and when to show these emotions is known as impulse control. Here are some facts about impulse control:



Impulse control helps children make and keep friends.

Children who can control their excitement, anger and frustration, and who use words to express their feelings, are likely to be able to make and keep friends. And making and keeping friends can boost self-esteem and later school success.



Early experiences can contribute to later success with impulse control.

Infants need a responsive and predictable environment. When you respond to their physical needs with love and care, they learn to expect order in their world. They also learn that their actions affect others.

Toddlers need to feel independent and capable. You can help them use their developing language skills to label their own and others' actions. Learning to describe actions, thoughts, and feelings with words is key to having good impulse control.

Older preschool children learn to control their impulses by taking turns or sharing their toys. They are increasingly able to use language to control their emotions and interact with others.



You can encourage the development of impulse control in your 3-, 4-, and 5-year-olds in the following ways:

Suggest words that your child can use to say how she feels. If your child gets mad while playing a game, encourage her to use words to show her anger, such as "That really makes me mad!" or "I don't like it when you play the game that way!"

Make it clear that hurting others is not allowed. When your child gets mad playing a game and pushes or hits another child, take him aside and remind him that hurting others is not allowed.

Help your child think of new ways to solve problems. When your child has a disagreement with another child, suggest solutions such as taking turns or sharing.

Respond to your child's misbehavior with words. When you tell your child the reasons behind rules and explain the consequences for misbehavior, you help her develop inner controls on her behavior.

Model self-control when dealing with stress or frustration. Your child learns many behaviors from observing you. When you model self-discipline and self-control in difficult situations, your child will learn to follow your example.



For related Web resources, see "Helping Children Develop 'Impulse Control' " at <http://illinoisearlylearning.org/tips.htm>.

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READ WITH YOUR TODDLER!

HOW TO SHARE BOOKS WITH A BUSY, INDEPENDENT TODDLER



Let your child choose
a sturdy picture book.



Sit where you are
both comfortable.



Let your child touch the
book, point to pictures, and
help you turn the pages.



Name what you see, or
read the words clearly.



Read for as long as your
child is interested –
30 seconds or 10 minutes.



Does your child get
distracted? Just try again later.

**Making reading a part of family life will help
your child be ready to do well in school.**

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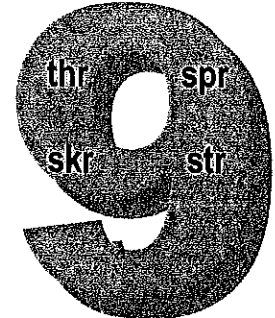
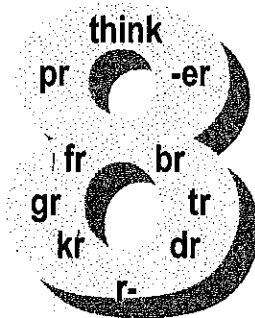
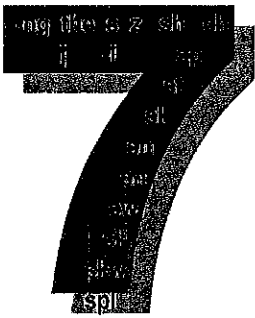
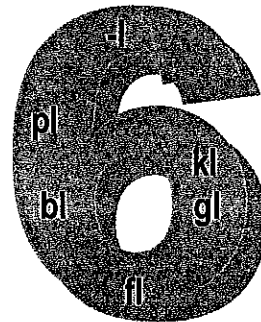
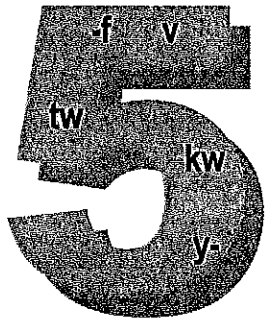


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Articulation Development Ages for Males

This chart shows by the end of what age level 90% of boys can correctly produce English speech sounds at beginning of words (indicated by a dash after the sound, and ends of words indicated by a dash before the sounds). Final consonant deletion should be absent by age 3 and intelligibility should be at least 67%. Vowels should be correctly produced by age 4 and there should be no omissions of sounds. Substitution of speech sounds should be absent by age 7. Distortion of speech sounds should be absent by age 9. All children do not develop at the same time and in the same way, so we cannot expect correct speech from every child in the primary grades. (Norms according to Smit 1990, Shriberg, 1993, and Grunwell, 1997)



1. 1. 1.

