

# Appendix **A**

## *The Self-Control Inventory*

Student \_\_\_\_\_ Age \_\_\_\_\_  
Date \_\_\_\_\_ Rater \_\_\_\_\_  
Class \_\_\_\_\_ School \_\_\_\_\_

### **The Self-Control Inventory (SCI)**

The Self-Control Inventory is a functional guide  
for assessing student self-control abilities  
and organizing a self-control curriculum.

*Directions:* Follow rating procedures listed on bottom of each page. Transfer student ratings to summary rating below for quick access to student overall self-control skills.

#### **Self-Control Inventory Summary Rating**

Impulse	School Routine	Group Pressure	Stress	Prob. Solve
1. M/S _____	5. A/R _____	9. M/C _____	13. A/N _____	17. F/P _____
2. D/P _____	6. O/M _____	10. A/P _____	14. C/C _____	18. L/E _____
3. V/F _____	7. A/E _____	11. P/G _____	15. T/F _____	19. A/C _____
4. R/O _____	8. C/T _____	12. D/B _____	16. S/A _____	20. R/C _____

The rating system is located on the bottom of each page. A student is rated as compared to peers. The Self-Control Inventory was standardized on students 8 to 16 years of age. Uses of the Self-Control Inventory include: clarifying self-control strengths and weaknesses, targeting self-control skills for instruction, identifying situations that trigger behavior problems, and comparing teacher judgments about specific students.

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**GOAL: TO CONTROL IMPULSES**

<i>Self-Control Skill</i>	<i>Example</i>
1. <input type="checkbox"/> <b>MANAGES SITUATIONAL LURE</b> Student resists the impulse to act out (e.g., shout, run, hit people or objects) in such unstructured spaces outside the classroom as hallways, cafeteria, and field trips.	<i>Student attends a school assembly without becoming overstimulated.</i> COMMENTS: _____ _____ _____
<i>Sample behavioral objective—In settings outside the classroom, student maintains composure without teacher intervention.</i>	
2. <input type="checkbox"/> <b>DEMONSTRATES PATIENCE</b> Student adapts to normal classroom procedures that require waiting or taking turns.	<i>Student raises hand for help and waits for teacher assistance.</i> COMMENTS: _____ _____ _____
<i>Sample behavioral objective—When confronted with a delay in an activity, student waits without teacher reminders.</i>	
3. <input type="checkbox"/> <b>VERBALIZES FEELINGS</b> Student verbalizes, rather than acts out, feelings.	<i>During a private discussion with the teacher, student expresses disappointment and anger.</i> COMMENTS: _____ _____ _____
<i>Sample behavioral objective—During a classroom discussion, student verbalizes feelings with teacher support.</i>	
4. <input type="checkbox"/> <b>RESISTS TEMPTING OBJECTS</b> Student resists temptation to misuse objects in situations that could lead to negative consequences.	<i>Student uses ruler for measuring rather than banging on desk.</i> COMMENTS: _____ _____ _____
<i>Sample behavioral objective—When given manipulative learning materials, student uses them for their intended purpose without teacher reminders.</i>	

1 rarely  
  2 sometimes  
  3 often  
  4 mastery  
  N/A not applicable  
  N/O not observable

**GOAL: TO FOLLOW SCHOOL ROUTINES**

<i>Self-Control Skill</i>	<i>Example</i>
<p>5. <input type="checkbox"/> <b>ACCOMMODATES TO RULES</b>                      Student accepts clearly stated classroom limits.:</p>	<p><i>When asked by the teacher to work quietly, student complies.</i></p> <p>COMMENTS:</p>
<p><i>Sample behavioral objective—When asked to follow classroom rules, student obeys without teacher reminders.</i></p>	
<p>6. <input type="checkbox"/> <b>ORGANIZES SCHOOL MATERIALS</b>                      Student keeps track of items needed for school such as eyeglasses, gym clothes, and pencils.:</p>	<p><i>Student remembers homework assignments.</i></p> <p>COMMENTS:</p>
<p><i>Sample behavioral objective—During classroom activities, student keeps materials organized.</i></p>	
<p>7. <input type="checkbox"/> <b>ACCEPTS EVALUATIVE COMMENTS</b>                      Students listens to positive or negative feedback and guides actions accordingly.</p>	<p><i>Student uses teacher feedback on math assignment to solve computational problems.</i></p> <p>COMMENTS:</p>
<p><i>Sample behavioral objective—After teacher feedback, student responds appropriately within an acceptable time frame.</i></p>	
<p>8. <input type="checkbox"/> <b>MAKES CLASSROOM TRANSITIONS</b>                      During the change of lessons or activities within the classroom, student follows classroom procedures.</p>	<p><i>Student puts away reading materials and begins working at math activity table.</i></p> <p>COMMENTS:</p>
<p><i>Sample behavioral objective—During transition times, student follows classroom routines with minimal teacher intervention.</i></p>	

1 rarely  2 sometimes  3 often  4 mastery  N/A not applicable  N/O not observable

**GOAL: TO MANAGE GROUP SITUATIONS**

<i>Self-Control Skill</i>	<i>Example</i>
<p>9. <input type="checkbox"/> <b>MAINTAINS COMPOSURE</b></p> <p>Student maintains control when other students are agitated or excited.</p>	<p><i>During a classroom activity, student ignores disturbing behaviors of others.</i></p> <p>COMMENTS:</p> <hr/> <hr/> <hr/>
<p><i>Sample behavioral objective—When other class members are disruptive, student maintains self-control with minimal prompting.</i></p>	
<p>10. <input type="checkbox"/> <b>APPRAISES PEER PRESSURE</b></p> <p>When exposed to peer value judgments or actions, the student selects an individual course of action.</p>	<p><i>Student refuses to join in with classmates who are teasing a new student.</i></p> <p>COMMENTS:</p> <hr/> <hr/> <hr/>
<p><i>Sample behavioral objective—In a group discussion, the student expresses individual opinions without seeking peer approval.</i></p>	
<p>11. <input type="checkbox"/> <b>PARTICIPATES IN GROUP ACTIVITY</b></p> <p>Student demonstrates such social group skills as contributing ideas, listening to others, and offering positive feedback.</p>	<p><i>While working on a group project, student assists other members.</i></p> <p>COMMENTS:</p> <hr/> <hr/> <hr/>
<p><i>Sample behavioral objective—During a cooperative learning activity, student helps the group achieve goals with minimal teacher intervention.</i></p>	
<p>12. <input type="checkbox"/> <b>DESCRIBES EFFECT OF BEHAVIOR ON OTHERS</b></p> <p>Student verbalizes how behavior or comments can produce a positive or negative reaction in other students.</p>	<p><i>Student acknowledges that an insult hurts another student's feelings.</i></p> <p>COMMENTS:</p> <hr/> <hr/> <hr/>
<p><i>Sample behavioral objective—After tutoring a peer, student discusses positive effects of helping role with limited teacher prodding.</i></p>	

1 rarely  2 sometimes  3 often  4 mastery  N/A not applicable  N/O not observable

**GOAL: TO MANAGE STRESS**

	<i>Self-Control Skill</i>	<i>Example</i>
13.	<input type="checkbox"/> <b>ADAPTS TO NEW SITUATIONS</b> Student adapts to changes in class personnel, schedule, or routine without withdrawing or acting-out problems.	Student accepts a substitute teacher. COMMENTS:  
Sample behavioral objective— <i>Confronted with a change in regular classroom routine, student makes adjustments with minimal teacher assistance.</i>		
14.	<input type="checkbox"/> <b>COPE WITH COMPETITION</b> Student participates in competitive activities or games without giving up or boasting.	Student continues to enjoy a game when on the losing side. COMMENTS:  
Sample behavioral objective— <i>In a competitive situation, student participates with minimal teacher support.</i>		
15.	<input type="checkbox"/> <b>TOLERATES FRUSTRATION</b> Student manages moderate amounts of frustration or disappointment within the classroom.	When a field trip is canceled because of bad weather, student accepts setback and continues with day's activities. COMMENTS:  
Sample behavioral objective— <i>When confronted with a frustrating situation, the student perseveres with teacher support.</i>		
16.	<input type="checkbox"/> <b>SELECTS TENSION-REDUCING ACTIVITY</b> When confronted with a stressful situation, the student alleviates tension through alternative activities such as games, play, exercise, or other stress-reducing endeavors.	Student who is having a bad day relaxes by playing a favorite game during free time. COMMENTS:  
Sample behavioral objective— <i>Given some options, student participates in stress-reducing activity with minimal teacher prompting.</i>		

1 rarely  
  2 sometimes  
  3 often  
  4 mastery  
  N/A not applicable  
  N/O not observable

**GOAL: TO SOLVE SOCIAL PROBLEMS**

<i>Self-Control Skill</i>	<i>Example</i>
<p>17. <input type="checkbox"/> <b>FOCUSES ON PRESENT</b>                      Student rebounds from an unsettling prior experience and concentrates on present tasks.</p>	<p><i>Student regains composure in classroom after an altercation in the school bus.</i></p>
	<p>COMMENTS:</p>
<p><i>Sample behavioral objective—After an unpleasant experience, the student regains composure with minimal teacher support.</i></p>	
<p>18. <input type="checkbox"/> <b>LEARNS FROM PAST EXPERIENCE</b>                      Student uses past mistakes or accomplishments to guide here-and-now decisions.</p>	<p><i>Student refrains from fighting because a prior incident led to getting in trouble.</i></p>
	<p>COMMENTS:</p>
<p><i>Sample behavioral objective—Following a discussion about a pattern of classroom disruptions, the student develops and follows an alternative plan for behavior with teacher guidance.</i></p>	
<p>19. <input type="checkbox"/> <b>ANTICIPATES CONSEQUENCES</b>                      Student refrains from disruptive behavior because of anticipated loss of privilege.</p>	<p><i>After a reminder that annoying other students means loss of recess, student resumes individual assignment.</i></p>
	<p>COMMENTS:</p>
<p><i>Sample behavioral objective—When reminded of a negative consequence for actions, student changes behavior without further teacher comment.</i></p>	
<p>20. <input type="checkbox"/> <b>RESOLVES CONFLICTS</b>                      Student appraises misunderstandings or conflicts and seeks alternative solutions.</p>	<p><i>Rather than fighting, student negotiates a satisfactory settlement to a dispute.</i></p>
	<p>COMMENTS:</p>
<p><i>Sample behavioral objective—During a classroom disagreement, student helps work out a compromise with minimal teacher assistance.</i></p>	

1 rarely  2 sometimes  3 often  4 mastery  N/A not applicable  N/O not observable