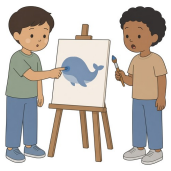
Name: _____

Circle a pause tool.

Look at the pictures. Circle a pause tool.

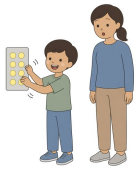
1







2







3







Trace the word.

Trace the word pause.



pause

pause

pause

Name: _____

Pause, think, choose: cut and glue.

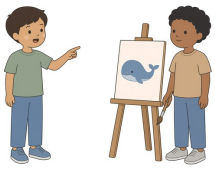
Cut out the pictures. Glue them in order.

Glue here.

✂ Cut on the dashed lines.





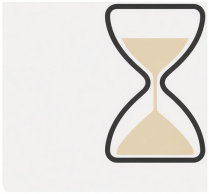


My pause tools.

Circle tools you like.









my way

Name: _____

Match the picture to the word.

Draw a line to the matching word.











- fidget
- choose
- think
- breath
- wait card

Fill in the word.

Pick a word from the box. Write it in the space.

pause · think · plan · OK



1. Step one: _____.



2. Step two: _____.



3. Sam has a _____ B.

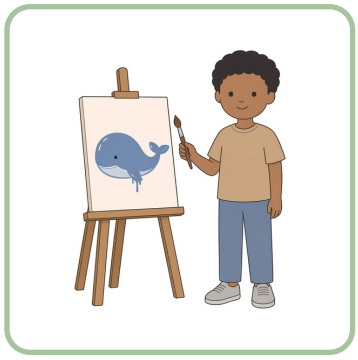


4. Flapping is _____.

Name: _____

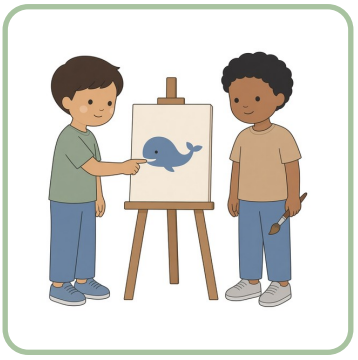
First, next, last.

Put the pictures in order. Write 1, 2, 3.



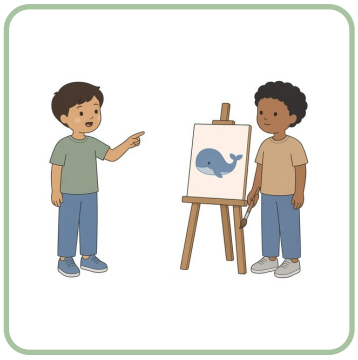
Sam sees Lee's wet painting

☐



Later Sam touches a dry corner

☐



Sam pauses and asks, is it dry?

☐

Thumbs up or thumbs down.

Is it true? Circle thumbs up or thumbs down.

1. Self-control is about obeying.



2. Pausing helps me choose.



3. I need to stop stimming.



4. A plan B can help.



Name: _____

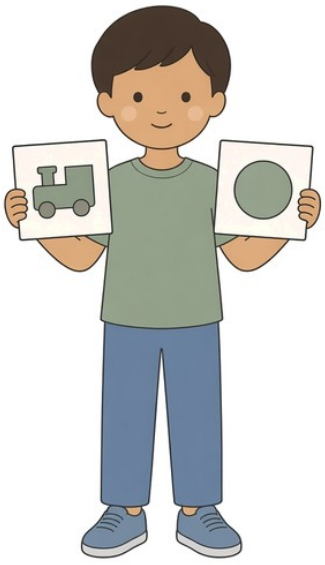
My pause plan.

Draw or write when you want a pause, and your tool.

1	2	3

Plan A and plan B.

Write or draw two plans for one day.



- ☐ plan A
- ☐ plan B
- ☐ who I tell
- ☐ what helps if plans change
- ☐ my own way: _____

Name: _____

What could I do?

Read the story. Show two things you could do.

1. “I want to touch a wet painting.”

2. “I want to press every button.”

3. “My plan does not work.”

Today.

Today I paused and chose...

Self-Control · Answers

For grown-ups

Name: _____

Answers

E1: row 1: sam fidget; row 2: sam deep breath; row 3: icon card wait
E2-E4: Any careful try counts. Every picture can go in the box. Any answer is right for the child's own ways.
D1: sam think = think; sam-asks-dry = choose; sam fidget = fidget; sam deep breath = breath; icon card wait = wait card
D2: 1. pause; 2. think; 3. plan; 4. OK
D3: 1. Sam sees Lee's wet painting; 2. Sam pauses and asks, is it dry?; 3. Later Sam touches a dry corner
D4: 1. thumbs down (not true); 2. thumbs up (true); 3. thumbs down (not true); 4. thumbs up (true)
A1-A4: The child's own answers are all right. Suggestions:

Tips for grown-ups

- Frame self-control as a tool that serves the child's own goals, never as compliance or stillness.
- Never target stimming. Stims are regulation, not a lack of self-control.
- Offer concrete pause tools and practice them when calm.
- Plan A / plan B visuals reduce distress when plans change.
- Impulsivity is often linked to sensory or attention needs. Adjust the environment first.
- Notice and name pausing in a neutral way ("you paused and asked") rather than with praise for being good.