Rolling with resistance
Reflection
Resilience
Teacher & student wellbeing

Luigina Amadio
Outline

Setting goals

Motivational interviewing

Thought challenging

Thinking styles
What is … ?

Cognitive Behaviour Therapy (CBT)
Reflection: Personal learning plan

Identify goals

Revise

Plan

Assess

Reflect

Do

Adapted from Vermont Personal Learning Plan (Connecticut Association of Public School Superintendents, 2015)
# Reflective blog

## Evidence of initiative in learning

| Devises action plan(s) & strategies to develop skills/solve problem |
| Explains how plan was / will be implemented providing specific examples |
| Monitors and evaluates strategies used |

(adapted from PEP rubric)
Setting SMART goals

S  Specific
M  Measureable
A  Achievable
R  Relevant
T  Time specific

(Farrand & Woodford, 2013)
Measuring goals

- I want to improve my writing
- I want to write a 150 word paragraph in 20 minutes without any spelling mistakes in 2 weeks.
Long-term goal

NOW
Your current situation

(Otto, Reilly-Harrington, Kogan, Henin, Knauz & Sachs, 2009)
Motivational interviewing
Motivational interviewing

Assessing readiness for change
Transtheoretical Model of Change (TTM)

Precontemplation | Contemplation | Preparation | Action

(Miller & Rollnick, 2002)
Motivational interviewing

Activity
Motivational interviewing

- **O** Open-ended questions
- **A** Affirming strengths / efforts / intentions
- **R** Reflecting back statements
- **S** Summarising

(Miller & Rollnick, 2002)
Motivational interviewing

- “What have you tried so far?”
- “You’re worried about … and you’re undecided about … and there seem to be more benefits in …”
- “You’ve worked very hard on …”
- “Sounds like you really want to …”

(Miller & Rollnick, 2002)
Motivational interviewing

4 principles:

• Express empathy through listening
• Develop discrepancy between problem behaviour and personal goals
• Roll with resistance – use reflective listening – do not argue
• Support self-efficacy to make change – help to identify and overcome barriers to change

(Miller & Rollnick, 2002)
Motivational interviewing

Activity: Decisional balance

- Negative aspects of change
- Positive aspects of change
- Personal benefits of change
- Personal costs of change

(Rees, 2009)
Thought challenging
### Thought challenging

<table>
<thead>
<tr>
<th>Situation</th>
<th>Mood</th>
<th>Automatic thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day with new class</td>
<td>Angry 80%</td>
<td>How dare you tell me how to teach!</td>
</tr>
<tr>
<td>Asked students to regroup for pre-reading exercise in last 30 minutes of lesson</td>
<td>Worried 40%</td>
<td>She’s going to complain</td>
</tr>
<tr>
<td>A student asked “What is the purpose of this?”</td>
<td></td>
<td>She thinks some activities are a waste of time</td>
</tr>
<tr>
<td>At the end of the lesson student told me first part of lesson was good but I “can skip” regrouping exercises in future</td>
<td></td>
<td>She thinks I’m a terrible teacher</td>
</tr>
</tbody>
</table>

(Greenberger & Padesky, 1995)
Thought challenging

<table>
<thead>
<tr>
<th>Evidence that supports hot thought</th>
<th>Evidence that does not support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have complained about discussion activities in the past</td>
<td>The student said that the first part of the lesson was good</td>
</tr>
<tr>
<td></td>
<td>Her facial expression was not aggressive</td>
</tr>
<tr>
<td></td>
<td>The other 15 students were happy to regroup</td>
</tr>
</tbody>
</table>

(Greenberger & Padesky, 1995)
### Thought challenging

<table>
<thead>
<tr>
<th>Alternative balanced thought</th>
<th>Rate mood now</th>
</tr>
</thead>
<tbody>
<tr>
<td>She is an active student who wants to negotiate the curriculum</td>
<td>Angry 30%</td>
</tr>
<tr>
<td>She found most of the lesson useful</td>
<td>Worried 10%</td>
</tr>
<tr>
<td>She is shy and feels uncomfortable about regrouping and working with new people</td>
<td></td>
</tr>
</tbody>
</table>

(Greenberger & Padesky, 1995)
Unhelpful thinking styles
Unhelpful thinking styles

- **Mental filter**: Focusing on the one thing that went badly
- **Jumping to conclusions**: Interpreting without having facts to support
- **Catastrophising**: Predicting the very worst

(Westbrook, Kennerley & Kirk, 2011)
References


Can you identify any similarities between CBT and teaching?

How can you integrate CBT techniques into your lessons?