



CIRCLE PRESIDENT BUILDING

Luigina Amadio

adelaide.edu.au

Rolling with resistance
Reflection
Resilience
Teacher & student
wellbeing

seek LIGHT

Outline

Setting goals

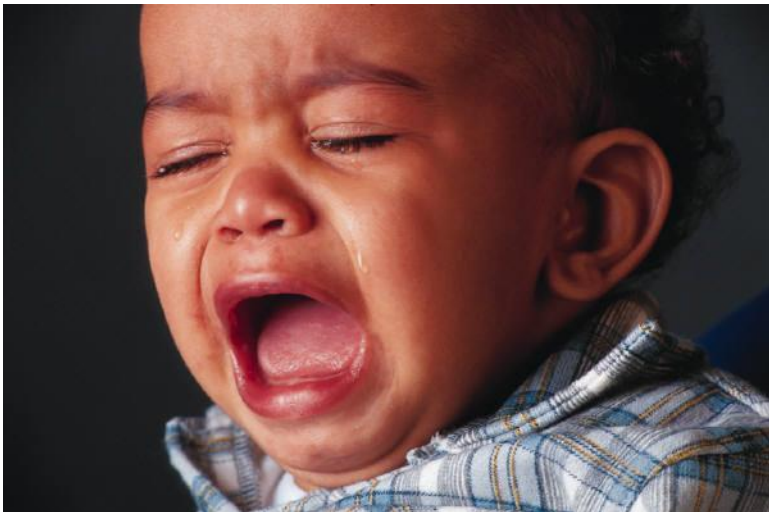
Motivational interviewing

Thought challenging

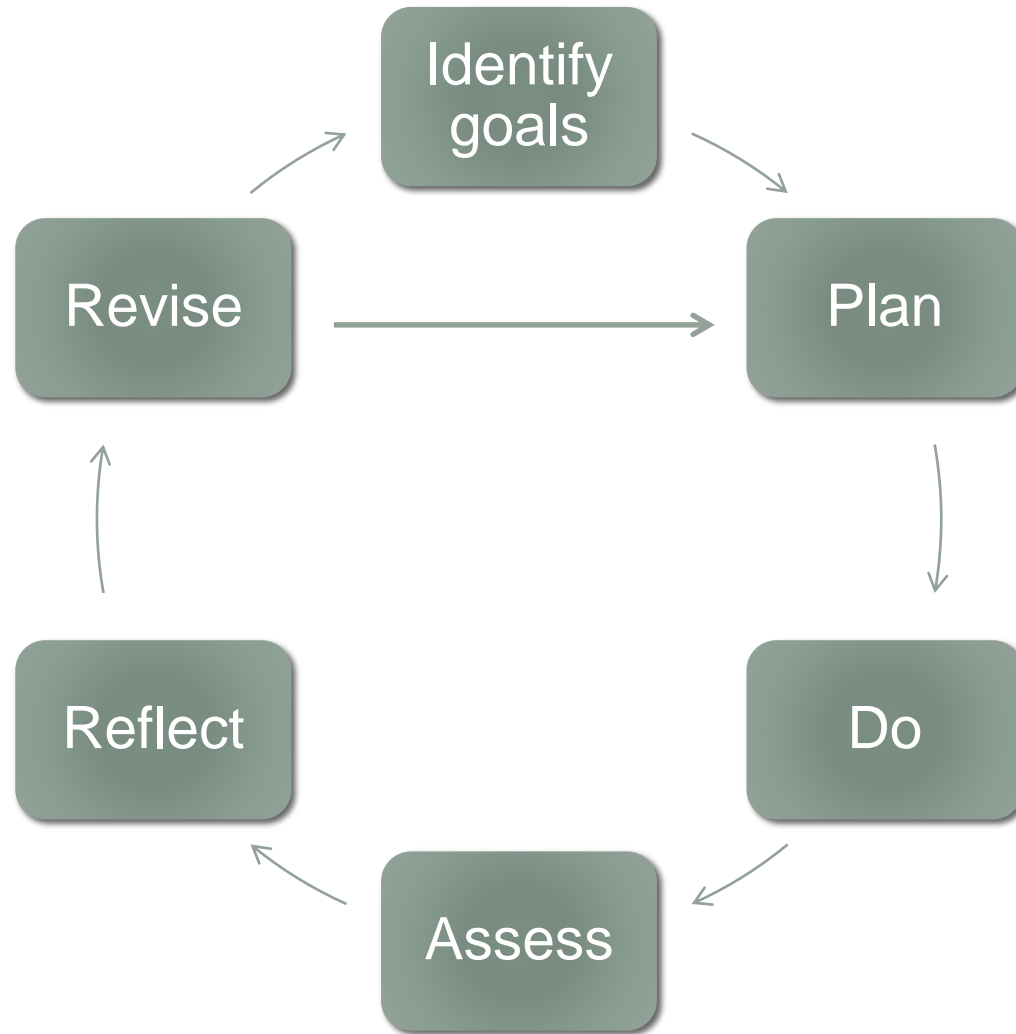
Thinking styles

What is ... ?

Cognitive Behaviour Therapy (CBT)



Reflection: Personal learning plan



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

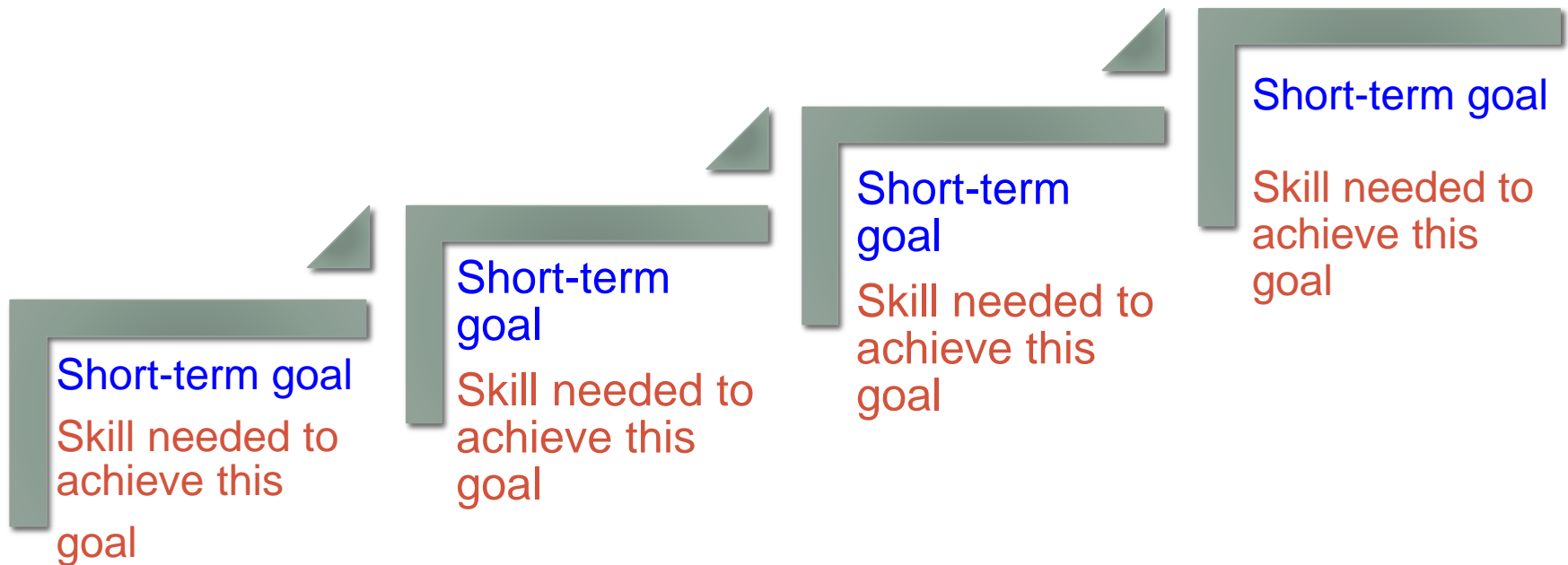
M Measureable

A Achievable

R Relevant

T Time specific

Long-term goal



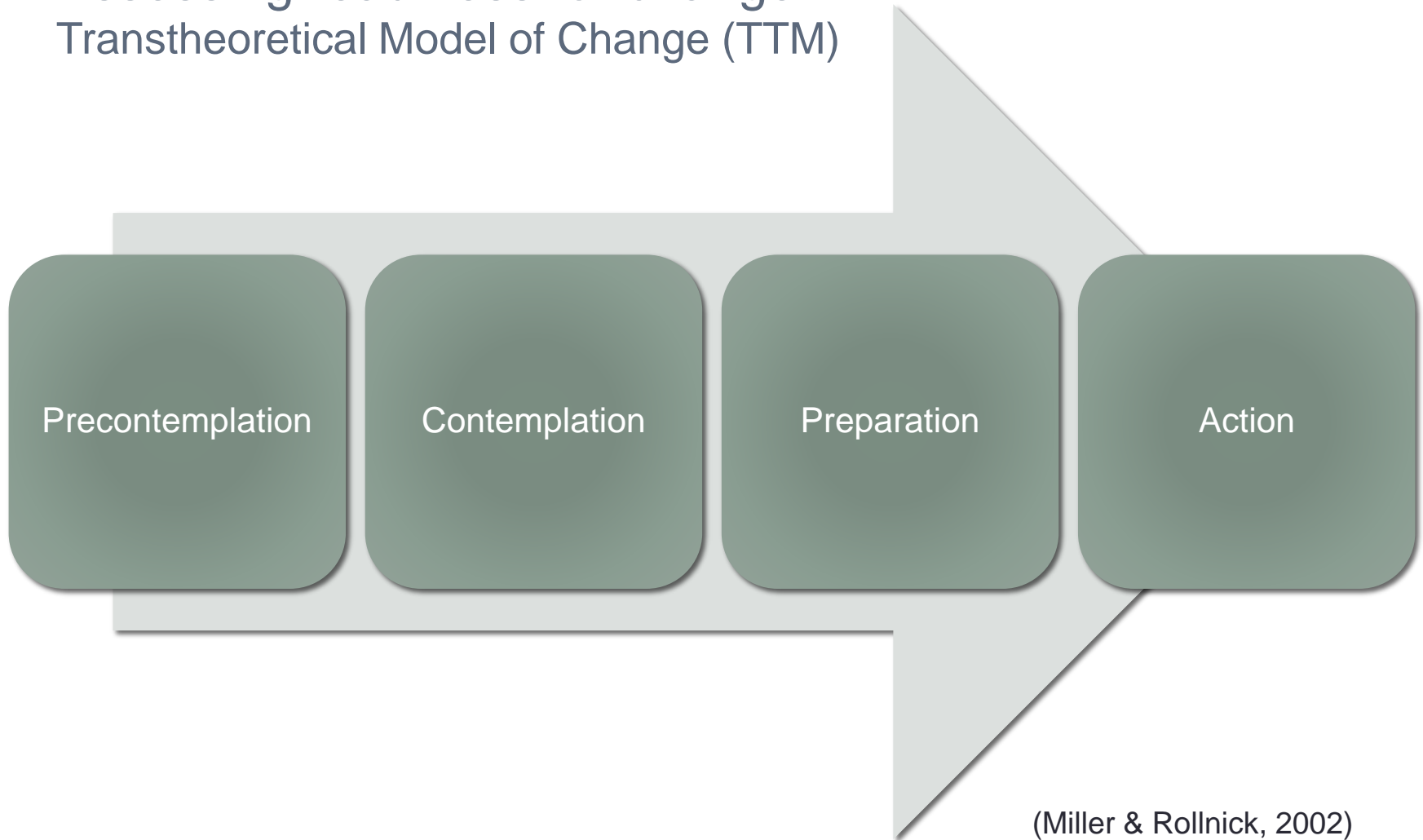
NOW

Your current situation

Motivational interviewing

Motivational interviewing

Assessing readiness for change
Transtheoretical Model of Change (TTM)



(Miller & Rollnick, 2002)

Motivational interviewing



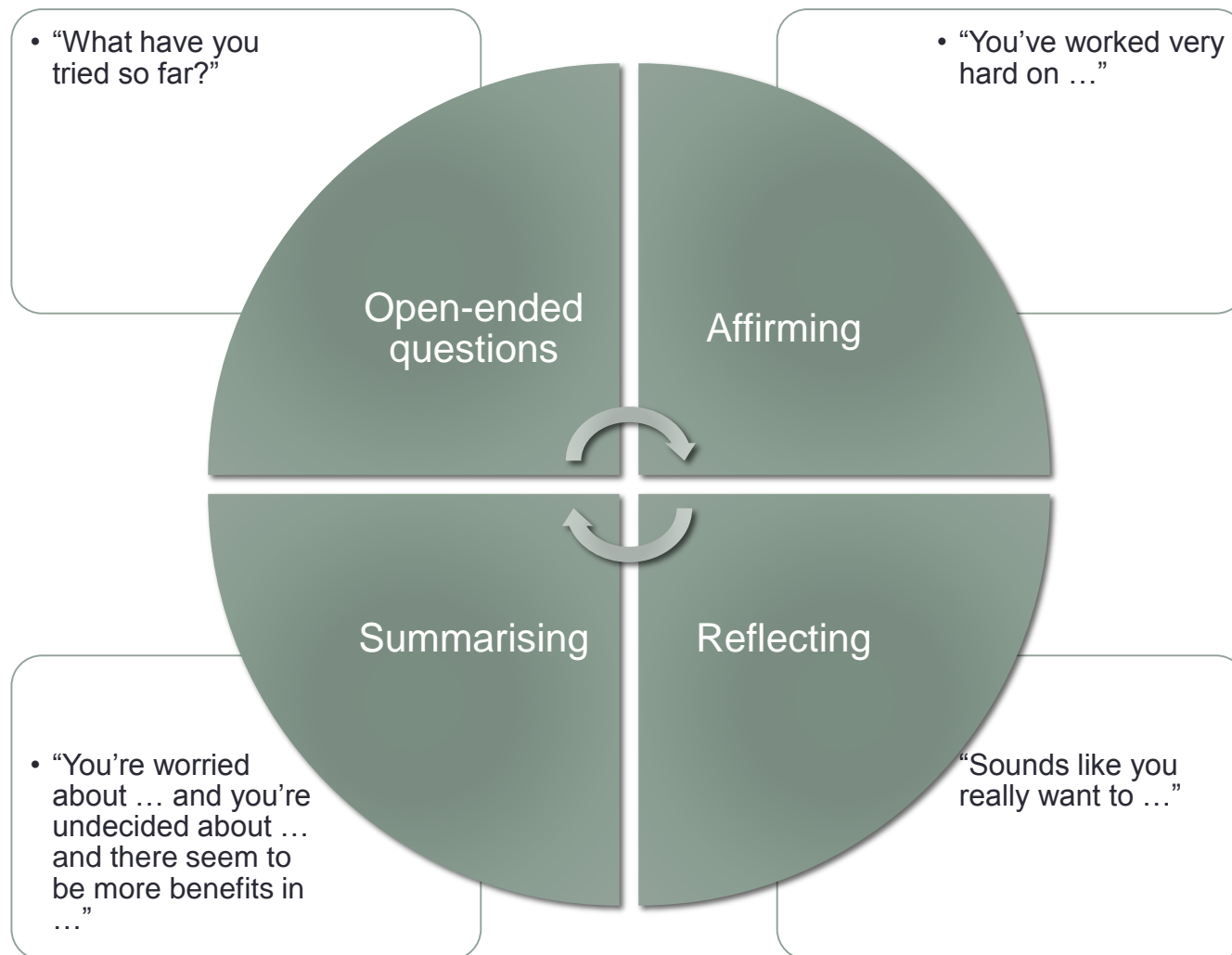
Activity

Motivational interviewing

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

(Miller & Rollnick, 2002)

Motivational interviewing



(Miller & Rollnick, 2002)

Motivational interviewing

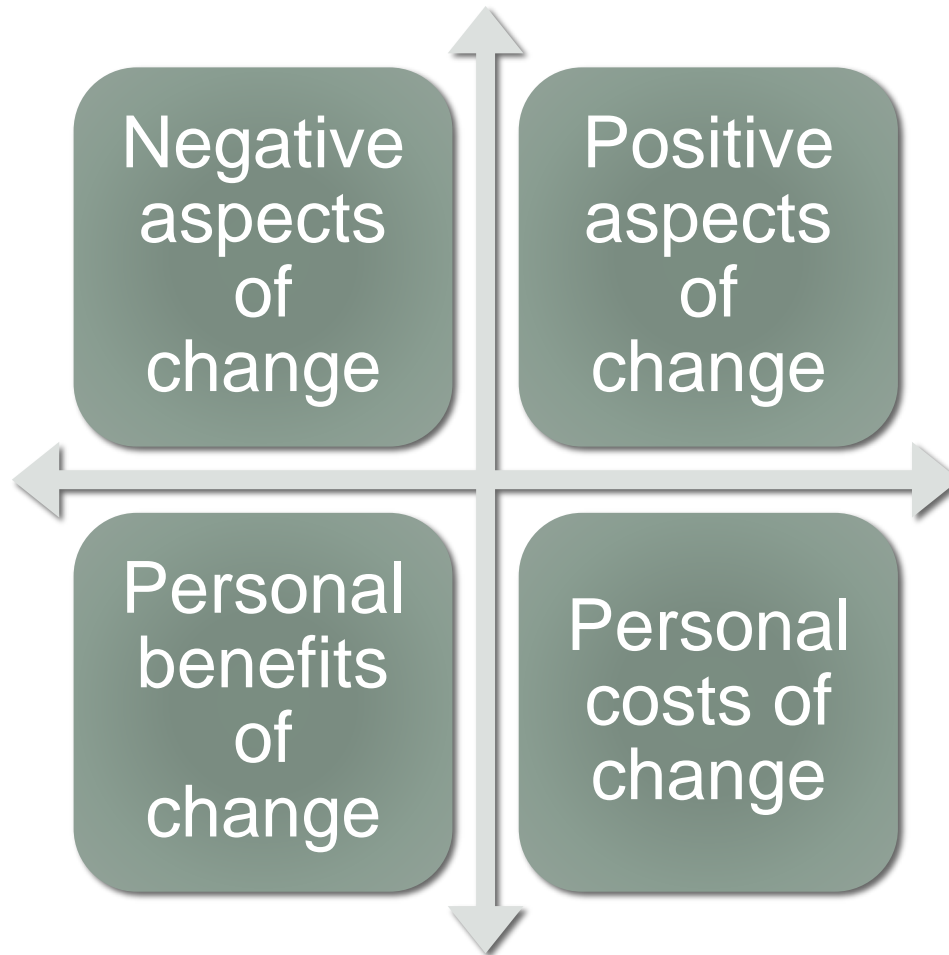
4 principles:

- 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



Thought challenging

Thought challenging

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

Thought challenging

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

(Greenberger & Padesky, 1995)

Thought challenging

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

(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

References

- Connecticut Association of Public School Superintendents. (2015). Student-centred learning news & updates. Retrieved from: <<http://www.capss.org/page.cfm?p=888>>.
- Farrand, P. & Woodford, J. (2013). *Goal setting in low intensity CBT*. Exeter UK: Clinical Education Development and Research.
- Greenberger, D. & Padesky, C. A. (1995). *Mind over mood*. The Guildford Press.
- Miller, W.R. & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change*. New York, NY: Guilford Press.
- Otto, M. W., Reilly-Harrington, N. A., Kogan, J. N., Henin, A., Knauz, R. O. & Sachs, G. S. (2009). *Managing bipolar disorder: A cognitive-behavioural approach*. New York, NY: Oxford University Press.
- Rees, C. S. (2009). *Obsessive Compulsive Disorder*. Melbourne, Australia: IP Communications.
- Westbrook, D. Kennerley, H. & Kirk, J. (2011). *An introduction to cognitive behaviour therapy: Skills and applications* (2nd ed.). London: SAGE Publications

Can you identify any similarities between CBT and teaching?

How can you integrate CBT techniques into your lessons?