



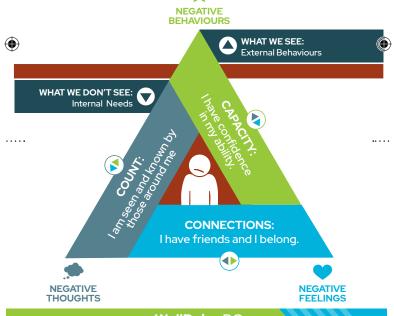
A teacher/parent can choose to intervene at any of the 3 levels:

THOUGHTS, FEELINGS, OR BEHAVIOURS.

Remember that your thoughts, feelings, and behaviour run parallel to that of your student/child. Be mindful of your internal process and your actions that are triggered by the child's behaviour –

PAUSE, REFLECT, AND THEN RESPOND.

# THOUGHTS, FEELINGS AND BEHAVIOUR TRIANGLE (TFB TRIANGLE)



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## **NEGATIVE THOUGHTS**

#### STRATEGIES FOR TEACHERS/PARENTS

- · Recognize that your student/child is in a negative thought cycle.
- · Assume a non-judgemental stance towards your student/child.
- · Use the Socratic method of questioning to help your student/child gain a deeper understanding of the situation (e.g. Is there another way to look at this?).
- · Challenge negative thinking (e.g. What are the facts?).
- $\cdot$  Listen attentively and reflect on what you are hearing from your student/child.



(lacktriangle)

#### **NEGATIVE FEELINGS**

#### STRATEGIES FOR TEACHERS/PARENTS

· Do not dismiss your student's/child's feelings.

- · Offer a label for your student's/child's emotion (e.g. You seem anxious about speaking in front of the class).
- Give your student/child space to reframe their emotions if necessary (e.g. I am not angry, I am frustrated about \_\_\_\_).
- Encourage the student/child to share their feelings.

  Validate your student's/child's emotions (e.g. I do not blame you for feeling this way. If I were in your position, I would feel hurt too. This must be hard for you. I can imagine how difficult this
- .

must be because ).

## **NEGATIVE BEHAVIOURS**

### STRATEGIES FOR TEACHERS/PARENTS

- · Ask yourself, "What is fueling my student's/child's behaviour?"
- · Encourage the student/child to pause and reflect on their thoughts, emotions and behaviour.
- · Attune to the needs beneath the student's/child's behaviour.
- · Respond to the underlying need and not the behaviour.
- · Set limits to inappropriate behaviours.
- · Help the student/child to problem-solve.

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