

TEACHER & PARENT Strategies For Dealing With Negative Behaviours



Well-Being BC

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)

★
NEGATIVE
BEHAVIOURS

▲ WHAT WE SEE:
External Behaviours

▼ WHAT WE DON'T SEE:
Internal Needs

▶ COUNT:
I am seen and known by
those around me

▶ CAPACITY:
I have confidence
in my ability.

▶ CONNECTIONS:
I have friends and I belong.

☁
NEGATIVE
THOUGHTS

♥
NEGATIVE
FEELINGS

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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?).
- Listen attentively and reflect on what you are hearing from your student/child.



NEGATIVE FEELINGS

STRATEGIES FOR TEACHERS/PARENTS

- 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 ____).
- Do not dismiss your student's/child's feelings. 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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