



Teacher Self-Regulation

Understanding Dysregulation

<p>Behaviors that elicit your emotional response:</p> 	<p>Mindful Check-In:</p> <p><i>How am I feeling?</i></p> <p><i>What do I need in this moment?</i></p>
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Automatic (Unhelpful) Thought	Helpful Thought
If this student is not on task, I will get in trouble.	<i>I'm avoiding a power struggle today.</i>
This is a bad class; they'll always be out of control.	
This student won't listen no matter how hard I try.	
I'm an inept teacher; I should have never done this job.	
I can't let her get away with that.	

*Adapted from: Incredible Years, www.incredibleyears.com



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Overgeneralization: Involves taking one situation and making it a general rule about other situations without testing the accuracy of that rule for different circumstances. Words such as never, always, all, everyone, and nobody may indicate and overgeneralization. An example might be “This child *never* pays attention.”

Global Labeling: The habit of applying stereotyped labels to whole classes of people, things, behaviors, experiences. Example: “Principals are so controlling.”

Focusing on the Negative: Selective hearing or seeing that only notices what is negative. Example: “I’m a bad teacher, these students don’t do anything right.”

Catastrophizing: A type of focusing on the negative that we think will happen in the future. Example: “My students will never be on grade level. I’m going to lose my job.”

Polarized Thinking: Puts everything in terms of extremes, also called “black-and-white thinking.” Example: “All of my students are struggling academically.”

Self-Blame: Puts you at the center of the universe and then blames you for everything that goes wrong there. Example: “I am sorry that my students didn’t do better on that assessment. I don’t seem to be teaching them well.”

Personalization: Also puts you in the center of the universe, but makes you feel like you’re always under critical observation. Example: “I’m the only teacher who can’t understand this data analysis process.”

Mind Reading: The habit of assuming that everyone thinks the way you do—projecting your feelings onto them and then proceeding as if your projections were facts. Example: “They will all know I’m a horrible teacher.”

Control Fallacies: Either we think we are in control of everything or we think we are in control of nothing. Example: “Nothing I do can make a difference.”

Emotional Reasoning: Relies on feelings to interpret reality. You don’t use your intellect to examine the accuracy of your emotions. You don’t recognize and challenge the judgmental self-talk that may be driving emotions.



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Deep Acting (Using Cognitive Reappraisal)

Deep acting is the idea that you take on the emotion you want to feel. Research shows that just pretending to feel the emotion (surface acting) is not as helpful for regulating our own emotions. In order to do deep acting, we must understand where our emotions and beliefs come from.

<p>1. Situation (When is a time that you have become dysregulated-frustrated, angry, etc.- with a student?)</p>	<p>2. Emotions (What are the emotions you feel during this situation, rate the intensity of the emotions from 1, not at all to 10, extreme)</p>
<p>3. Automatic Thoughts (What are the things you are thinking in this instance? Rate your degree of belief of these things from 1-10)</p> <p><i>Questions that may help you to identify thoughts are: What is going through my mind as I am feeling this emotion? What am I telling myself about this situation? What am I afraid might happen? Am I holding expectations for myself or others? Am I speculating about what another person may think? Am I making any predictions for future events? Am I evaluating myself, other people, or the situation?</i></p>	<p>4. Evaluate (How reasonable are these beliefs? How do you feel now that you've reflected on them?)</p> <p><i>Some questions can help you evaluate the accuracy and usefulness of a thought: What is the evidence that supports or contradicts this thought? Is there an alternative explanation? Is there another way of looking at it? Am I overestimating the probability of the negative event occurring? What is the worst that could happen? What is most realistic? If a friend had this thought, what would I tell them? To the degree that this belief is true, what should I do? How does it work in the long run, if I let this belief be in charge of my life?" What might be a more useful or helpful way of thinking about this?</i></p>
<p>5. Modify Thought (Did you notice any distortions? How can you change your thinking so that you remain calm in the classroom?)</p>	<p>6. Positive Self-Talk Reminder or Daily Affirmation:</p> <p>You can go back and re-rate the intensity of the emotions in question 2 and your degree of belief in question 3.</p>



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Ensuring Emotional Health

Gratitude

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Self-Care Commitments

Today, I will
This week I will
Every _____ I will