



CHALLENGING YOUR THOUGHTS AND BELIEFS: A SAMPLE RESPONSE

NAMING THE EVENT, THOUGHT OR FEELING

- Identify the stressful event here. What happened? *I bombed today's math lesson on fractions. The kids were rolling their eyes at me and complaining that nothing I said made sense.*
- What thoughts am I having? What am I imagining? *I am a bad teacher. I failed.*
- How much do I believe it? (Rate 0-100) *80*
- What does this thought make me feel? *Sad, depressed, mad at myself*
- How strong is this feeling? (Rate 1-100) *90*

QUESTIONING THE THOUGHT

- What evidence do I have that this is true or accurate? *The kids' faces. Their complaints.*
- What evidence do I have that this is not true or, at least, not completely true? *Not everyone looked confused. Only two or three students actually complained.*
- Is there another way to look at this? If so, what is it? *This is the first in a series of lessons, and I haven't taught this before. Teaching the concept of fractions can be difficult for a lot of teachers—not just me.*
- What's the worst thing that could happen? Would I still be able to live through it? *They wouldn't ever "get it." They could all revolt. They could throw things at me. They could complain to the principal and their parents. (I guess I could live through all of that.)*
- What's the best thing that could happen? *I could revisit the lesson, try a different approach, and help the kids to grasp this content. We could all learn from this.*
- What will most likely happen? *We'll get there by trial and error. It may take longer than I had planned.*
- What might happen if I keep repeating this thought in my head? *I won't want to keep trying. I'll build resentment toward the kids. I'll keep feeling badly about myself and lose confidence.*
- What might happen if I changed my thinking about this? *I would ease up on myself and relax a little. I might also be more responsive to my students and where they are in their learning. I might even be more creative in my approach to this lesson.*

- What might I tell my friend if this happened to her or to him? *Chin up. No big deal. This happens to all of us. Please don't be so hard on yourself—you are a talented and committed teacher, and you will figure this out.*

MOVING FORWARD

- How much do I still believe the negative thought now? (Rate from 0-100) 50
- How strongly do I feel the negative emotion now? (Rate from 0-100) 65
- What should I do for myself now? *Find coping strategies and apply them.*
- After going through this process, is there any other action I might choose to take now? *Take a break; go for a walk and get some fresh air for now. Then, talk to my colleague about a new approach/idea for this lesson.*