

## Identifying and Challenging Teaching Thomassons

<p><b>1. Pay attention to when you feel unpleasant emotions in your teaching or when you observe those emotions in your students.</b> Find a moment to write down or at least mentally identify which feeling you are experiencing most strongly. Stick to the big four negative emotions: anxiety, sadness, guilt/shame, and anger.</p>	<p>I feel angry and sad.</p> <p>Most students' final pieces of writing are not significantly different from their drafts. I've spent a lot of time on revision strategies, conferring with each student, and yet I'm still not seeing most students make their writing better.</p>
<p><b>2. Identify the negative thought or belief most strongly related to your unpleasant feeling.</b> This belief is where we're stuck. It's a false belief that's perpetuating the mistake.</p>	<p>I believe that I've done everything I can and this either means that I'm incapable or it's the students' fault or maybe both.</p>
<p><b>3. Recognize that your negative belief statement reflects a cognitive distortion/s:</b></p> <ul style="list-style-type: none"> <li>All-or-nothing</li> <li>Jumping to conclusions</li> <li>Labeling/mislabeling</li> <li>Personalization</li> <li>Selective attention</li> <li>Overgeneralizing</li> <li>Must/should/never catastrophizing</li> <li>Emotional reasoning</li> </ul>	<p>All-or-nothing</p> <p>Labeling/mislabeling</p>
<p><b>4. Rewrite that negative belief as a positive belief.</b> This usually takes some revision as you may find yourself reintroducing cognitive distortions. Draft a few statements until you get to the one that feels the most true and useful to you. Try to keep it as short as possible. Hold on to this. Write it in a journal or on a sticky note. Revisit it when you feel stuck. This is what you know to be true.</p>	<p>My students and I are struggling with revision. I believe in the potential of my students as writers and of myself as a teacher of writing.</p>
<p><b>5. Identify an action based on your positive belief.</b></p>	<p>I need to talk with my students about how revision isn't working out as I'd hoped. I need to find out what they think, reflect on that, and see if I can change my process and supports to better speak to what their real needs are. I might not be sure, though, and may need to talk to other teachers or do some research on when students struggle with revision.</p>

**Figure 6-3** Identifying and Challenging Teaching Thomassons