

Reflecting on behaviour

There are many ways for students to reflect on behaviour, and on their related emotions. On some occasions, we might ask them to think about how they have impacted another person – or themselves – and to consider alternative behaviours and associated skill building. Asking leading questions like “what else could you have said/done?” or “What might you consider doing/saying next time, or when you go back to class?”

We often check in with children about how they are feeling – what the bodily sensations are – and this can provide clues as to what’s going on for them. These conversations promote emotional self-knowledge and provide a path to building students’ capacity for self-regulation.

At other times, we might simply choose to take a positive approach, encouraging desired behaviours by assuring children that we believe they know how to behave in a given situation. We might ask a child to think of a time when they showed the skills that we are looking for. We can talk about our skills moving with us, whatever situation we are in, and we can support a child to identify what skill sets they always carry with them.

Writing or drawing can be ways to gather feelings and thoughts together and to buy some calming down time. We have a range of activities built around this.