Reframing and Building Therapeutic Rapport.

School Counselor—Hixson Middle School
Mrs. Sarah Bodi, M.A.
Dr. Linda Peterson, L.P.C., NCC
School Counselor—Hixson Middle School
Missouri Comprehensive Guidance and Counseling Big Idea

**PS.2**: Interacting With Others in Ways That Respect Individual and Group Differences Grade Level Expectation

(GLE): PS.2.A.06: Identify the interpersonal skills needed to maintain quality relationships. American School Counselor Association (ASCA)

**National Standard**: Personal/Social Development A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.
Show Me Standards: Performance Goals

Goal 3: recognize and solve problems

1. Identify problems and define their scope and elements

2. Develop and apply strategies based on one’s own experience in preventing or solving problems

3. Develop and apply strategies based on one’s own experience in preventing or solving problems

4. Evaluate the processes used in recognizing and solving problems

5. Examine problems and proposed solutions from multiple perspectives
What is Framing?

Framing is a mental structure that is built on the beliefs you have about yourself, your roles, your circumstances, and about other people. It is a structure you use to ascribe meaning to a given circumstances.
What are the Frames you Wear?

Events or situations do not have inherent meaning; rather, you assign them a meaning based on how you interpret the event.

Even when something seemingly horrible happens to you, it is only horrible because of the way you look at it.

Source: A Practical guide to reframing your thoughts and making yourself happier, feelhappiness.com
Framing In Action

Cross the Line Activity

• Were you surprised at how many/few times you crossed the line?

• Have you considered how your experiences “frame” how you deal with students?

• What emotions and/or memories came up for you while listening to the questions?
WHAT IS REFraming?

RefraMING is a linguistic tool used to consciously change your limiting frames to help support your desired goals, beliefs and behaviors.

RefraMING does this by interrupting your old unhelpful thought patterns with new interpretations and perspectives of reality that are more helpful and supportive of your desired objectives.
CRAZY PERSON Going over the Edge...
Rebellious PERSON Crossing Boundaries...
Curious PERSON Exploring the Unknown...
Courageous PERSON Moving into NEW TERRITORY

Seek New Perspectives.
### Growth or Fixed Mindset

<table>
<thead>
<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills</strong></td>
<td><strong>Challenges</strong></td>
</tr>
<tr>
<td>• Something you’re born with fixed</td>
<td>• Should be embraced</td>
</tr>
<tr>
<td>• Somewhere to avoid</td>
<td>• An opportunity to grow</td>
</tr>
<tr>
<td>• Could reveal lack of skill</td>
<td>• More persistent</td>
</tr>
<tr>
<td>• Tend to give up easily</td>
<td></td>
</tr>
<tr>
<td><strong>Effort</strong></td>
<td><strong>Feedback</strong></td>
</tr>
<tr>
<td>• Unnecessary</td>
<td>• Essential</td>
</tr>
<tr>
<td>• Something you do when you are not good enough</td>
<td>• A path to mastery</td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td><strong>Setbacks</strong></td>
</tr>
<tr>
<td>• Get defensive</td>
<td>• Useful</td>
</tr>
<tr>
<td>• Take it personal</td>
<td>• Something to learn from</td>
</tr>
<tr>
<td><strong>Setbacks</strong></td>
<td>• Identify areas to improve</td>
</tr>
<tr>
<td>• Blame others</td>
<td>• Use as a wake-up call to work harder next time.</td>
</tr>
<tr>
<td>• Get discouraged</td>
<td></td>
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THOUGHT FOR TODAY!

“NEVER SOLVE A PROBLEM FROM ITS ORIGINAL PERSPECTIVE.”

CHARLES THOMPSON
**Precipitating Factors**

**Definition:** Things that influence behavior, can be internal or external

**Application:** Recognize internal and external factors that may contribute to behavior escalation and staff responses

**What are some precipitating factors that you see your students bringing with them each day?**
Precipitating Factors

- Family Issues
- Transportation
- Socioeconomics
- Health Issues
EMPATHY
Reframe these statements..

- "I finally made him cry"
- "I'm glad she's pretty"
- "Have you seen how that boy dresses?"
- "Are they a city kid?"
- "How did I get him?"
- "Apple fell but it didn't roll"
- "How can I teach those students?"
- "How did I get all the problem kids?"
- "I was poor too, but nobody helped me."
- "Is something wrong with him/her?"
- "Do we have a lot of free/reduced kids on our team?"
- "Do they really need to miss my class for mindfulness?"
- "I'm not going to be able to take them all year"
- "That's an angry child"
- "I have too many IEP students in my class."
- "I invited them to conferences but they don't care about their student."
References

- Masterpeace Studios, 2008. Journaling Exercise: Mindfulness of Unpleasant Events
- Retrieved from: www.schoolcounselor.org
• Been a counselor for more than 5 years
• Been a counselor for more than 15 years
• Ready to retire
• This is your first time at the conference
• You have ever said something unkind to someone
• If someone has said something unkind to you
• If you come from a single parent or divorced home
• If your parents are still married
• If you’ve experienced someone close to you dying
• If you come from a home with four or more children or are an only child
• If you had at least one parent who did not complete high school
• If you have not had enough money to pay a bill
• You have felt alone, unwelcome, or afraid
• Have dealt with alcoholism or drug abuse within your family
• Have you ever been teased because of your appearance
• Have you ever failed a test and felt embarrassed
• Have you ever been teased because of the way you talk
• Have you ever been embarrassed because of your clothing
• Had a significant relationship you know your family wouldn’t approve of
• Have personally experienced racism or discrimination
• Have or had a good friend who is gay, lesbian, bi-sexual, or transgendered
• If you were physically punished as a child
Circle Activity

- Select two volunteers to step outside the room
  - Have someone brief them that they will be inside a circle and people will be engaging them
- Inform the remaining participants to form a circle
  - They need to think of a negative statement they’ve heard someone say to a student and a positive statement
  - When the first participant comes in they will rotate around the volunteer and say the negative statement
  - When the second participant comes in they will rotate around the volunteer and say the positive statements
- Process with both the participants and the volunteers
- Prompt-Imagine if you start your day with stressors and you’re greeted with these negative statements. Imagine what that feels like hearing it 7 times a day.
- Prompt-How can we reframe?