

SCHOOL COUNSELOR
LEADERSHIP NETWORK
RIVERSIDE COUNTY

**SCHOOL COUNSELORS:
STRATEGIC INTENTIONAL INFORMED**



Postmodern Counseling Approaches to Reach All Students

Sandi Logan-McKibben,
PhD, NCC, NCSC, BC-TMH, ACS, RYT-200
Sacred Heart University

A Word About Theory & Approaches

- While most people are drawn to a specific theory, you will utilize multiple theoretical orientations in your practice.
- Overall, your theory *informs* the way in which you conduct yourself in session and in your work with a client/student.
- Your professional expertise (practice-based evidence) can also inform your approach, based upon the relationship you have with the student.

Considerations

- One must consider what is appropriate for the student/client:
 - Developmentally
 - Cognitively
 - Maturity
 - Culturally
 - Setting



***Strategic,
Intentional,
Informed***

Solution-Focused

Engage in solution talk by exploring and building on what is going well in the clients' lives and this begins as early as the first session. Solution focused therapists believe that it is not necessary to know minute details of the complaints in order to start exploring possible solutions with clients; therefore, sessions are not focused on gathering a detailed past history of complaints and hypothesizing about or explaining why the problem occurs. *(de Shazer et al., 1986; DeJong & Berg, 2002).*

Guiding principles:

- If it works, don't fix it.
- Once you know what works, do more of it.
- If it doesn't work, don't do it again. Do something different

(de Shazer, 1987, p. 59)

Underlying questions:

1. What do you want?
2. How will you know when you have it?
3. What are you doing already to get there?
4. What would be happening if you were a littler closer to what you want?

Commonly Used Techniques

- Scaling questions
 - Attempt to understand where the student/client currently is and where they would like to be.
 - Can be used for more behavioral concerns as well as other interpersonal difficulties.
 - Commonly ask: So, what does a “6” look like? And what would it take for you to be at a “7?”
- Miracle question

Commonly Used Techniques

- Exceptions
 - “So, you say that everyday feels depressing. Tell me about a time when you did not feel depressed.”
- Coping
 - “It seems like you have a lot going on. How have you been able to cope with the pressures of schoolwork in the past?”
- Compliments
 - “While I know that you’ve had difficulties in Ms. Smiths’ class, I’m very proud of you that you have been able to stay out of detention the last 2 weeks.”

**WHAT DOES THIS LOOK
LIKE?**

ASCA MAGAZINE 2020

101

solution-focused questions
for help with anxiety

FREDRIKE BANNINK

101

solution-focused questions
for help with depression

FREDRIKE BANNINK

101

solution-focused questions
for help with trauma

FREDRIKE BANNINK

1001

solution-focused questions

FREDRIKE BANNINK

Solution-Focused School Counseling

THE

MISSING

MANUAL

Russell A. Sabella, Ph.D.

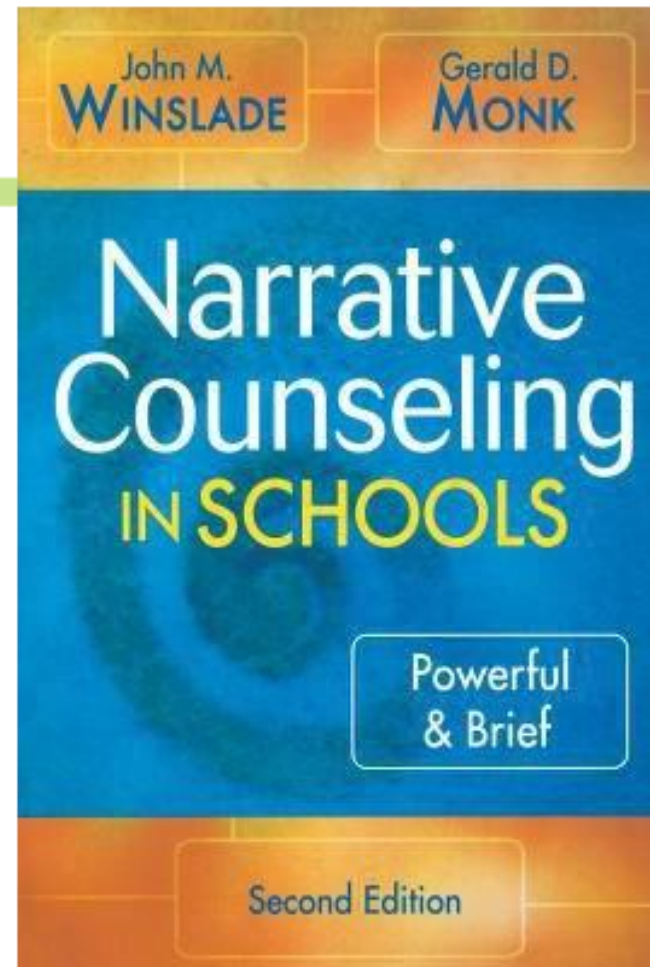
Narrative

Postmodern approach to counseling that is based on counselor characteristics that create an encouraging climate where clients see their stories from different perspectives. Philosophical framework assists clients in finding new meanings and possibilities in their lives.

Assumptions

- Human beings live their lives according to stories.
- The stories we live by are not produced in a vacuum.
- Embedded within stories lie discourses.
- The modern world is characterized by societal norms that are kept in place by surveillance & scrutiny.
- There are always contradictory/alternative discourses with which some align themselves.
- Dominant cultural stories impose severe limits on people seeking to create change within their lives.
- Deconstructing dominant discourses raises new possibilities for living.
- There is always lived experience that does not get encapsulated in stories.

The task of the counselor is to help the client construct a more satisfying and appealing story line.



Common Techniques

- Listening to the client's story
- Naming & externalizing the problem
 - Instead of saying, "How did you feel about the teacher shouting at you?" you can say, "So Anger got the teacher to shout at you. What did it get you to do?"
 - This is quite effective with younger children who are use to storytelling in their classroom.

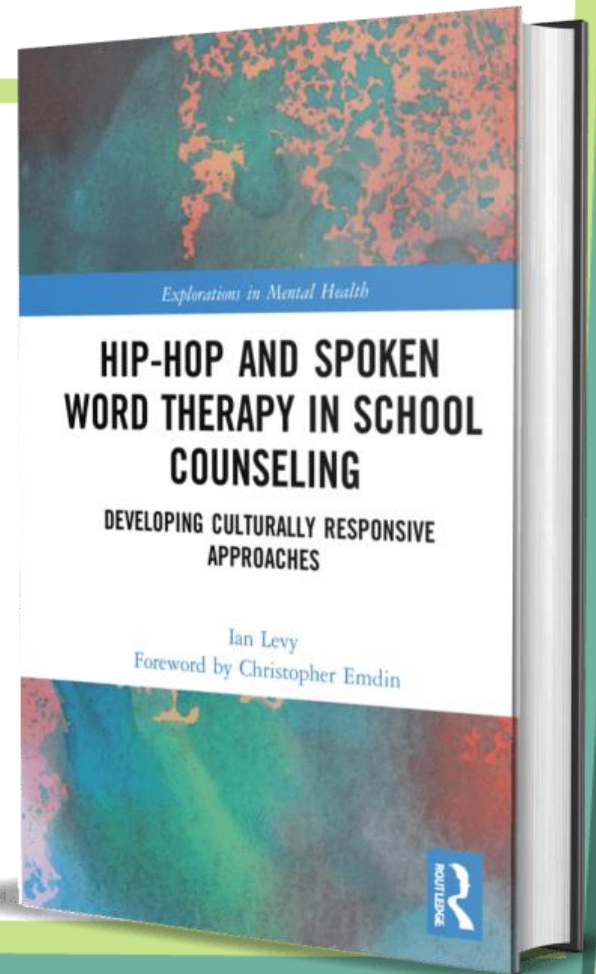
Common Techniques

- Presuppositional language
 - What do you imagine your teachers will say? What will your parents/caregivers say? Can you handle shocking people in this way?
- Assembling the alternative story
 - Exploring what would it look like if you were to recreate the story. Think of the big bad Anger monster—how would you create an alternative story?

Hip Hop & School Counseling

(Dr. Ian Levy)

- Remixing the School Counselor's Tool Kit: Hip-Hop Spoken Word Therapy and YPAR
- Toward Culturally Competent School Counseling Environments: Hip-Shop Studio Construction
- Videos & Podcasts



A young man with dark hair, wearing a light blue collared shirt and large black headphones, is shown in profile, speaking into a professional microphone. The setting appears to be a recording studio or a school media center, with acoustic foam panels visible in the background. The image is framed by a decorative border with vertical stripes in various colors (blue, green, yellow, purple) and a teal inner border.

INSIDER

**This counselor uses
hip hop therapy**

WHAT DOES THIS LOOK
LIKE (CHILD)?

ADULT EXAMPLE

Reality Therapy

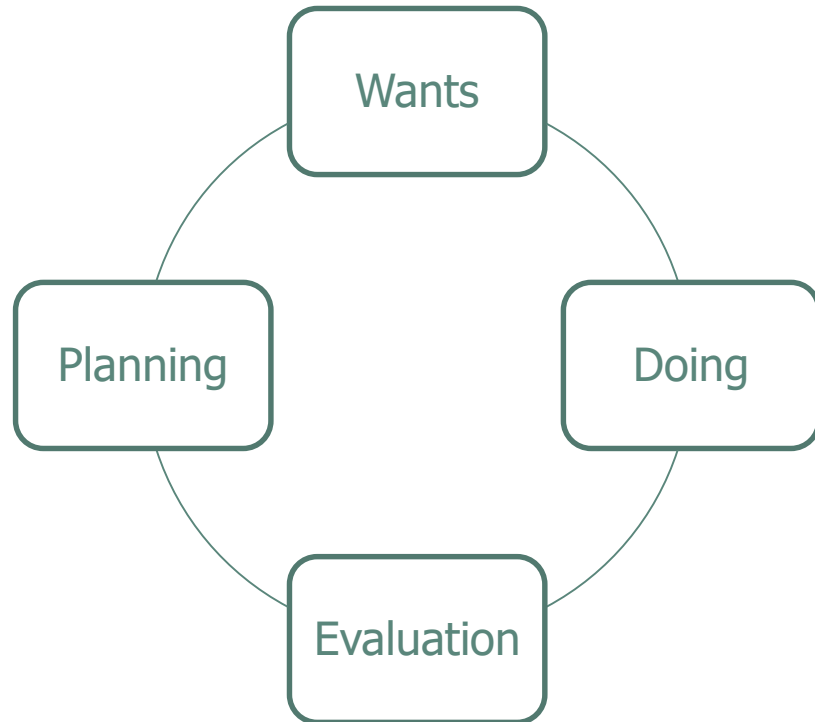
- What is Reality Therapy with Children? An optimistic & encouraging approach that focuses on present thoughts & behaviors and helps people meet their basic needs more successfully by making better choices.
- Glasser (2003) summed up the essence of reality therapy: "Accepting that everything you do is a choice is a cornerstone of mental health" (p. 50).

Assumptions

- We are responsible for what we choose to do with our lives.
- People are autonomous.
- People choose, they are in charge of their lives.
- People try to control their world to get what they want.
- All behaviors are purposeful aims to satisfy 5 human needs:
 1. Belonging
 2. Power/achievement
 3. Fun/enjoyment
 4. Freedom/independence
 5. Survival

WDEP (Wubbolding, 1991)

- Wants
- Doing
- Evaluation
- Planning



WHAT DOES THIS LOOK
LIKE?

"A must-read for all parents with children of any age . . . Should be required reading for teachers in all schools."

—Harville Hendrix, Ph.D., author of *GETTING THE LOVE YOU WANT*

FOR PARENTS AND TEENAGERS

Dissolving the Barrier

Between You and Your Teen

WILLIAM

AUTHOR OF *CHOICE THEORY*

GLASSER, M.D.

PREVIOUSLY TITLED *UNHAPPY TEENAGERS*

The Merrill Counseling Series

3RD EDITION

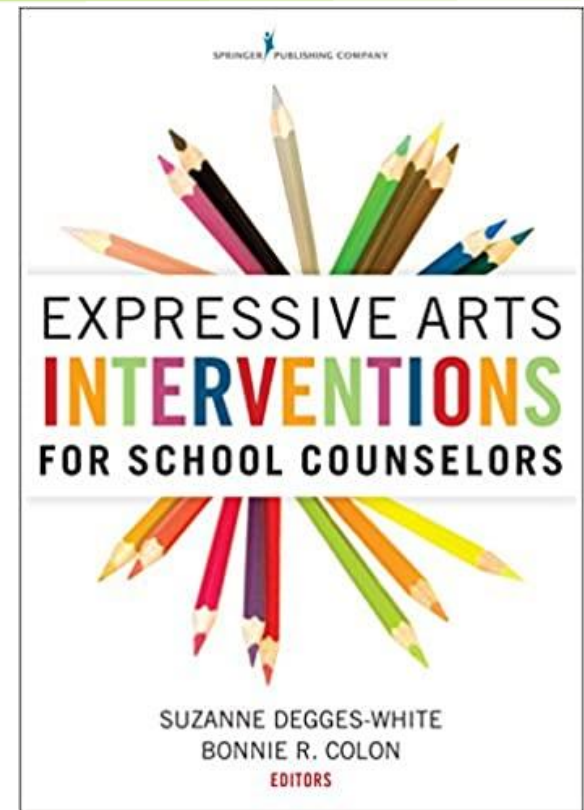
45 TECHNIQUES EVERY COUNSELOR SHOULD KNOW

BRADLEY T. ERFORD



Expressive Arts

- Visual Arts
- Performing Arts
- Music-based Interventions
- Movement/Dance-based Interventions
- Drama-based Interventions
- Nature-based Interventions
- Play therapy



Thank You All For Attending!

Please keep in touch and feel free to reach out if I can be of assistance.

- Logan-McKibbenS@sacredheart.edu
- @SandraLoganPhD