



The Power of Yet:

A Framework for Instilling
Hope through Career
Engagement

Presented by Jennifer Sumner, (RCC, Educator)



Mihkayla's Journey



Mihkayla's Early Narrative





Childhood is Sacred

“Do the bare
minimum.”



The Barriers

- >Low self-efficacy in students
- >Impact of academic challenges
- >Inhibiting resilience and goal-setting



Academic
challenges
impacting
learning
potential



Social
challenges
faced by
students



Personal
challenges
affecting
motivation



**We can't give
what we don't
have....**
Addressing our
own hope
deficit



The Framework

1

**Prioritize Curiosity,
Connection &
Compassion**

Identify the narrative they live in, meet them there but reflect back another possibility.

2

**Hold the Bar &
Pick Your Hills**

Foster a sense of possibility and progress by holding them to standards, letting the little things slide and focus on what matters

3

**Find Meaning
Through Values
and Beliefs**

Utilize the Choice Point to help them reflect on how it feels to live in their values and do what matters

4

**Hope Oriented
Action Planning**

Be courageous in imagining what's possible and daydream together on the worst case scenario.

1

Curiosity

Wonder About Behaviour

~~"What's wrong with you?!"~~

"What's happened to you."

Connection

Compassion

1

Curiosity

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~~"What's wrong with you?!"~~

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Connection

Ask about themselves

Most effective in small doses.

Share about yourself when relevant.

Compassion

1

Curiosity

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Connection

Ask about themselves

Most effective in small doses.

Share about yourself when relevant.

Compassion

Show unconditional positive regard

Even when they break the rules or break trust; continue to show you care and you are still cheering for them.



Building Trust

through *Unconditional Positive Regard*

- Active listening and empathy
- Consistent support and encouragement
- Open and honest communication
- Creating a safe environment





Every behaviour is a signal

Theory to Practice

- 
- Have you had a resistant student/client?
 - Has their behaviour left you wanting to walk away?
 - How did you respond?
 - What do you think their behaviour was signalling?
-
- Share with a partner
 - Respect privacy (Don't share names)

2

Hold the Bar

Pick Your Hills



Hold the Bar

Trauma Informed Practice doesn't mean letting them do what they want.

Set the bar clearly for what standards you hold for them.

Holding them to standards signals to them you believe they can meet expectations you set.

Pick Your Hills



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Pick Your Hills

Show them there is an entry point for them in the learning environment.

Especially when working 1 on 1 identify what behaviour you can ignore so you can amplify the things they are doing right.

Ex. Swearing in a conversation but still talking about what their passionate about

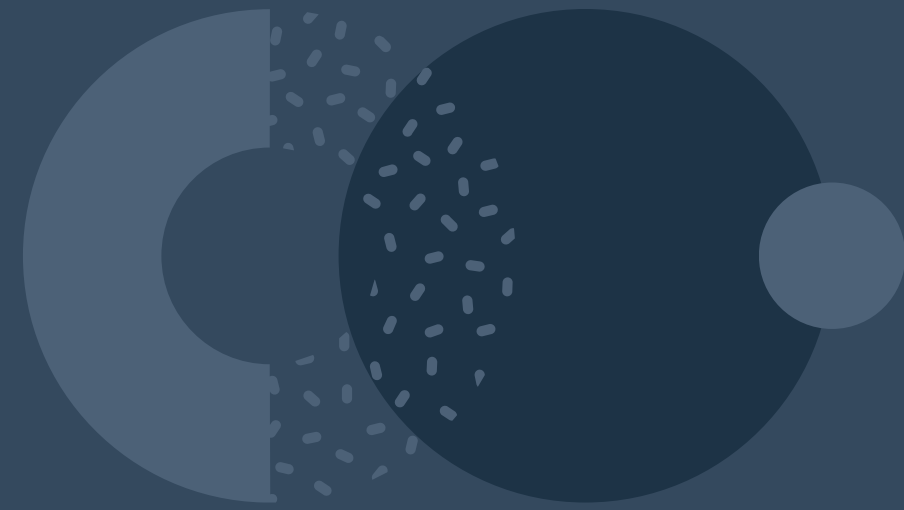


Counselling Strategy

Immediacy

Talking about the here and now

Builds trust by creating a transparent, authentic, and safe relationship where the counsellor - educator can honestly and spontaneously share their present-moment observations of the client's-student's behavior or feelings.



**Sharing a hunch or sense of what the student
may be feeling here and now.**



Revealing how you are feeling.



**Inviting the student to explore what is going on
between you**

**Immediacy
involves**

When using...

Immediacy

**Be direct, clear,
and honest about
your own
internal response**

**Be sensitive to
the student,
being aware of
what is difficult
and choose your
words carefully**

**Be prepared to
take the risk and
follow through
whatever
emerges**

Theory to Practice

Practice:

- Imagine you just discovered your client did something on the job that violated a boundary or code of conduct
- Use immediacy to share how you are feeling about what happened and recognize how the client is responding (defensive, aloof, angry, self sabotaging).

Try:

- "I am noticing that..."
- "I'm wondering if..."
- "As you say that, I sense/feel/am thinking..."
- "Right now, in this room, I'm experiencing a sense of..."
- "My concern is."

Use The Choice Point

Identify through observation and conversation what they value

- “You spent a lot of time working with _____. Seems like _____ is important to you.”
- “You must really care about _____.”



IMPULSES



VALUE ORIENTED ACTION

resentment

remorse

restlessness

guilt

Emotions

THOUGHTS

joy

pride

peace

Use The Choice Point

Identify through observation and conversation what they value

- “You spent a lot of time working with _____. Seems like _____ is important to you.”
- “You must really care about _____.”

Give opportunity to reflect on how they feel living in their values and doing what matters to them.

- You really helped with _____. What was that like?
- It’s really cool how you were able to spend time doing _____.
- Tell me about _____. How did that feel?

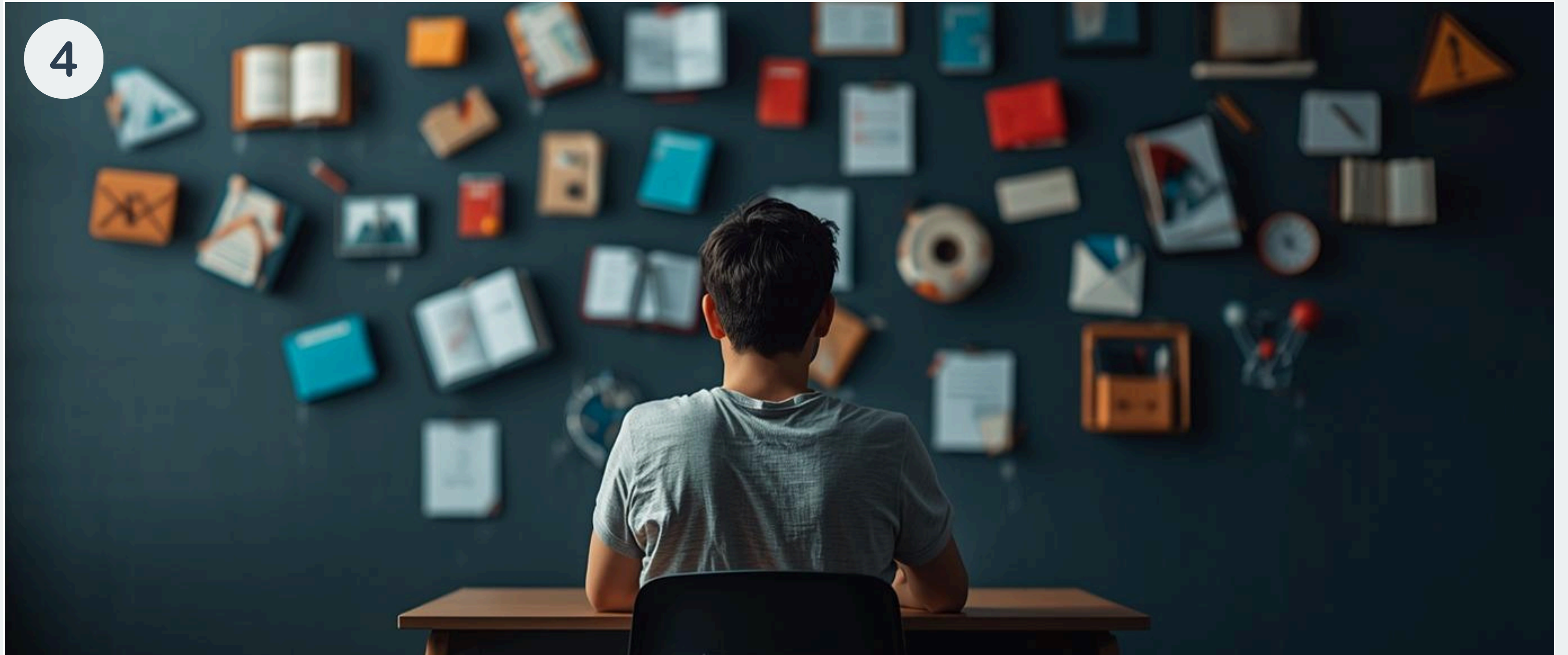
When you don't get traction

- ❶ What did you like to play with when you were younger?
- ❷ How would your friends describe you?
OR Bring in a friend.
- ❸ What content shows up on your algorithm (TikTok/Instagram/YouTube)

Theory to Practice

- Turn to the person beside you and take turns sharing what you did over the weekend.
- From what they tell you, identify and share with them what you sense are the things they care about.
- Example: They tell you they spent the weekend taking care of someone (child, parent, animal)
- “That sounds like it would have been difficult. But you did it anyways. Family must be very important to you.”

4



Hope Centered Conversations

Bring forward opportunities and collaboratively problem solve



Shine a Light on the Monster in the Closet



**Walking through the worst
case scenario...**



**...allows them to imagine
what they can overcome.**





Hope Action Strategies for Career Educators

Goal-setting

Setting clear goals enhances student focus and motivation.

Interactive Exercises

Engaging, hands on, activities stimulate interest and encourage creativity

Collaborative Planning

Working together aligns student aspirations with career pathways.

Monitoring Progress

Set specific check in dates to keep them accountable. Regular check-ins help track student development and setbacks.

Sustaining Hope

Providing support fosters resilience during challenging times.



Theory to Practice

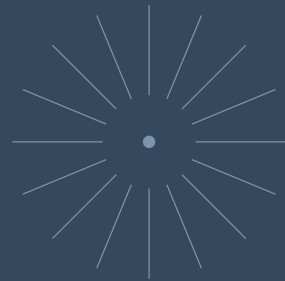
- From the Hope Action Strategies on the last slide reflect on what you already doing.
- Identify how you project hope or can project hope through building on your current practice;
 - Example. When checking in with students, be specific about when you will check in with them again. Set a specific date and time.
 - Example. Bring scissors, glue and markers into the classroom to make the goal setting more hands on.
- Then, share with your neighbour your intention AND make a note of your intention or goal so you remember when you return to work.

Our working model of the world needs to be that young people are capable, can solve problems, and can rise to the challenge when they care.

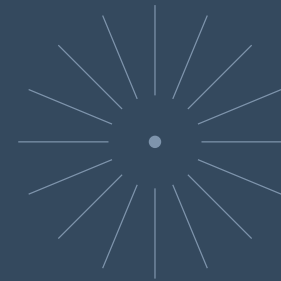
For our most vulnerable, showing them that you care about them, gives them permission to care about themselves



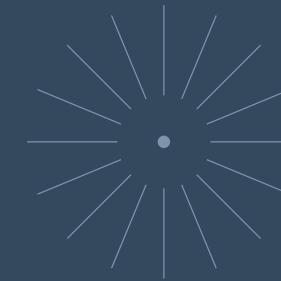
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THANK
YOU!