**“Operation Reveal the Awesomeness That Is Me”**

1. **FINDING A SOLVABLE COMPLAINT:**

Student comes in complaining of anxiety surrounding tryouts for “X,” that prevents them from trying out for “X.” We discuss why they want to try out for “X,” then discuss the anxiety around it and why they think they have the anxiety that ultimately sabotages their trying out.

1. **DETERMINING GOALS:**
2. We want to change the doing of the problem situation, B) to change the viewing of the situation or frame of reference, and C) to access resources, solutions, and strengths (O’Hanlon & Weiner-Davis, 1989)
3. **PLANNING AN INTERVENTION:**

Counselors make use of their understanding of clients and treatment strategies to encourage change.

Provide student a large piece of paper 11X17 or larger and ask them to list all the things that *they* like about themselves and to represent those on the paper (write or draw image). Then ask them what they see there is is alignment with the activity they wanted to try out for, and then look at other items and see what those would be in alignment for.

The purpose is to get the student to access and acknowledge the positive about them, and then from there you can create strategies to maximize that success and improve any areas that might need a little help.

1. **DRAFTING STRATEGIC TASKS:**

The tasks are written so clients can understand and agree to them. The tasks are chose to build cooperation and success.

For example; student wants to be a cheerleader but feels they are not physically fit enough to be the cheerleader type and that they may not be good enough dance wise to make the team.

1. Commit to an exercise regimen based on where student is in their physical fitness. Like walk do something every day, walk for 1 hour a day¸ then move up to running, etc.
2. Take private lessons, rent video instructions, watch and emulate youtube or cheer competitions, find mentor in local community (past cheerleader or cheerleader on the squad willing to help)
3. Get old cheerleader uniform at thrift store and practice in uniform once a week; do hair, make-up etc. to visualize self as cheerleader.
4. After one week of practicing routine, then perform routine for someone they trust. Then after one month, perform routine for family or group of 2 or more.
5. **FOCUSING ON POSITIVE NEW BEHAVIORS:**

Discuss changes to self as evoked through efforts – “How did you make that happen?” “Who noticed the changes?” “Have these changes effected other areas of your life?”

1. **MAINTAINING:**

Encouraging client to continue changes

1. **ENDING:**

When goal is accomplished… even if they don’t make team, they tried out! The goal was to relieve that anxiety and empower them in their lives to be the best of themselves, and see themselves worthy and capable. ☺