

## Reframing Statements to Encourage More Creative and Positive Action

Scenario: A teacher and a student discussing his/her lack of success with online learning.



DEFICIT FRAME	TO REFRAME THE CIRCUMSTANCES	POSITIVE FRAME
You are not attending the entire online learning sessions.	<i>Speak in terms of the positive (what assets and strengths do we have to build on?) instead of talking about what we lack (expressing disapproval, sarcasm, cynicism).</i>	I notice that you have participated in all of the engagement prompts at the beginning of the learning session. I'm glad you are making the time to join us.
You haven't turned in any homework assignments and are scoring poorly on quizzes and tests.	<i>Share and incorporate all relevant negative information in reframing the future we want to create.</i>	When we are in the classroom, you stay engaged throughout the whole lesson, you turn in your homework and score well on quizzes and tests.  These behaviors in the classroom allowed you to be successful.  I want the same behaviors to occur during our online learning sessions so you are still being successful.
How do you expect to be successful when you won't attend the entire online learning session?	<i>Seek others' perspectives, instead of assuming the certainty of having the answer. Assume others have valuable information to share.</i>	What are some of the strategies that you used in the classroom that helped you be successful on homework, quizzes, and tests?  Which of these strategies could you use to help you be successful with the online learning sessions?
Now that you can no longer interact with your peers and easily ask questions of me when you are confused, you are just checking out.	<i>Ask questions in order to explore all possible options</i>	What is getting in your way of staying fully engaged during online learning?  What do you think might help you?

Adapted from: Lee, S., Henderson, M., Whitaker, G "Positive Problem-Solving: How Appreciative Inquiry Works" ICMA Press, vol. 43, Number 3, 2011.