

## **Creating your own Neuroeducation Interventions**

### **Tips:**

- Think about what you already do, ways that you might already bring neuroscience information into the session, whether implicitly or explicitly
- Write this as if you will be giving it to another clinician, so that they could also use this intervention.

### **Steps:**

1. Attend to the Client and the Relationship
  - a. How do you attend to clients and build quality, real therapeutic relationships?
2. Explore the Client's Theory and Motivations
  - a. How might you explore the client's existing theory of how things have come to the way they are and how they might change? How might you explore their motivations for treatment, and/or their motivations for interest in neuroscience? What questions might you ask? What implied messages might you listen for?
3. Identify Neuro-Concepts Relevant to the Client's Story and Developmental/Cultural Context
  - a. What concepts connect to your client's story and perhaps gaps in their story?
  - b. List the core concepts and key readings/resources that you and other providers might be able to use
  - c. Identify how these may or may not connect to the client's developmental and cultural context.
4. Reflect on Ethical Considerations and the Counselor's Theory and Motivations
  - a. Check-in on your own motivations. Why do you want to bring this information into the session?
  - b. What are your boundaries of competence to keep in mind?
5. Consider the Influence of Social Positions and Power Differentials
  - a. What social identities do you represent to your clients? How might this represent elements of privilege and marginalization and interact with the intersecting identities of your client?
6. Assess Client Knowledge of and Interest in the Neuro-Concept
  - a. How might you offer a soft introduction and engage the client to explore their interest? What might you do, ask, etc.?
7. Determine your Method for Introduction and Exploration

- a. What materials might you need? Would you use a white board, conversation, video, handout, etc.?
8. Deliver Information Ethically and with Curiosity and Humility
  - a. How long will you talk vs. your client? How will you stay within your boundaries of competence? What key words phrases might you infuse to keep a focus on curiosity and exploration?
9. Use Information as a Vehicle for Exploration
  - a. How will you keep the client engaged throughout? What might the back and forth look like with your client?
10. Co-Construct a Plan for What to do Next
  - a. How might you assess the process? How will you bridge from the neuroeducation into what comes next?