

Bloom Differently

My Theoretical Orientation

Person-Centered · CCPT · Trauma-Informed · Equity-Centered

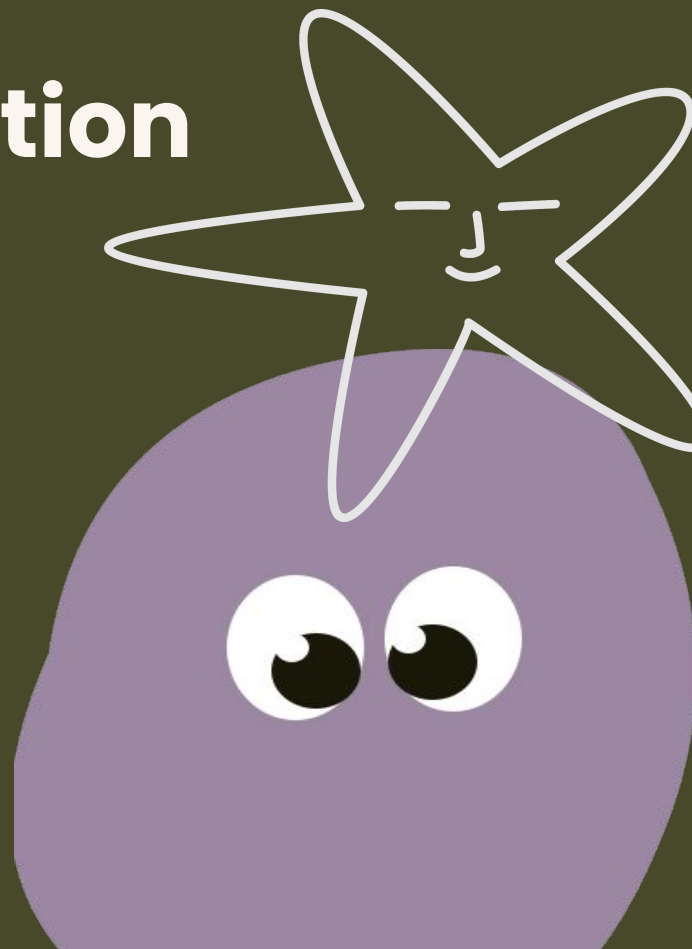
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CNL-500: Theories and Models of Counseling

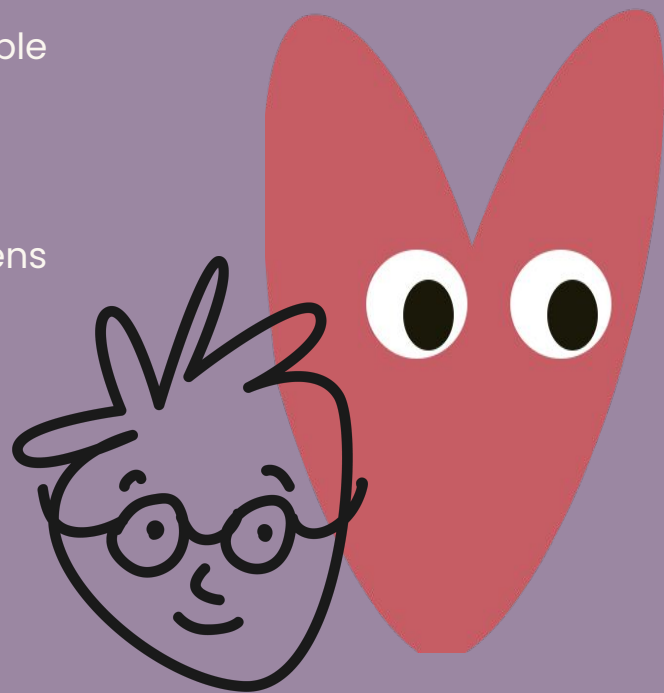
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What holds my orientation together

- Behavior is meaningful communication
- People aren't broken; they are responding to what has happened, what is expected, and what support is available
- Connection before correction
- We follow the nervous system, not a script
- We build safety first, because nothing meaningful happens without it



What I believe about people

People aren't broken; they are responding to what has happened, what is expected, and what support is available

Every person carries an innate capacity for growth and self-direction (Rogers, 1992)

When support changes, things shift

Neurodivergent ways of thinking, feeling, and relating are valid forms of human diversity — not deficits to correct

Children are expressive, intuitive, and full of information about what they need, even when it comes out sideways

This work does not ask people to mask or diminish themselves



How I understand distress

Distress is not individual pathology. It is an understandable response to lived experience, identity, and systemic context

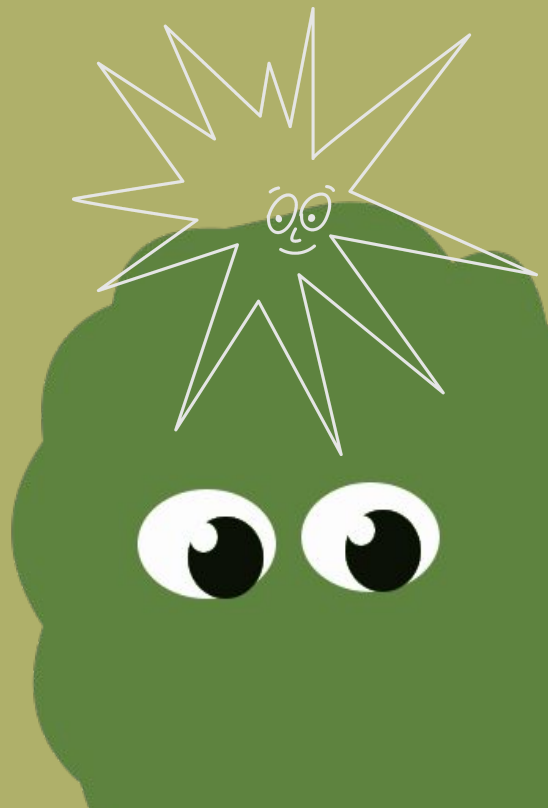
What's underneath behavior is always more important than the behavior itself

We don't rush to fix. We slow down enough to understand.

Trauma disrupts the nervous system, sense of self, and relational capacity (Foo, 2022)

The person is not solely responsible for their suffering; power, culture, and systemic inequity are legitimate sources of distress (hooks, 1994)

When support changes, things shift



How we work together



THE COUNSELOR

Creates conditions for growth; not a technique set, but a way of being

Offers unconditional positive regard, empathic attunement, and congruence (Rogers, 1992)

Follows the nervous system, not a script

In CCPT: enters the child's world without directing, interpreting, or fixing (Landreth, 2023)

Monitors power, lens, and identity, especially across difference (hooks, 1994)

THE CLIENT

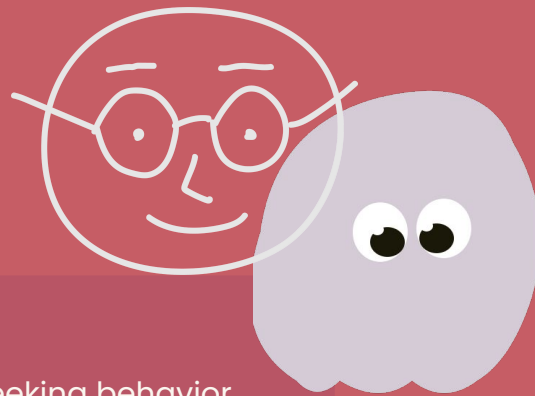
Is the expert on their own experience and story

Therapy is not something I do to someone; it is something we build together

In CCPT: uses play as their native language of processing and expression

Is not responsible for systemic harm but can be supported toward agency within it

An honest appraisal



STRENGTHS

- Non-pathologizing and deeply relational
- Centers dignity, autonomy, and emotional safety
- Accountability without shame, structure without rigidity
- CCPT is developmentally attuned and meets children in their native language
- Trauma-informed lens centers safety before strategy
- Neurodivergent-affirming; moves away from compliance toward authentic expression

LIMITATIONS

- Not the right fit for those seeking behavior control, compliance-based plans, or quick fixes
- Non-directive approach requires high tolerance for ambiguity and genuine trust in the process
- Rogers' framework was developed by a white Western academic; requires critical, culturally informed adaptation
- Equity-centered practice without ongoing self-reflection risks becoming performative

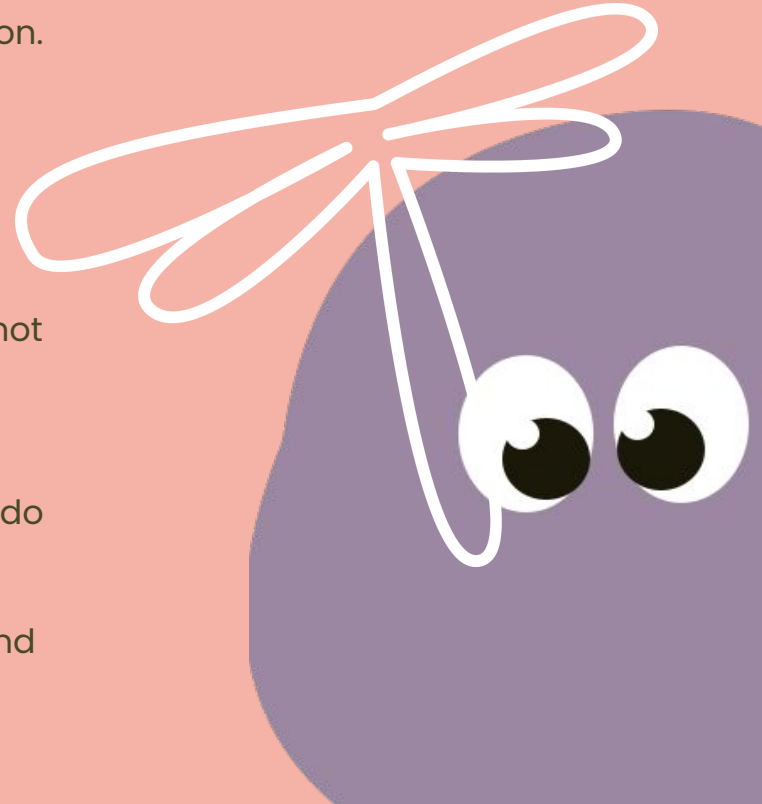
Empathy • Genuineness • Self-Awareness

These three dispositions are not coincidental with my orientation. They are its architecture. Rogers (1992) named them as the necessary and sufficient conditions of therapeutic personality change.

Empathy: I work to understand what it is like to be this person, not to fix it, but to enter it with them.

Genuineness: I show up as myself. Congruence between inner state and outer expression is what creates safety for clients to do the same.

Self-Awareness: I actively monitor my own biases, reactions, and blind spots. Accountability without shame, applied to myself (ACA, 2014).



What this looks like in the room

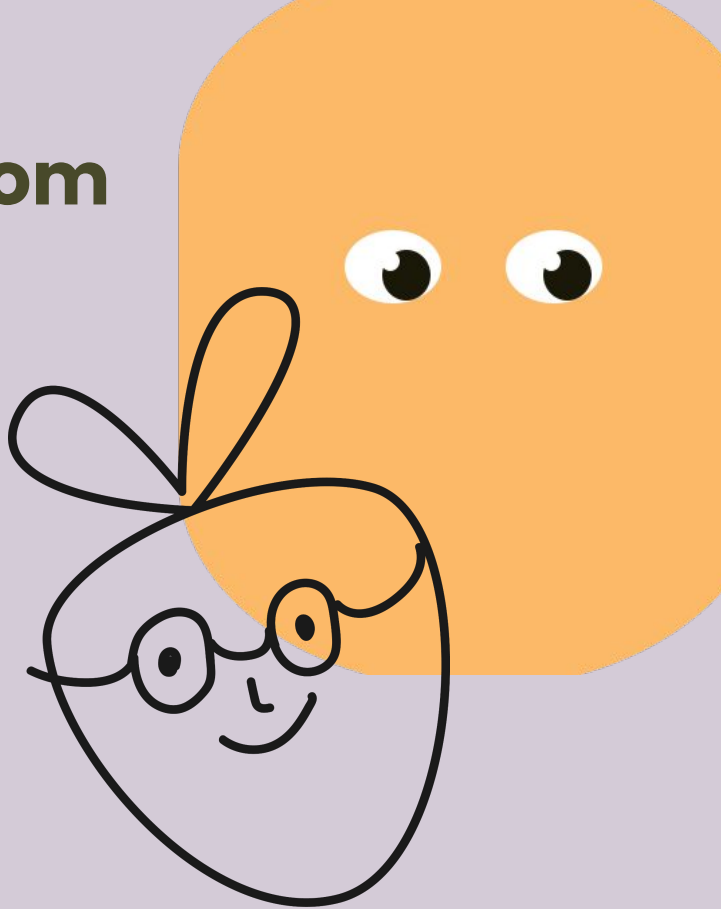
We build safety first because nothing meaningful happens without it

For children: we slow things down and get curious. We look underneath the surface. There is room for play, creativity, and joy, not just "working on problems." (Landreth, 2023)

For teens: this is not a trap. You don't have to have the right words. We go at your pace. For real.

For caregivers: you are not the problem! You are an essential part of the process.

For families: we zoom out. We look at patterns, not just behaviors. We include everyone without blame.



A kid safe enough to play. A teen respected enough to stay. A caregiver supported enough to grow.

References

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