

Running head: UTILIZING THE RUMERTIME® PROCESS IN A JUNIOR HIGH SCHOOL SETTING

Utilizing the RUMERTIME® Process in a Junior High School Setting

Alan Eckelbarger

Logansport Junior High School

UTILIZING THE RUMERTIME® PROCESS IN A JUNIOR HIGH SCHOOL SETTING

Abstract

As a licensed Professional School Counselor, I have found the Cultivating SEEDS System and the RUMERTIME® process to be relevant, efficient, and effective in helping junior high school age students, especially in the Personal/Social domain, with their social emotional learning (SEL) and needs. Students in this age group are generally at the peak of adolescent development and experience many rapid changes physically, mentally, and emotionally as their hormones change and they search for their own identity.

UTILIZING THE RUMERTIME® PROCESS IN A JUNIOR HIGH SCHOOL SETTING

UTILIZING THE RUMERTIME® PROCESS IN A JUNIOR HIGH SCHOOL SETTING

As a licensed Professional School Counselor there are three primary domains established by the American School Counselor Association in their National Model that I am intentionally and primarily focused on. These three domains include the academic domain, the career domain, and the personal/social domain. It is in the personal/social domain that I have found the Cultivating SEEDS System (CSS®) and the RUMERTIME® process to be the most helpful. Students are frequently referred to me for various behaviors and issues, such as stress, anxiety/trauma induced anxiety, depression/sadness, suicidal thoughts, self-harm/self-mutilation (often by cutting), substance abuse, protection from physical and cyber bullying, managing peer conflict, coping with self-esteem issues, and family grief and loss issues.

Since August 7, 2019 when this school year started, I have been utilizing the CSS® and the RUMERTIME® process after being introduced to them by Dr. Yvonne Larrier during my Advanced Practicum this summer prior to school starting. After learning about the RUMERTIME® process and practicing it with clients as a practicum student in a mental health setting over the summer, I was convinced that it would also prove to be quite useful in the school counseling setting as well, especially with junior high school age students. Over the last few months I have been using a RUMERTIME® mapping exercise that I developed for a quick synopsis of students when meeting with them and counseling with them in my office.

The mapping exercise form I use contains four columns and five rows for a total of twenty boxes. The five rows on the far left of the page are labeled Recognize, Understand, Manage, Express, and Reflect (RUMER). The four columns at the top of the page are labeled Thoughts, Interactions, Mindsets, and Emotions (TIME). When students come to my office to see me, depending on the reason, I may take out a RUMERTIME® mapping form and encourage them to tell their story about what is going

UTILIZING THE RUMERTIME® PROCESS IN A JUNIOR HIGH SCHOOL SETTING

on, why they came to see me, what they are struggling with, etc. As they begin to express and reflect in their own words their story, I quickly jot down key words in the various boxes that I will later use to help them recognize, understand, and manage their thoughts, interactions, mindsets, and emotions. For example, a student may express that another student made them upset and angry. I would then jot down the words “upset” and “angry” in the emotions box. During their story they may identify thoughts or beliefs that “people stare at them” or “don’t like them” or that they are “ugly” or “stupid” based on their thoughts and self-talk, etc. These may be thoughts or mindsets that I may explore with them later after they finish their story.

Throughout their story, I attempt to identify any thoughts, interactions, mindsets, and emotions that are not helpful or that may not even be an accurate reflection and then help them to recognize and understand these things so they can better manage these specific thoughts, interactions, mindsets, and emotions. This mapping exercise helps me to quickly pinpoint areas to explore, especially in helping students to manage their emotions which are almost always directly connected or correlated to their thoughts, interactions, and mindsets. This mapping exercise is equally productive for all sorts of topics from suicidal thoughts and depression to peer conflict and resolution. I have used this process with over twenty different students so far and often continue to use the original form to explore thoughts, interactions, mindsets, and emotions not explored in a previous session, sometimes even adding new ones. In addition, I may use the original form to review what has been previously discussed to help students practice recognizing and understanding so they can gain greater social and emotional awareness and knowledge about themselves to better self-regulate and manage their thoughts, interactions, mindsets, and emotions.

In conclusion, the acronym SEEDS in the Cultivating SEEDS System (CSS®) and framework stands for Social Emotional Education in Diverse Settings (SEEDS) and that is exactly what I often attempt to do

UTILIZING THE RUMERTIME® PROCESS IN A JUNIOR HIGH SCHOOL SETTING

as a school counselor in the diverse setting of a public junior high school when assisting students in the social/personal domain of the ASCA National Model. Similarly, I am finding that the students I use this process with are more aware of their own thoughts, interactions, mindsets, and emotions and better equipped to manage them and self-regulate. This is “win” for all involved in public education.