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counseling is challenging due to the unique and time-sensitive nature of this context (Chen T,2018).

Recognizing the existing gap in available resources for crisis counselors, we seek inspiration from various approaches wugf"kp"tgncvfg"Łgnfu."urgekŁecm{"kp"fgukip"cpf"etgcvkxkv{" Our aim is to provide crisis counselors with valuable insights and tools, creating a guiding framework for their training and development. Our ultimate objective is to introduce Łgzkdng"tghtc o kpi "uvtcvgi kgu"vcknqtgf"vq"vjg"etkuku"eqwpugnkp i" context. These strategies are designed to help shift a caller's perspective, fostering hope and resilience even in the midst of the darkest moments, all while minimizing the risk of invalidation. By expanding the metaphorical toolbox of crisis counselors, they can help callers discern the cracks in the tunnel that surrounds them, reigniting a sense of hope and resilience (Cox DW,2021).

This paper addresses the dual challenge of providing gorcvjgkve" tgurqpugu" cpf" cffftguukpi" ecnngtuø" Łzgf" perspectives within the context of crisis counseling, an area lacking structured guidance. In the following section, we delve into this challenge, introducing our response—the SCAMPER reframing strategy. We explore the limitations of established reframing techniques and leverage insights from creativity and design research to bridge this gap. Our comprehensive introduction to Scamper's reframing techniques follows (Draper J, 2015).

### THE PARADOX: NURTURING CALLERS' ROOTS WHILE AIMING FOR THEIR TRANSFORMATION:

We can picture a crisis counselor as a gardener tasked ykvj"vgpfkpi"vq" c"vtgg"Łton{"tqqvfg"kp"tqem{"uqkn"Vjg"vtgg" tgrtgugpvu" vjg" ecnngtøu" ewttgpv" uvcvg." Łton{" gpvtppejgf" kp" vjgkt"etkuku." y jkng"vjg"tqem{"uqkn"u{ o dqnk|gu"vjgkt"Łzgf" perspective resistant to change. The counselor's role is to nurture the tree where it stands while, paradoxically, guiding it toward a more fertile, expansive landscape. All of this must be done once the tree is at its most vulnerable with limitations in how much time the gardener can work with the tree. This paradox encapsulates the intricate challenge crisis counselors encounter regularly.

Ecnngtu"kp"etkuku"qhvgp"Łpf"vjg oungxgu"vtcr rrgf"kp" c" o gpvcn" terrain, much like barren ground, unable to envision solutions beyond their immediate hardships. This predicament arises from acute distress, severely limiting their ability to identify alternative approaches, creating tunnel vision, cpf" qduvtwekpi" cp{"xky" dg{qpf"vjgkt"Łzgf" rgturgevkg"0" Under intense stress, the brain becomes singularly focused causing individuals to selectively concentrate on mood-cnki pgf" kphqt o cvkqp." o cmkpi "kv"fk ewnv" hqt"vjg o "vq"gpvgtvckp" alternative viewpoints Consequently, distress hinders callers' problem-solving abilities and restricts their capacity vq"gzrntqg"cnvgtpcvkgu" g gevkgxgn{ "\*" Ic{pgu" T."4239+0

Vjku"kp"Łgzkdng" o kpfugv." cmin to the unyielding rocky soil, rqugu"uki pkŁecp"ej cmngpi gu" hqt"eqwpugnqtu"0" Vjg" rgtukuvpeg"

qh" Łzgf" rgturgevkgu" uki pkŁecpvn{" ko rcev" vjg" qwveq o gu" of these vital conversations. It restricts callers' problem-solving capabilities while simultaneously challenging counselors' understanding of the overall situation. This nk o kvcvkqp" c o rnkŁgu" hggkpi u" qh" kuqncvkkp." gpvtcr o gpv." cpf" hopelessness, further hindering callers' problem-solving cdknkvkgu" Nghv" wpcffftguugf." vjgug" Łzgf" rgturgevkgu" o c{" tempt counselors to prematurely take control of the problem-solving process leading counselors to not fully comprehend the caller's underlying problems or to reach a mutually agreed-upon safety plan. This challenge is emphasized in Ramchand and colleagues' study that found 51% of calls utilizing the non-invasive approach of collaborative problem solving showed weaknesses in its implementation such as failing to agree upon or jumping to early solutions. This study underscores the delicate equilibrium crisis counselors must maintain. Even active listening, a cornerstone of trust-dwknfkpi." ecp"wpkpvgpvkqpcmn{" eqpŁpg"eqwpugnqtu" ykvj kp" vjg" dqwpfctkgu"qh"vjg"ecnngtøu"Łzgf" rgturgevkg." qduvtwekpi" dqv j" problem understanding and solution generation.

Vjg" rgtukuvpeg" qh" Łzgf" rgturgevkgu" o c{" cnuq" ngcf" vq" disagreements between counselors and callers regarding



cdknk{ "vq" igpgtcvg" ocp{ "fk gtgpv."pqxgn" kfgcu"cu" ygnn"cu"v"jg" ability to synthesize, analyze, and elaborate upon complex kfgcu" Htqo" vjku" cfftguu." vjg" Lgnf" qh" etgcvkxkv{ " itgy." guvcdnkujgf" c" fgLpkvkqp." dwknv" cuuguu o gpvu." cpf" k o rqtvcvvn{ " designed interventions. Many of these interventions include urgekLe" vgejpkswgu" vq" wug" fwtkpi" vjg" etgcvkxg" rtqeguu" vq" develop more innovative ideas in business, science, and the arts. These interventions have been successful in helping individuals develop their creative abilities, more creative solutions, and their creative self-concepts. It is from these techniques and interventions that we derive the foundation of crisis counseling reframing techniques.

At the core, the creativity techniques that are taught as reframing techniques to help creators break out of their hwpevkqpcn" Lzgfpguu" vq" fgxgnqr" pgy" cpf" wughwn" uqnwvkqpu" . Therefore, these reframing techniques are not restricted by context and could be applied to a variety of challenges cetquu" Lgnfu" cpf" rtqxg" cfcvcdng" y jgtxgt" k o r ng o gpvgf" Within this paper, we demonstrate how these techniques may be applied within a crisis counselling situation. Crisis counselling and the creative process surprisingly ujectg" ukipkLecpv" r jknquqrjkecn" hqwpfcvkqpu." kpenwfkpi" the importance of withholding judgement during idea generation, developing solutions that are useful for helping people to move forward, and recognizing the importance of constraints. This latter point may be counter-intuitive, but it is the foundation for techniques that impose structure on the creative process.

Merely encouraging creators to brainstorm without any constraints can sometimes prove overly open-ended. Eqpvtckpvu" jcxg" dggp" ujqyp" vq" jcxg" uwtrtkukpi" dggpLvu" for enhancing creative thinking. This concept parallels the lack of a structured framework available to crisis counselors hqt" gpickpi" kp" g gevkg" tghtokpi" uvtcvikiqgu" Vjgug" counselors are often left to navigate the development of such strategies through trial and error. To address this issue, some reframing techniques provide valuable structure to the brainstorming process. Techniques like the power impose a structured approach to the reframing process. These vgejpkswgu." qtki kpcvkpi" htqo" fkgxtug" Lgnfu." q gt" rtqo kukpi" htc o gy qtmu" vq" ckf" eqwpugnqtu" kp" o ckpvckkpi" Lgzkdknk{ " kp" their thinking and supporting their callers in doing the same. Additionally, these methods can be implemented within a short timeframe, making them particularly suitable for the fast-paced environment of crisis counseling (Sawyer C, 2013).

Before introducing the techniques that we built upon and adapted for crisis counseling, we want to recognize that the context in which these creativity techniques are typically fgrnq{ gf" xct{ "uki pkLecpv" "htqo" vjg" eqwpugnkp i" eqpvgzv" kp" which we hope to extrapolate to. The suicide counseling setting is a serious context where callers are completely vulnerable with their pain and humanity. Bringing in the 'playfulness' that is encouraged by these creativity

techniques should be done with prudence for the situation and ku"pq"tg Lgevkxg"qh"vjg" rtk o ct{ "cfxcpvc ig"qh"dtkpi kpi"kp"vjgug" cognitive reframing strategies. While a common context that these creative strategies are implemented include intentional brainstorming sessions, the crisis counseling context calls not for counselors to think of novel and useful ideas, but to help guide the caller to them.

In preparation for a detailed exploration of the scamper strategy's application in the crisis counseling context, it is imperative to establish its foundations within the realm of creativity. Additionally, we will introduce two complementary cognitive strategies, the Power of 10 and Perspective Swap, which play pivotal roles in shedding light on the underlying mechanisms behind each of scamper's reframing strategies. While these strategies are not exhaustive and may not be as integral to our adaptation of scamper, they are highlighted here to emphasize the wealth of insights drawn from the creativity and design literature that inform our approach.

**THE COGNITIVE FRAMEWORK: POWER OF 10, PERSPECTIVE SWAP AND SCAMPER:** Suicide prevention counseling presents a heightened level of the universal challenge of expanding one's perspective beyond the current constraints. Entrepreneurs, engineers, and any variety of creative positions can inadvertently restrict their potential by remaining within a narrow frame of reference. For years, green mold or *Penicillium digitatum* was considered just a nuisance for researchers conducting uekgpvkLe"uwvf{ "ykvj" rgvtk" fku jgu"Kv" ycu" jgtg" i tggp" o qn" f" ycu" Lzgf" ykvj kp" vjg" o kp fu" qh" uekgpvkuvu" cu" c" r tqdng o." cpf" pqv" c" potential solution. That was until, in 1928, Dr. Alexander

perspective swap directly; but the underlying mechanism of presenting alternative perspectives and viewpoints on the caller's challenges through questions and rephrasing, is a core mechanism of our adaption of scamper for the crisis counseling context. This indirect method allows for the caller to choose to fully engage with or disregard the reframing techniques as is best for them, reducing risk of invalidation and confrontation.

**POWER OF TEN:** The "Power of Ten" creativity technique encourages a dynamic shift in perspective, prompting individuals to explore problems or concepts across a wide spectrum of scales, essentially altering the magnitude of the solution space. For instance, consider a scenario where a community garden aims to utilize the "Power of Ten." Instead of merely expanding the size of the garden, they might contemplate what it would be like to have ten times the number of volunteers, ten times the number of plant varieties, or even ten times the land area for cultivation. Conversely, it encourages contemplating scenarios at a reduced scale. What if they had ten times less volunteers, plant varieties, land area? By adjusting the scale, this helps them to generate fresh ideas and strategies for community gardens from a broader perspective beyond the immediate constraints.

Crisis counselors can harness the "Power of Ten" technique as a valuable means of assisting those facing extreme circumstances. This involves envisioning scenarios where individuals have access to an abundance of options or, conversely, scenarios with very limited choices. Adjusting the magnitude of the situation encourages the generation of diverse solutions that may not have been previously considered. For instance, callers may grapple with issues

This easy to recall set of prompts provides a range of queues for the generation of alternative and novel ideas. For instance, consider children aspiring to create an innovative lemonade stand, where scamper would encourage them to "add something new, change something, substitute something, or eliminate something for environmental reasons. This simple prompt can generate a myriad of creative ideas.







**Table 4.**  
Restated vs Rephrased.

<b>Caller</b>	"My family won't do anything for me and are leaving me completely unsupported in life"
<b>Counselor</b>	"It sounds like you are not feeling supported"
<b>Caller</b>	"It's not that I am not "feeling" supported. They are literally not supporting me. I am not making this up!"
<b>Counselor</b>	"That can be tough, not feeling like your family is there for you when you need it is hard to deal with."

The caller may gain the misunderstanding that the counselor views their feelings are separated from the reality of their situation and/or that the counselor does not believe them. Vjku"eqwnf"dg"tg"fgv"qxg"qh"vjg"gzr"gtk"pgeu"vjg{"y"gtg"jcxkpi" with their family or friends that subsequently acts against counselor goals to make the caller feel heard and supported, while also providing the risk of losing trust and willingness to speak openly with the counselor. Accordingly, while adapting the caller's statements to feelings is absolutely pivotal, it is often best accompanied with other principles such as the substitution of language, or the combination of acceptance and change. This is demonstrated in the second counselor statement of While both examples are rephrasing vjg"ecnngt"ou"rtqdn"o"uvcvg"ogp"vq"tg"fgv"vjg"rtqdn"o"cu" feeling, the second example acknowledges the caller's challenges and changes the verbiage of "supporting me" to "feeling like your family is there for you." There is still a limited risk present that a caller can see this as invalidating. Jqy"xtg" d{"ejcpkpi"vjg"ncpiw"ci"cpf"rwwkpi"vjg"xcnk"fcvkq"qh"vjgkt"gzr"gtk"pge"Łtuv."yg"nk"okv"vjku"tkum"cu"vjg" statement becomes less contrary and more complimentary towards the caller's problem statement (Willems R, 2020).

Adapting caller problem statements is also commonly paired with the principle of either or both eliminating uncontrollable concerns and/or minimizing the problem-solving focus to one concern. Collaborative problem solving that is targeted towards things more within the callers control, commonly feelings, leads to more available solutions. As stated previously, the seven techniques of the scamper acronym are in no way meant to be exhaustively fgŁpgf"cpf"jcxg"vtg"ogp"fqwu"qxgticr"Vjg{"hwpevkq"oqtg" as distinct prompts to help counselors adjust their active listening skills and active engagement with callers. Lastly jgnru"fg"oqpwtcv"jqy"uec"ogt"oc{"fgzkdni{"dg"cr"rkgf" including when not to use it. Every caller has their own unique needs and situations. Counselor judgment that this ecnngt"jcu"hceg"fk"ukipkŁecpv"kpxcnk"fcvkq"cpf"oc{"jcxg" higher sensitivity to feeling invalidated, takes precedence over the attempt to adapt their problem statements to feeling statements. Counselor judgment, in correspondence with vjgkt"vgc"oc"cpf"cfxkuqtu."eq"og"Łtuv

**MINIMIZE TO ONE CONCERN:** Many callers in crisis yjq"tgcej"qww"hq"uwr"rqt"jcxg"cnkvcp{"qh"fk"gtgpv"kuuwgu" and feelings that have either built up or culminated into their current crisis. One incredibly helpful process that counselors help engage the caller in through working out and discussing what they are going through is what problems matter now, what problems carry the most weight, and which of those

issues are and are not in our control. Minimizing the plethora of potential concerns and issues a caller has to a singular or manageable amount is not a novel concept. It aligns with the idea of problem prioritization, or the assessment and evaluation of a caller's concerns, challenges, and goals reported during collaborative problem solving to determine some form of priority ranking based on severity, urgency, daily impact, or potential for emotional relief .A common approach often utilized in cognitive behavioral therapy is to typically address the most recent distressing problem to the individual. This has seen previous implementation within the crisis call context. For example, the Seven-Stage Crisis Intervention model focuses on uncovering the inciting incident that led to their call or crisis and active engagement rtkpek"rngu"nkuv"kv"cu"r"tk"o"ct{"eqqegtp"vq"dg"fkuewuugf"Jgnrkpi" the caller select one primary concern can be done using a rephrasing statement, similar to the previously discussed techniques, or through a question. See for an example of both applications to one caller statement (Table 5).

We can see how the counselor rephrases the problem uvcvg"ogp"vq"tg"fgv"cu"ukpi"wnct"ejcnngpi"g"vq"gzc"okpg"ŁNqqkpi" cv"vjg"Łtuv"eqwpugnqt"uvcvg"ogp"kp"hqewukpi"qp"Łwuv"qpg"eqqegtp" in a rephrasing statement is better when the counselor and ecnngt"ctg"hwvt"jgt"kpvc"vjg"ecnn"cpf"jcxg"fgŁpgf"vjg"rtqdn"o"u" as well as when a caller is overwhelmed and seems to be wpcdn"vq"rkem"qww"cu"ukpi"wnct"kuuwg"Vjku"oc{"cv"Łtuv"ugg"o" eqpvtct{"vq"Łzgf"rgtur"gevkxgu."dww"kp"ukvwcvkqpu"nkmg"vjku."c" ecnngt"ku"uvknn"vtcr"rgf"d{"c"Łzgf"rgtur"gevkxg"vjcv"gkvjgt"vjggtg" is no solution to any of these problems, or the only solution is one that addresses every problem. This may indicate more support and guidance is needed from the counselor.

When used as a more direct question for the callers, as seen in counselor statement number two of you can put more autonomy and control in the hands of the caller in deciphering what their primary concern is or what they want most out of the call. The number of problems a caller may be facing, how willing and able they are to focus on one, and if these problems do or do not converge to a singular point will always vary and should be considered by the counselor independently for each call. Regardless of the application as a rephrasing statement or question, the primary aim is to have a single (or at least manageable amount) agreed upon concern to address together.

**PUT CALLER CHALLENGES TO ANOTHER USE:** Jqnfkpi" c" Łzgf" rgtur"gevkxg"kup"ov"cnyc{"u" c" tguwnv"qh"pq" seeing any possible solution or way out. Sometimes it comes as a result of seeing a way out but feeling you don't

have the strength or ability to make it happen, like seeing the escape hatch out of the dark tunnel but feeling too weak to reach it. This is where the additional support and gpeqwtci g o gpv"htq o "etkuku"eqwpugnqtu"ecp"rnc {"cp"kp f wgpvkcii" tqng0" Tgi ctfn guu"qh"Łzgf" rgtur gevkxgu."etkuku"eqwpugnqtu"ctg" trained to build up and encourage the caller, while providing vjg"uwr rqtv"vq"vcmg"vjqug"Łtuv"eqwrng"qh"uvgru"vq"vjg" jcv e j0" Empowerment is essential in collaborative problem solving and active engagement. One way to empower callers, while simultaneously showing active listening and validating the experiences of the caller, is by putting the callers' challenges to another use. More simply, reframe their weaknesses as strengths. Like other techniques, framing the caller's challenges as evidence of their strengths or resilience has its risks and due to its overuse, and can run the risk of patronizing or seeming cliché. See below for an example

**Table 6.**  
 Caller-Counselor Dialogue & Reframing.

<b>Caller</b>	"Hi...Honestly, I don't even know why I called. There is no way for any of this to get better"
<b>Counselor</b>	"Well despite your feelings of hopelessness, it shows your resilience to call and reach out tonight then"
<b>Caller</b>	"Okay"

<b>Caller</b>	"...and that's why I feel so fed up and done. No matter what I have done and no matter what I will do they won't ever support or love me like I want them to."
<b>Counselor</b>	

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Ecugtcu." Z0." Ictpgt." O" \*4229+0" Biases in visual orienting to  
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importance of active engagement, active rescue, and collaboration  
between crisis and emergency services. 45(3), 261-270.

Ic{pgu." T0" \*4239+0" The discovery of penicillin—new insights after  
more than 75 years of clinical use