

## **Key Element #1: Building Relationship**

Your relationship with the person that you are helping is extremely important. If you did not know the person beforehand, or you did not know them well, it will mean working on your relationship with them so that they come to a point of being willing to open up to you and talk about what they are going through. We want them to come to a point where they are able to talk about very personal, or perhaps, deeply hurtful issues in their lives.

7 Reasons Why Building Relationship is Important:

1. A lot of people do not find it easy to receive help from someone. The person might be hesitant to tell you the things that you need to know to be able to help them.
2. A lot of people find it difficult to commit themselves to change. Your relationship with them is an important part of encouraging them to make and keep that commitment.
3. A lot of people find it hard to receive instruction from someone, seeing this as a threat to them as an individual. They might have had negative experiences with helpers in the past, making it completely understandable that they are wary and cautious with you.
4. It can be difficult to be open with someone you do not know.
5. A lot of people need time to be able to see their problems in a clear way.
6. The person might think that their problems are too complicated and big to share openly. As you work together, they will hopefully start to see the Lord helping them change in some ways.
7. They might not tell you everything at once because it is difficult to do so, they are scared, and/or they are seeing how much they can trust you. This is particularly true for those who have suffered abuse.

It is important to give them space and time to open up while seeking in a gentle and caring way to understand them.

Here are some important ways in which we can build relationships with the people we are helping:

Through Self Disclosure:

In Romans 12:3 Paul instructs us not to think more highly of ourselves than we ought, but in a sober way. We are to have an accurate view of ourselves and are to be honest about ourselves. We are not to be proud about ourselves.

1. Paul didn't come with superiority of speech or wisdom proclaiming the testimony of God. He was determined to know nothing among them except Jesus Christ crucified. We are not to display our learning, or how great we are, rather we are people whom God has called, gifted and taught and who uses what God has given us (1 Corinthians 2:1-4).

2. We are all the same by nature. We have common problems and a common purpose in life, namely knowing the Lord Jesus, knowing that God has prepared us for a purpose (2 Corinthians 7:5-7).
3. Your heart's desire is the glory of God and the benefit of others. It is not about looking good, or being the expert, or being in charge in an aggressive and domineering way. Paul related to people in a way that helped make it possible for them to be open with him (1 Thessalonians 2:4-7).
4. Paul speaks about being a model. You work on your relationship with people by showing them how the Lord has worked in your own life (1 Thessalonians 1:5,6; 1Thessalonians 2:9, 17; 3:1).

#### Through Sincere Concern:

1. Paul showed sincere concern by putting his life on the line to help them. We are to put ourselves and our time, on the line for the sake of others (Acts 20:17-19, 23)
2. Paul expresses sincere concern in his prayers. He speaks about how much they have meant to him and how much he cares for them (Philippians 1:3-8, 12).
3. Paul speaks about the gentle, soft caring nature of the mother and the gentle caring of the father as a way of describing his sincere concern for them (1 Thessalonians 2:7,8,11)

#### Through Significant Prayer:

1. Paul prays for them, speaking about God's care from eternity past up to the present day. He prayed that God would continue to do what he has done in the past (Ephesians 1:15f).
2. Paul prays that their love may increasingly abound in knowledge and discernment so that they could approve what is excellent and in this way be pure and blameless for the day of Christ. He prayed that they would be filled with the fruit of righteousness. Paul's prayer shows his sincere concern for them (Philippians 1:9-11)
3. James writes about praying for people when they are sick. This shows sincere concern for their health (James 5:13-16).

Working on your relationship is especially important when you start to meet with people, although you keep getting to know the person the whole time that you meet together. As you work on your relationship with them, be sensitive and work slowly. Keep working on your relationship so that they are comfortable with you. Take your time and don't try to address their problem when you first meet. This will probably make them uncomfortable or you could scare them off. Get to know them, let them get to know you, and take your time.

## Key Element #2: Gathering Facts

To gather all the facts, you have to listen well and gain information from relevant sources. You can learn these facts through time by asking questions, or you could ask them to fill out a form for you before you both start meeting. I, personally, find these things out by asking questions.

Objective Data:

*Years at an employer:* could tell you something about their reliability.

*Education:* tells you something about their life experience. They might have gone to work of some kind after school, studied at college or university, or may be an academic. If you are meeting with a married couple, there might be differences in their education levels, which could be a cause of friction in their relationship. It is possible, although not necessarily the case, that one of them thinks they are better than the other. The other partner might devalue who they are.

*Age:* they could be experiencing issues that are typical for their stage of life

*Marriage and spouse's information:* how long did they date each other before they got married and what was the dating relationship like? It is possible they hardly knew each other when they got married. Ask them if they have been married before. If they have, they could be divorced or widowed. These previous relationships, and the losses involved, could be having an effect on their current marriage.

*Children:* compare the age of the children to their age. For example, you might discover that they had an unexpected child later in life. This could be what is behind resentment and feelings of depression.

*Describe relationship to father and mother:* look at patterns that have developed in their life. In describing their relationship with each parent, it may indicate a pattern in a person's life. This is something to be looked at more closely.

*Number of siblings and the sibling order:* there are some characteristics that many times occur. It is good to be aware where this person fits in and what may have been going on. If there were a lot of children in the family, it is possible that they had to function in a parental role toward their siblings.

*Have they lived with anyone other than their parents:* look to see what happened there. Perhaps there were legitimate reasons and it was a good situation. Did they have a step parent? I know of people who were sent to a relative for a holiday, but were not told that they would never be back in the family home. This deeply impacted how they viewed themselves and related to others throughout their lives.

*Parents:* are they living, do they live locally, what is your relationship with them like? This may help you ask questions about leaving and cleaving when it comes to the marriage relationship.

*Health issues:* do they have health issues? If there is a physical cause for depression, you will waste a lot of time trying to help them with depression if it has a physical cause.

*Current medications:* You could spend a lot of time and frustration trying to overcome something that wasn't due to their spiritual response to life, because it has a physiological root or even is a side effect of medication.

*Alcohol use:* is this person drinking with regularity and may the drinking be part of the problem here?

*Coffee and caffeine drinks:* how much caffeine do they drink? They may be having some difficulties that are a result of the caffeine.

*Do they smoke:* what and with what frequency? To discover if the person's issues have any relationship to the physical impact of the smoking.

*Have they ever had interpersonal problems on the job?*

*Have they ever had a severe emotional upset?*

*Have they ever seen a psychiatrist or a counsellor?* This is to see if they have periodically had significant interpersonal problems, or significant internal self-problems and they have been seeking help for those.

*Spiritual:* what is their denominational preference, what church do they attend, are they a member, how often do they attend per month?

Do they believe in God?

Do they pray?

Would they call themselves a Christian? Or, still in the process of becoming a Christian?

How often do they read the Bible?

Have there been any recent changes in their religious life? What are they?

*Women only:* do they experience difficulties during their menstrual cycle?

*Briefly answer the following questions:*

1. *Describe your problem:* what brings them this time? What is their reason for coming for help now, especially if they have been experiencing the problem for some time.
2. *What have they done about this problem:* Usually, people say that they have prayed. It is significant when the only word that occurs there is prayed.
3. *What are their expectations from meeting together?* What do they expect you to do? Do they expect you to solve their problems?
4. *Is there any other information which you should know?*

*Assigning Tasks:* It is important to give them things to work on to help them bring change with whatever they are having difficulty with. These assignments are also a great source of information.

*Third party data:* Medical data, other family members (where appropriate).

*Interview:* Ask questions. Look at the circle with the areas of life e.g., religious life, work life, education life, family etc. Ask extensively first by going around the circle of the person's life, asking some specific, but broad questions about each area of the life. Then move to the intensive by asking questions about a specific area.

Subjective Data:

*Halo data:* nonverbal communication. Body language. Examples are the rolling of the eyes, the folding of the arms, the getting uptight when the other is speaking about their relationship. On the other hand, you may notice a change in their body language after a few sessions.

*Voice print:* The tone, the pitch and flow. The tone of the voice can be angry, or sullen, or fearful. The pitch: is it tense, "I don't want to be here," or, is it tight, almost with a growl in it. Or is it high-pitched? The pitch of the voice is giving you some indication of what is going on in this relationship.

*Flow:* Is this person's speed fast? Is it fast all the time? Is it that what is normal, or is what I am hearing an indication of something going on? Does it get fast when you address a problem area. Is it slow and gentle when they talk about the children?

*Testing your intuition/hypothesis:* Be careful about this because you could be wrong and you might have been with them when they were different than they usually are.

You have to find out what is going on in their life in terms of their feelings, behaviours, and evaluations of the life which they have lived. In other words, how they perceive their life.

What do you do with the facts?

- What themes, perspectives, promises, and commands of Scripture makes sense of this person and speak into his situation?
- What is/was going on?
- What does the person do in response to what is going on?
- What does the person think about what is going on?
- What does the person want out of what is going on?

### **Key Element #3: Isolate the Problem**

To be able to effectively help people, we need to isolate their problem. In this model, I am going to suggest four levels of problems and/or solutions that are involved. You can isolate the problem by asking questions about what, when, where, how, who? What happened? When did it happen? Where did it happen, how did it happen? With whom did it happen? Or, who are the main people involved?

#### **Presence Level**

This concerns what they have felt and are feeling. It is what you see and hear first from them and where your help begins. Usually, this is what they first tell you about themselves. It includes what they display to you e.g., frowning; rigid muscle tone; what they report that they feel; looking depressed, listless, confused, fearful, or drug dependent.

#### **Performance Level**

The focus here is on what they have done. It is the behavioural level. This is the way that they are behaving, the kind of decisions that they making, and the courses of action that they taking. It includes inward behaviours like brooding, fretting, and worry, and outward behaviours like slander, being short tempered, overeating, slamming doors, being critical, holding grudges, clamming up, and/or being anorexic or bulimic. At this level, you ask what, when, how, and who questions to discover “why” a particular behaviour is characteristic of them.

#### **Preconditioning**

This deals with what a person absorbs from influences in their lives. It includes learned ways of dealing with life, such as chronic anger, avoidance of conflict, habitual lying, self-pity, and immorality. These are preconditional because they are a pattern that they absorbed from their environment when they were growing up, perhaps from their family, a group of people that they lived with, a church that they have attended, people that they have worked with, or a group of students that they lived with in college.

#### **Perceptual**

The level of the heart, where the problem begins. This is where the core of the problem is often found. It involves the mind, desires, will, motives and attitudes. It is a mindset, a belief system, and an established attitude. It is an accepted, determined, conscious way of thinking about things. It is the way a person interprets reality. This is the way that life is or, this is the way that life ought to be. Or, life makes no sense to me the way that it is. Those are thinking level problems.

## Key Element #4: Determine Direction

When you are helping someone, you need to try to determine the direction you want to go in. When you do this, it is important to decide which problems to tackle first, what goals they should have, and how to go about achieving these goals.

Your main goal is to help the person become more like Christ. How will you go about meeting this goal? What goals or objectives will you have for them from week to week? You can decide these things based on the information that they give you and the speed at which they are willing to work on their problem.

In determining direction, it is best to tackle small things first, things they believe that they can work on at this stage. In this way, they will experience that life-giving change can happen. Choose that which is simpler first and move to the more complex. Choose that which they are willing to deal with at the present time and move them toward dealing with the more difficult and complex issues when they are ready.

*Through coaching in training in righteousness*

Remember that you are dealing with a habituation process, which involves a thinking process and motivational desires. These are behind both internal and external behaviour.

*The capacity for habituation is God given*

God has made us to be able to form habits and then to function out of those habits. While this ability is neutral, our habits can be good or bad.

*Proverbs 19:19: A man of great wrath will pay the penalty, for if you deliver him, you will only have to do it again.*

If you rescue an angry man, you will need to rescue him again because the anger pattern has been established in his life

*Jeremiah 13:23: Can the Ethiopian change his skin or the leopard his spots? Then also you can do good who are accustomed to do evil.*

The word in the Hebrew for accustomed is the word that means trained as a soldier or singer is. You establish a pattern.

*The capacity for habituation is developed by practice*

*Hebrews 5:14: But solid food is for the mature, for those who have their powers of discernment trained by constant practice to distinguish good from evil.*

This person has trained themselves to discern good and evil. People can learn to discern good and evil, which then shapes their worldview.

*2 Peter 2:14: They have eyes full of adultery, insatiable for sin. They entice unsteady souls. They have hearts trained in greed. Accursed children!*

Their heart is trained in greed. The human heart is inclined to greed, but it is the moral choice to train it in greed that makes someone a greedy person. They think of themselves first and become the centre of their world, instead of thinking about life biblically.

*The capacity can be retrained by the Holy Spirit and godly self-discipline.*

*Isa 1:16,17: Wash yourselves; make yourselves clean; remove the evil of your deeds from before my eyes; cease to do evil, learn to do good; seek justice, correct oppression; bring justice to the fatherless, plead the widow's cause.*

After instructing them that they have to “learn to do good,” Isaiah explains that they do that by seeking justice, correcting oppression, bringing justice to the fatherless, and pleading for the widow. It is by repetitively thinking and acting in godly ways that they will be able to change ungodly behaviours with godly ones.

*Coaching is required until new patterns of living become established.*

Once we have determined the direction, we need to be constantly coaching them in following that direction. There are several reasons why:

- Change is hard
- Change must be specific
- Change requires encouragement

Elements involved in the change process

1. They must become aware of the nature, the frequency, and the occasion for the practice. This includes becoming aware that it has become comfortable and familiar to them, they automatically respond to certain situations in this habitual way, and that they engage in the practice without conscious thought or decision.
2. They must discover the biblical alternative to their practice. This includes realising the importance of renouncing old ways and embracing new ways of thinking and acting, as well as developing the ability to apply Scripture to their specific life situation.
3. They must structure their activities, surroundings, and associations so that the change required is possible.
4. They must break the links in the chain. They can do this by understanding that changes in attitude and behaviour come in stages. They can break down their troublesome practice into steps and then break the earliest link in the chain associated with it. They can do this by either preventing the chain completely or by curtailing it as soon as they see it.
5. They must practice new patterns of behaviour. Developing new patterns of thinking and acting takes time, hard work and self-discipline.



*Through recognising factors influencing the habituation process*

What needs to be changed first? What is it that they will most likely to succeed at? What will they be most willing to work on? At this stage, they might not be ready to change some things in their life, so work on things that you think they will succeed in first.

*Feeding factors to be removed*

What factors in the change process need to be removed from their life? You can explore 3 categories:

1. People: Associates. Paul teaches us in 1 Corinthians 15:33 that bad company ruins good morals. We tend to drift towards the values of our associates. An important part of change may be the people that they associate with.
2. Places: What kinds of places do they frequent? Where are the activities that they are enhancing the old habits?
3. Practices: What kind of reading material do they make a regular part of their life? What is their social media use? What kind of movies do they watch? Do they engage in activities that keep them from church? After a while, they will have an impact on their spiritual life.

*Favouring factors to be encouraged*

1. People: Who they should be associating with. Ask about their friend's attitudes, the kinds of activities they are involved in, and the actions they see engage in. If you are helping someone with an anger problem, you will not be wanting them to be spending a lot of time with someone else with the same problem.
  2. Places: What places are helpful for them?
  3. Practices: They need to spend time with people who engage in spiritual disciplines, read, listen, and watch good materials, and schedule their time well.
- Be sure that you know what the specific problems are. This is when you have gathered enough information to be able to start working on specific things.
  - Prioritise what you are going to work on. This will be in terms of how much they are willing and able to work on things.
  - Think about the way forward. Where are you going with this person, what do you hope to achieve with them? You will need to think in terms of your overall view of

this person, where they are, and what their life could look like as they work on things. While doing this, it is important to be flexible.

## Key Element #5: Rethinking the Problem

This is the renewing of the mind, which the Bible speaks about in Romans 12:2 and other places. By rethinking the problem, we help them see it in a way that corresponds with who the Lord is and who they are in him.

Rethinking, or reframing, the problem is necessary for them to move forward. Sometimes people are stuck because of the way that they look at that problem. They cannot see a way out of it. Sometimes people create a problem for themselves and then respond out of what they think is best, based on their perception of it. By helping them see the problem differently, they can begin to deal with it differently.

### Teaching them About How to Change

What is change? How does change occur? What is involved in change? What does the Bible teach about change?

We see in the Bible, for example in Ephesians 4:20-24, that change involves three things:

1. They are to put off old ungodly patterns
2. They are to change internally in their desires, motives, and thinking
3. They are to put on new godly patterns

A person can put off old behaviour and put on new behaviour temporarily. However, if the change is not internal, i.e., if their motives, desires, and thinking do not change, the new way of behaving may not last. The Bible emphasizes change in a person's desires, motives, thinking, and behaviour.

a. Ephesians 4:25-32.

1. Lying (25): Lying is to be put off. And the person is to put on telling the truth. This verse does not teach us how we are to change in our thinking. It involves the truth that we are members of one another. If you think of your neighbour as part of yourself, then you will be less prone to lie to them. Think about what they would have been wanting when they lied and how they can instead glorify the Lord.

2. Anger (26, 27): Be angry, do not sin, do not let the sun go down on your anger, and give no opportunity to the devil. The put off is sinful anger, the put on is a settled relationship. If you go to bed angry at night, you will probably wake up either angry or depressed. These verses are about relationships within the church. Their thinking needs to change from focussing on themselves, to trying to settle the relationship. Instead of being concerned about getting what is right for them, they think in terms of settling the issue. Think about what they would have been wanting when they were angry and how they can instead glorify the Lord

3. Stealing (28): Put off stealing, put on working and giving. The change of thinking includes thinking about how to help others in need. The person does not work just for themselves, but also to help others. Think about what they would have been wanting when they stole and how they can instead glorify the Lord

4. Corrupting talk (29): Put off corrupting talk and put on ways of speaking that benefit others. We think in terms of what edifies the other person. Think about what they would have been wanting when they spoke in corrupt ways and how they can instead glorify the Lord.

## Re-thinking the Problem by Implementing Biblical Principles

By implementing biblical principles in their lives, the people you are helping will also be learning to think differently about their problem. Teach them to take a passage from the Bible and see how to apply the principles to their desires, thinking, behaviour, and the other areas of their life that are involved.

### A Three Phased Approach to Implementing Right Subjects

1. **Analyse:** Have them keep a journal in which they describe the problem they are facing, where they encounter it, when they encounter it, what they think, what they are wanting (and not getting), and how they have tried to deal with the issue.
2. **Identify:** Go over the journal and look for triggers and patterns about when the problem occurs, what triggers it, and what they are thinking and desiring.
3. **Plan:** Help them submit their desire to the Lordship of Christ, to desire to live for his honour and glory, to specifically think in biblical ways in relation to the issues involved, and help them make a practical plan about how to apply biblical principles.

## Key Element #6: Assigning and Evaluating Tasks

### Benefits of Giving Tasks

#### *Benefits for the Helper*

1. **Sets a Pattern for Action and Change:** Tasks help you structure the helping process so that they are taking action. By doing so, they can begin to effect change from the beginning
2. **Clarifies Expectations:** They help them know exactly what you expect them to do before you meet again. From the beginning, you are helping them take ownership for change in their life. This prevents them becoming dependent upon the helper for change.
3. **Prevents the professional:** When you give specific, structured tasks which are geared to effect change, people who do not want to change will not want to do them.
4. **Helps you gather data**
5. **Sustains Momentum Between Meetings:** Tasks keep them working on their problems by implementing God's word between meetings.
6. **Shortens How Long You Help:** They will be spending a lot of time between meetings working on the issues for which they came to you for help.
7. **Forces Both of You to be Specific and Concrete:** By giving tasks that they can understand, measure, and know exactly what to do.
8. **Provides a Measure for Gauging their Understanding and Progress:** You can see how well they have accomplished the task, what their attitude is toward it, if they are encouraged and gaining hope by doing it, and you can measure how much they are moving forward.
9. **Lack of Success Provides Opportunity for Data Gathering, Evaluation, and Challenge:** Take what they did not manage to do and turn it into an opportunity to evaluate what happened, to gather further data, and to be specific about what they are to do for the next time.
10. **Provides a Good Starting Point for the Next Meeting:** In going over the tasks, you can use it to structure the next hour. This helps them follow a specific train of thought and narrow their focus.

#### *Benefits for Them*

1. **Decreases Dependency Upon the Helper:** By giving tasks, you are enabling them to solve their problem.
2. **Builds Confidence as They Discover God's solutions:**

3. Leads to Permanent Biblical Change:
4. Provides a Problem-solving Record for Future Review and Resource: By giving them tasks, they will be doing assignments that record what the problem has been, how they recognised the problem, and what they did to help overcome it. They can refer to that record later if they should begin to slip back and can use it as a model for dealing with something else.
5. Provides Material to Use with Others: 2 Timothy 2:2 – passing on what you have learned. By helping this person, you do not know how many people they are going to touch.

### Constructing Good Tasks

*Biblical in Nature:* Does not mean that it needs to be identified specifically in the Bible. The Bible provides the framework.

*Needs to be Specific:*

1. Be specific when assigning tasks: e.g., where you are and what you do, when your mind dwells on whatever is troubling you.
2. Call for Specific Behavioural Change: e.g., think about three things that they can do that their spouse would consider to be loving. Then do those three loving acts during the week. In the process, they become encouraged and you can specifically track whether or not they do it.

*Practical in Orientation:* It is practical in the way that it is worked out. Teach them how the task will help them solve their problems.

*Flexible in Organisation*

1. Tailor the Assignment to Them:
2. Negotiate the Tasks: You may have to work with them to see just how willing they are to do what you want them to do. They might not be ready to complete a whole assignment that you have worked out. You could break the assignment down into a number of steps that they can work on.
3. Don't give too much, give enough to effect change: If you give too much, you will probably overwhelm them. Measure what you give them so that it helps effect change.

## Approaches to Tasks:

*Lists:* Have them make a list of where they were unsuccessful, possible ways of disciplining their children, the people that they have offended, and the people that they think have offended them.

*Journals or Logs:* Keeping a journal about certain activities and response patterns. This is a great way of gathering data and of helping them learn patterns in their lives.

*Projects:* Keep a diary for 6 months and come back to talk about how things have gone.

*Bible studies:* Give them a basic understanding of the passage and two or three other similar passages. Ask them to bring in an outline or give them a set of questions to respond to about the passage. Ask them to take three situations in their life and write out how that Bible passage addresses those three situations. Make Bible study practical so that they are implementing what it is that they are learning.

*Memorising Scripture:* As well as memorising verses, teach them meditation:

1. It is Content Oriented: We are to meditate on the word of God night and day.
2. It is a Cognitive Process: It involves talking oneself through something. Show them how to do that.

*Futurising:* Make a list of the actions, thoughts, and beliefs that have contributed to their life up until now. Then look ahead and think, “this is the way that God wants me to live and this is the kind of life that I would like to have.” Then, ask what behaviours they need to put off and put on, and in what ways their mind needs to change to become that person. This will involve their thoughts beliefs, and habits.

*Goal setting:* Setting goals for how they are going to grow as a Christian:

1. Focuses their Attention and Action: They are thinking about where exactly they are going to go and how to get there.
2. Uses their Energy and Excitement to Bring About Change.
3. Tends to Increase their Determination,
4. Helps them Implement Ways to Bring about Change

## Evaluating Tasks

The next time that you meet, you will spend some time evaluating the tasks that they have done. At the same time, you can see how serious they are about working on the problem, how they understood what they were asked to do, and what kind of progress that they are making.

### Evaluating Tasks

*Did it Achieve Your Goal:* If it did not, politely and respectfully ask them to tell you what they thought it was that you asked them to do.

*Was it Clear:* Did you clearly state clearly what you wanted them to achieve? Try to discover this when you give the assignment. You could ask them to tell you what they have understood. If they did not understand, clarify where needed.

*Was it Too Much:* Were you asking too much of this person in the given time that they had? Did you expect too much? Did you overwhelm them? Did you discourage them in the process? Ask them what they expect the week to be like. If their week is exceptionally busy, ask them to do what is most beneficial so that they gain some hope and success in dealing with the problem.

*Did They Resist:* Use the resistance to motivate them to complete the task for the next time, so that you can begin to work with them in the necessary way. You could have them do the task instead of meeting with them and meet at a later date.

*Enthusiasm:* Be enthusiastic with them when they do their tasks well.

*Repeating:* Sometimes people need to redo the same assignment. Even if they have done it well, there might be more that needs to be done.

*Evaluate Yourself in Relationship to the Task:* Make sure that the task is clear and appropriate. It has to fit the person that you are meeting with. Different people have different learning styles. People learn through action, lectures, or reading. Do not assume that everyone learns best the same way that you do. Ask yourself “How does this person seem to respond best in terms of understanding and learning? When I am explaining something? When they have read something? When I have had them write things out?”



## Key Element #7: Giving Hope

You can give them hope by speaking about how the Lord can redeem their situation and bring his life into their suffering. We can give them hope by sharing who the Lord is, who they are in him, how they can know him, and how they can be the person he wants them to be.

### Supplying Hope

*The Importance of Hope:* Most of the people coming for help are in need of hope.

#### *Ways of Giving Hope:*

1. **Refusing to Minimise:** If you minimise what the person is saying, then you cannot help them. It is important to listen to what they are telling you, to work on it, and to see how it is affecting their life. If you minimise, they might think that you are not concerned and not tell you what is really going on.
2. **Maintaining Control:** This gives hope because they could have ruined numerous situations and relationships where they were in control. By maintaining control of the session, you can get something done and give them hope that change is possible.
3. **Establishing Responsibility:** As they become responsible to others in their life, it communicates that they are serious about working on things.
4. **Being Positive:** You can communicate that there is a biblical solution to every problem. This helps them be at ease and encourages them to be open to what the Bible teaches.
5. **Explaining and Teaching about Habits:** You provide hope by teaching them about their habitual patterns of thinking and acting and how they can be replaced with godly ones.
6. **Being a Model:** You provide hope by referring to things from your own life where God brought change in what appeared to be hopeless situations.
7. **Highlighting the Promises of God:** The promises can become the basis on which they can know that change is possible in their life.<sup>1</sup>

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<sup>1</sup> To learn more please read *Curing the Heart: A Model for Biblical Counseling*, by Dr. Howard Eyrich and Dr. Bill Hines.