

# JOURNEY THROUGH THE REFRAME METHOD

*Take your youth on a powerful skill building journey with the REFRAME Method!*

MHA Labs launched in 2011 as a skill building design community dedicated to understanding how skill building can be integrated under real world conditions. For over a decade, MHA Labs partners freely experimented with implementing the Building Blocks, successfully addressing various facets of skill development. REFRAME is a culmination of these best practices designed in a practical sequence that can infuse any activity with skill building power. REFRAME is literally the easy art of taking any activity and reframing it to be a skill builder.

## REFRAME Steps To Skills Power

1	<b>R</b>	Reveal Targeted Skills	Reveal the key skill(s) that youth will need to develop and demonstrate to be successful your program or class. Targeted skills are the ones that are <b>directly responsible</b> for creating outcomes. While all skills may be present, certain skills will be most critical to success based on your activity design and curriculum.
2	<b>E</b>	Establish Performance Evidence	Describe what it will look like for youth to successfully master and demonstrate target skills. These are your performance expectations. Use clear, easy to understand observational language. Add skill adjectives to clarify and expand a youth's skills power vocabulary. This can be a simple checklist or a full rubric.
3	<b>F</b>	Focus on Activity Design	Review your existing program/class activities to verify that you are truly giving all participants enough opportunities to learn, practice and master the targeted skill. It typically takes at least 4-5 times of practice to achieve basic mastery. It helps to tag activities with their targeted skills. Be sure that you are differentiating for Diverse Learners so that they can also be recognized for mastery.
4	<b>R</b>	Reinforce Expectations	Design an opening or set of orientation activities that will explain, clarify and reinforce your targeted skills and performance expectations. This should ideally be an <b>interactive modeling activity</b> accompanied by a reference handout.
5	<b>A</b>	Assess Using Feedback	Feedback is most effective when delivered in real time and directly connects to your established performance evidence and expectations. Reflect on your daily program/class schedule to see where and when you can engage in feedback. Empower youth peers to be part of feedback strategies. Consider having one-on-one feedback sessions at the midpoint of your program/class cycle for deeper skills reflection.
6	<b>M</b>	Magnify Recognition	Determine best strategy for recognizing youth who met or exceeded performance expectations. Where feedback is neutral, recognition is the opportunity for positive reinforcement of successful skill performance. Youth need this stage for effective confidence building.
7	<b>E</b>	Explore Meaning Making	Create a set of activities for meaning making where participants identify how their newly acquire skills relate and benefit <b>other</b> areas of their life. Meaning making is not reflecting on performance in the program/class which is part of feedback.