



CONSIDERING THE YOUTH'S LEADERS ROLE IN COUNSELING

Romans 12

Thinking about Ministry as a Team Sport

- What is a "win"?
 - Serving the church in its efforts to reach students for Christ and Equip them to serve
 - Students with hearts captivated by Jesus, for them to love Christ and His Bride

- What is your position?

Youth Group Grounds

1. God is at Work
2. The Covenant
3. Soul Care
4. The Bigger, Better Story
5. Incarnation

Youth Group Values

1. Relationships
2. Youth Ministry's Strategic Importance
3. Biblical Truth
4. Hospitality
5. Fun

Youth Group Goals

1. Redeemed and Renewed Lives
2. Real Community
3. Restored Culture and Worldview

- Who else is on the team? What is unique about their position?



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Ellie Stackhouse, ellie@bluehilltherapytx.com

- Do you need other recruits?

What is a professional Counselor?

Professional counselors help people gain personal insights, develop strategies and come up with real-life solutions to the problems and challenges they face in every area of life. As trained and credentialed professionals, they accomplish this by getting to know clients, by building safe, positive relationships and suggesting tools and techniques they believe will benefit clients.

(American Counseling Association)

Counseling Grounds

1. Confidentiality
2. Professional Boundaries/Ethics
3. Goals
4. Theoretical Framework
5. Therapeutic Relationship

Counseling Values

1. Trust
2. Safety
3. Self-Determined Goals
4. Evidence Based
5. Competence

Counseling Goals

1. Completion of Determined Goal
2. Resilience
3. Strengthened Internal and External Resources and Tools

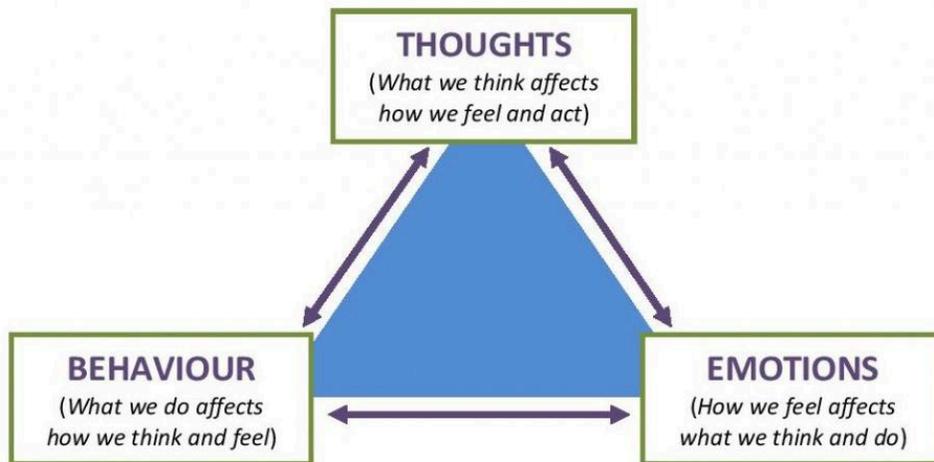


Counseling and Faith:

Article Suggestion: *FOUR MODELS OF COUNSELING IN PASTORAL MINISTRY*, Tim Keller



Making Sense of Theoretical Approaches in Counseling:



+ Cognitive-Behavioral. Problems are the result of wrong thinking and unwise behavior. The key is to reprogram one's thinking so as to get control of one's emotions.



+ Object-Relations. Problems are the result of inadequate love attachments in childhood. The key is to come to grips with one's past and the people who failed to love one well. Ignoring cognition, this approach stresses love, positive emotions, and relationships as the key to all healing.

+ Humanistic Psychology. Problems are the result of not taking personal responsibility. While the cognitive makes an idol out of the mind, and object-relations makes an idol out of emotions, the humanistic or existential approach makes an idol out of the will. The emphasis is on identifying one's needs and desires and taking responsibility to meet those needs.

-Tim Keller, Redeemer Counseling Services Manual

Grounds, Values and Goals naturally create limits. Know and live in the limits of your position!

Limits of Ministry: Scope, Expertise, Time

Limits of Counseling: Time, No dual relationships, Self-determined goals, Costs

How to engage when you know a student is in counseling?

WITNESS

Justification:

Student: What does this struggle say about me? Am I okay?

Gospel: Our righteousness is accomplished and secure in Christ

Sanctification:

Student: How do I change?



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Gospel: God is at work.

Scripture:

Student: Who can I trust? What does God say about broken minds and broken emotions?

Gospel: Scripture is trustworthy and true. It addresses the brokenness in our emotions and minds

Glorification:

Student: Is there hope?

Gospel: God is making all things new.

WITNESS

Job 2:11-13

11 Now when Job's three friends heard of all this evil that had come upon him, they came each from his own place, Eliphaz the Temanite, Bildad the Shuhite, and Zophar the Naamathite. They made an appointment together to come to show him sympathy and comfort him. **12** And when they saw him from a distance, they did not recognize him. And they raised their voices and wept, and they tore their robes and sprinkled dust on their heads toward heaven. **13** And they sat with him on the ground seven days and seven nights, and no one spoke a word to him, for they saw that his suffering was very great.

Repentance: model relational repair when you say the wrong thing

Wise Vulnerability: Normalize experiences, when appropriate share similar experiences.

Good base line question in considering self-disclosure: who are you saying this for?



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Community: Create a safe space to try new things, connection with you and with peers.

Curiosity: Ask for examples, clarify their meaning

It is a great act of courage and faith to ask for help. Honor and encourage!

When and How to recruit a new team member:

Building a Network of Counseling Referrals:

Church- Parents, Ministry Staff, Other Members
Local Churches
Local School
Local Ministries (RUF, Young Life etc)
Virtual Considerations

How to “sus” out a Counseling Referral:

Email template:

Hi _____,

I hope this email finds you well! I serve as the youth _____ at _____ church. I found your practice through _____. I am looking to expand our church's resource network with regards to counseling, specifically for our student ministry. We are always looking for trusted referrals and I would love to hear more about what you offer and what you are noticing in terms of mental health concerns and successes among youth. Would you be available to meet for coffee in the next week or so?

I look forward to connecting!



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Sincerely,

1. Have them buy you coffee.
2. Ask them to following questions (the questions or thoughts behind the question):
 1. What does it look like for me to connect someone to your practice?
-logistics of how and if they are taking new clients
 2. Who do you consult with? What does collaboration look like in your work?
-counselor working in isolation is a red flag
 3. Do you integrate faith into your practice, what does that look like?
-spectrum of approaches
 4. What availability do you have for sliding scale? do you work with insurance?
-affordability
 5. What are ways we could partner together to make counseling affordable when needed?
-follow up affordability question
 6. How do you incorporate parents into adolescent counseling?
-are they a team player, what's the balance of confidentiality and reveals grounds for their approach
 7. What are your counseling theories/frameworks? Why did you pick those?
-can they explain high level ideas in a way that is accessible, do you respect their worldview or where they fall on integration of faith and psychology



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8. What is your favorite kind of client to work with? Are there any presenting problems you would refer out for?
-what energizes them and how do they acknowledge/respect their limits

9. How do you deal with resistance in clients?
-what would they do with a teen that doesn't want to be there? What does it look like for them to play the long game

10. What are you seeing as patterns in teen mental health?
-get a feel for the kind of client they work with and how they engage with culture as a whole.

When to refer?

The 3 Ps:

Pervasive: across many life areas, youth group, home and school

Persistent: long-lasting, more than 3 months

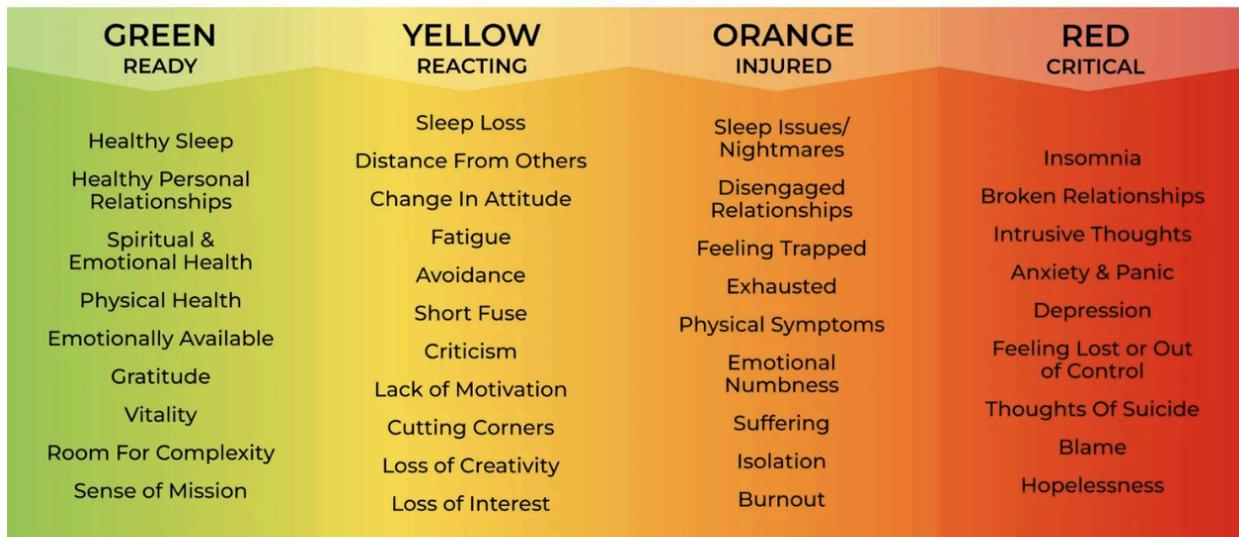
Problematic: causing distress or impairment to self or others

Is this mental/relational/emotional concern:

1. Beyond the scope of my time and expertise?
2. Getting in the way of this student having a heart captivated by Jesus, for them to love Christ and His Bride?
3. Getting in the way of other students having a heart captivated by Jesus, for them to love Christ and His Bride?
4. **“We all tell stories that are untrue to mitigate our suffering” -Curt Thompson**
Limiting the scope of a student's ability to see what is good and true when shared by me, parents or peers?



INDIVIDUAL STRESS CONTINUUM



ADAPTED FROM COMBAT AND OPERATIONAL STRESS FIRST AID BY LAURA MCGLADREY | RESPONDERALLIANCE.COM

Common Adolescent Concerns:

Distinguishing between Discourse and Disorder

Concern	One (or 2) Resources For Your Learning
Identity	<i>3 Big Questions That Change Every Teenager</i> , Kara Powell
Anxiety	<i>Inside Out 2</i> <i>Brave</i> , Sissy Goff
Depression	Ask Lisa: Episode 241
Peer Relationships	<i>Boundaries with Teens: When to Say Yes, How to Say No</i> , John Townsend
Sibling Relationships	Episode 291, <i>Raising Boys and Girls</i>



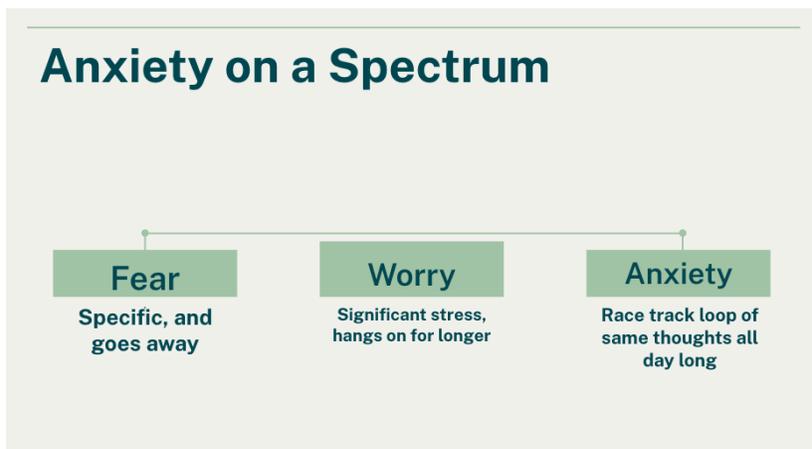
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Parental Relationship	<i>Feeding the Mouth that Bites You</i> and <i>Ask Lisa</i> , Podcasts
Decision Making	<i>Just Do Something</i> , Kevin DeYoung
Emotional Regulation	S1E7 Being Known Podcast With Curt Thompson
Eating Disorder/Disordered Eating*	<i>What Causes Eating Disorders and What Do they Cause</i> , Dr. Frank <i>Life Without Ed</i> , Jenni Shaefer
OCD*	<i>Breaking Free From OCD</i> , Jeff Wells IOCD.org
Suicidal Ideation*	Familiarize yourself with the Columbia Protocol
Self Harm	Ask Lisa: Episode 118
Trauma	<i>Walking with God through Pain and Suffering</i> , Tim Keller
Grief	<i>Walking with God through Pain and Suffering</i> , Tim Keller
Stress/Perfectionism	<i>Perfecting Ourselves to Death</i> , Richard Winter <i>Gifts of Imperfection</i> , Brene Brown
Addiction*	<i>How An Addicted Brain Works</i> , Yale Medicine -look up Video

“The Anxious Generation”





Other Considerations

Policies and Parental Communication: Policies and Communication determined with elders and communicated to parents. Establish limits of confidentiality with parent involvement. Share referral resources with parents.

Limits of Confidentiality: Suicidal Students, Risk taking behavior- Be up front with the limits of your confidentiality establish as a norm in small groups or one on one hang outs

Supporting Affordability: Could your church have a benevolence policy for members counseling?

Seasonal Considerations:

Recognize patterns: January, April and October highest rates of mental health concerns. June, July and December are the lowest.

Human Development: Know the Tasks of Adolescence and take them into account when considering student wellness.

Pruning: a critical, genetically programmed process during adolescence where the brain removes unused neural connections to increase efficiency and specialization

Myelin Formation: “a fatty sheath laid down on neurons, particularly during adolescence, that acts as insulation to increase neural communication speed by up to 100 times and reduce resting time by 30 times. This 3,000-fold increase in efficiency allows for faster, more integrated brain function, supporting the intense learning, skill development, and cognitive remodeling seen during the teen years.”



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Hyper Rational Thinking: the brain's reward-seeking (limbic) system overrides caution, causing teens to overvalue the potential thrill of a decision while undervaluing risks

ESSENCE of Adolescence: period of necessary, purposeful brain remodeling driven by four key elements: Emotional Spark, Social Engagement, Novelty-seeking, and Creative Exploration

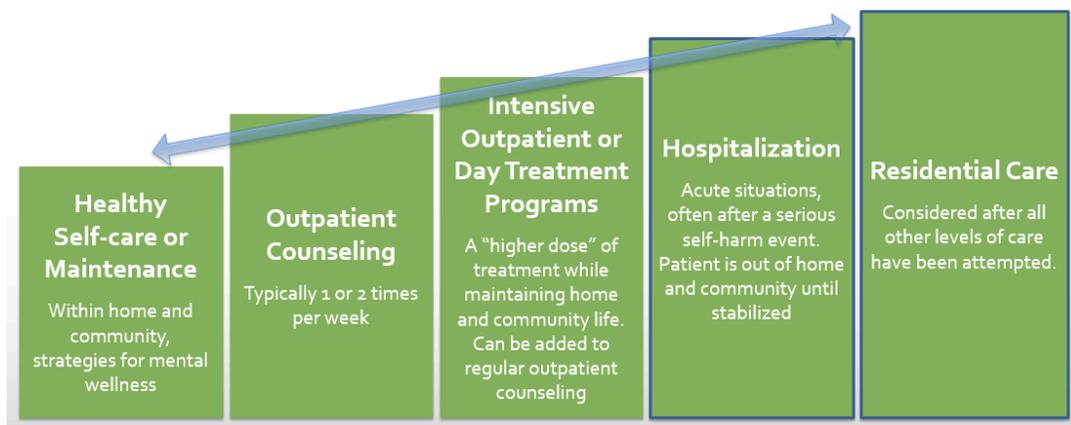
Identity v Role Confusion: where adolescents explore who they are (values, beliefs, goals) by experimenting with different roles, leading to a strong sense of self (identity) if successful, or confusion about their place in the world (role confusion) if they struggle, resulting in insecurity and self-doubt, as they transition from childhood to adulthood and question their purpose and values

Resources:

Brainstorm, Dan Siegel

The Emotional Lives of Teenagers: Raising Connected, Capable, and Compassionate Adolescents, Lisa Damour

Common Levels of Care – steps up and down





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Counseling Informed Ministry:

Introductory thoughts and considerations about incorporating the tasks of development and cultural understandings of mental health into your youth programming.

“We became who we are not simply through sin done by us but also through sin done against us and around us. (That is, our parents’ behavior served as powerful modeling to us, even when they weren’t interacting with us.) So why would we get better simply through individual actions and choices? Or why would we get better through a single good relationship with a counselor? To put it crassly, if we got screwed up in a community, we will be healed only by being immersed in a community that models and provides relationships of truth and love.” Tim Keller, Redeemer Counseling Services Manual

Tasks of Adolescent Development, Gospel Lens for Growing Up:

Emotional Development:

Emotional awareness: Psalms

Emotional regulation: Psalms, Lament

Discomfort tolerance: Feeling bad does not equal bad mental health, Theodicy,

Social Development

Empathy: Incarnation, Justice, Mercy, Cross Cultural ministry

Social skills: Friendship, Fellowship, Fruit of the Spirit

Conflict management: Fellowship, Unity in Diversity

Functional communication: Wisdom

Connection

Family: 10 commandments, Fruit of the Spirit

Extracurricular involvement: Calling, Design, Body of Christ

Technology: Stewardship, Rest, Embodiment



Healthy Mind Platter - Dan Siegel

“Mental wellness is all about giving your brain lots of opportunities to develop in different ways.”

1. Focus Time. *When we closely focus on tasks in a goal-oriented way, taking on challenges that make deep connections in the brain.*
2. Play Time. *When we allow ourselves to be spontaneous or creative, playfully enjoying novel experiences, which helps make new connections in the brain.*
3. Connecting Time. *When we connect with other people, ideally in person, or take time to appreciate our connection to the natural world around us, richly activating the brain's relational circuitry.*
4. Physical Time. *When we move our bodies, aerobically if medically possible, which strengthens the brain in many ways.*
5. Time In. *When we quietly reflect internally, focusing on sensations, images, feelings and thoughts, helping to better integrate the brain.*
6. Down Time. *When we are non-focused, without any specific goal, and let our mind wander or simply relax, which helps our brain recharge.*
7. Sleep Time. *When we give the brain the rest it needs to consolidate learning and recover from the experiences of the day.*

How do your students spend their time? Where are their gaps in their experience? What would it look like to use youth group spaces (one-to-ones, small groups, large groups) to help with that?