



## The Perceptual Reframing Loop (PRL): A Case Study

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### Abstract

High-burnout professions such as education and emergency services are increasingly shaped by unseen cognitive and emotional forces that influence both performance and well-being. This paper introduces the Perceptual Reframing Loop (PRL), a neuroscience-informed framework designed to uncover and rewire the subconscious mental loops that distort perception under stress. Grounded in research on neuroplasticity, executive function, and trauma-informed practice, PRL demonstrates how perception is not fixed but can be intentionally reframed to restore resilience, clarity, and connection. Through a mixed-method case study, the paper explores how PRL supports individuals in identifying hidden injuries, regulating stress responses, and interrupting maladaptive cognitive cycles. Practical applications are highlighted across two domains: educators navigating classroom and systemic pressures, and frontline professionals managing high-stakes, life-or-death decision-making. Findings suggest that the PRL framework not only improves individual regulation and performance, but also strengthens team communication, trust, and long-term sustainability in high-pressure environments. By positioning perception as both the barrier and the pathway to resilience, PRL reframes mental performance as a skill that can be cultivated rather than a fixed trait. This work contributes to emerging scholarship at the intersection of neuroscience, education, and leadership, offering a practical and scalable model for organizations seeking to foster resilience, reduce burnout, and enhance human performance under pressure.

**Keywords:** Burnout in Education, Cognitive Reframing, Neuroplasticity, Teacher Well-Being, Perception