



Project CARRE

Creating a Responsive and Responsible Environment

A joint project of the Metro Campus Student Success Team and
P.E.R.T (Positive Environment Resource Team)

Overview/Goals

- What's Changed—working with students of today.
- Understanding the challenges.
- Identifying Escalating and De-escalating Behaviors.
- Solutions-The role **we** can play



Understanding Emerging Adulthood

- “On Demand” Generation
- Expect to be treated as “older”, but much younger developmentally
- Institutional Moratorium (lack of decision making/future direction/orientation)



Our Challenges

Disruptive, Annoying and Frustrating Behaviors:

How often do we hear:

“You need to fix this problem RIGHT NOW!!!”

“I was told to come to your office to solve this problem.
Now you are telling me I have to go somewhere else”

“What do you mean I’m not getting my____today?”

“Why isn’t the person who takes
care of this here today? They said
they would be!”



What causes this behavior?

- Lack of proper communication skills.
- Sense of entitlement “I pay x amount of dollars!”
- Opposition to all forms of bureaucracy.
- Financial/Physical/Emotional Stress.
- Group think
- Inefficient Systems



So What Do We Do?

First remember— it is never about us!
Unless we choose to make it about us.
The student is responding to a stressor
and you are the agent they are acting out
upon. We can consciously make choices
to de-escalate conflicts.





When a student contacts your office in person, via email or phone with rude, entitled or aggressive behavior.

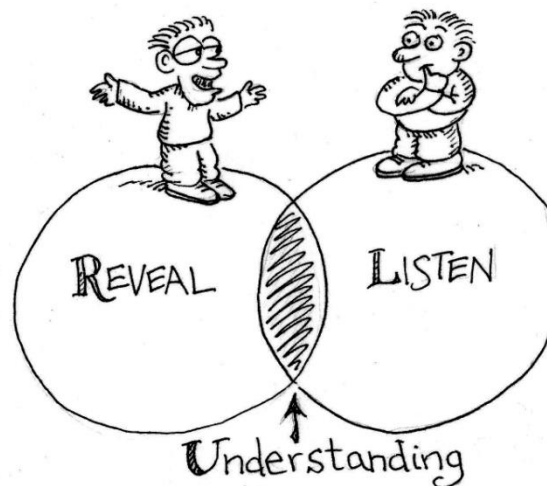
Keep in mind:

- Don't respond in-kind
- Ask yourself "is there a another way to continue the conversation" (switch email to phone for instance?)
- Golden Rule (How would you want to be treated in this situation?)
- Can this coversation be deferred for a better outcome?

And most importantly...

Understand, then be understood*

(*Particularly when you know what they are going to ask)



- What are your top 10 questions? Are the answers to these shared and agreed upon with everyone in your office/department? Are the responses clear?



The “Difficult” Student

(the student who is showing situational anxiety, fear, or anger)



- 
- The driving motivation for most upset people is **fear**:

fear of failing a test

fear of not getting forms in on time

fear of being forced to leave college

Understand where they are coming from
first and then you can be more effective.


Challenge yourself to **move away from** what the student didn't do in **the past** to *what can be done* in the *present* and the *future*.



Active Listening

- Listen...Listen some more
- Tell them what they just said
- Then listen to make sure you got it right






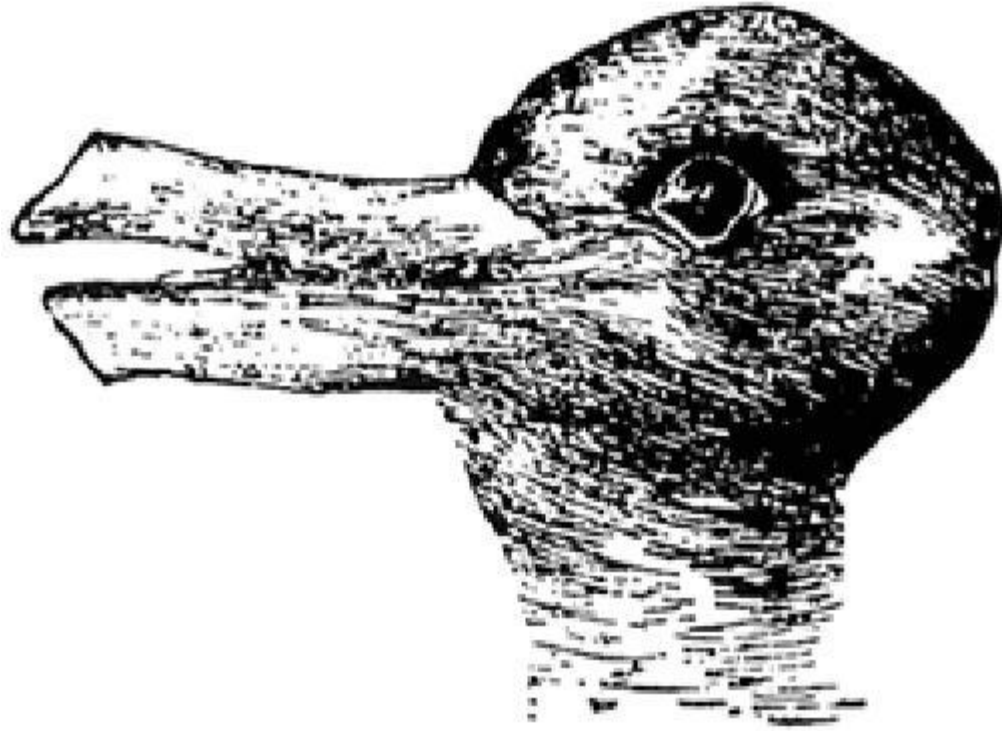
Understand the content (what is being said) and process (how it is being said) of the conversation.

Spoken: “I need to take care of this today. I can’t wait a week to have this problem solved. I don’t have any choice here. I want to speak to your supervisor”

Unspoken: “I’m going to get kicked out of school”

- 
- By responding to **the unspoken message** (which is called metacommunication), we can match the question being asked and better satisfy the student with our responses.
 - Too often, we focus our response directly back to match the frustration and anger. Try to focus on the **worry, concern and frustration and underneath.**

The way we see things isn't always the way they see things—it may be a crisis to them, but not to you.




When things escalate....

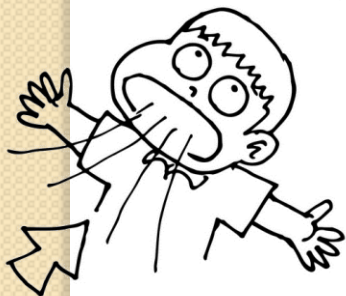
- Acknowledge the feeling “ i.e.You seem very upset because...”
- Get the student away from the crowd.
- Begin with a positive statement, not a negative one (constructive, not punitive).
- Explain the documented issues in a neutral and reflective way (without sarcasm).
- Explain that their present behavior is not in their best interest.
- Ask how can we work together to solve this problem, Consider the miracle question “What outcome would you like to see?”

Sad but Glad



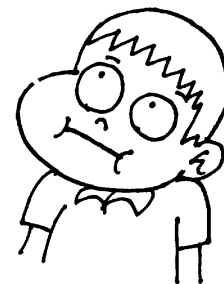
- 
- Dealing with any crisis situation requires that we first calm down and **keep a cool head**.
 - To do this effectively:
 - Don't personalize the frustration.
 - They aren't doing this to annoy YOU, **you** are the front door to answering **their** problem/question.
 - Cycle Breathing

*



Breathe in slowly to the count of
1...2...3...4...

Hold your breath to the count of 1...2...




Breathe out slowly to the count of
1...2...3...4...


Hold your breath to the count of 1...2...



Some things to avoid...



- 
- Are there other aspects of your office environment that are unfriendly?
 - Don't repeat the same bad patterns over and over again. If you are having the same problem, look for a new way to solve it.
 - “If you think it is going to feel good to say something to a student, then it probably isn't the right thing to say!”



So what happens if in the course of working with a student, “difficult” or not, the student makes you aware of sensitive information? The next part of our presentation will focus on reporting requirements of employees.