How to Coach Students through Failure
Inside and Outside of FYE
Hello!

My name is ...

- Campus position
- How long have you taught FYE?
- What are you hoping to learn from this session?
The Plan

1. Case Studies
2. Things to Consider
3. Potential Frameworks
4. Campus Resources
I. Case Studies

How would you approach these scenarios?
### Sample FYE Students

<table>
<thead>
<tr>
<th><strong>Midterm Warning</strong></th>
<th><strong>Ghosting</strong></th>
<th><strong>In Class Comment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>After class you receive an email from Sarah Renn stating one of your students, Blake, has two midterm warning grades: MATH1131 and COMM1100. In your one-on-one they appeared to be very confident about their coursework.</td>
<td>An international student has not attended your class in three weeks. In this time, they missed two assignments. You sent two emails to check in and they did not respond. While rushing to a meeting, you see them on Fairfield Way.</td>
<td>At the start of class your student, Morgan seems a little off. During the start of class when checking in about weekly highs and lows, Morgan mentions that they did not do as well as they expected on their first exam.</td>
</tr>
</tbody>
</table>
2. Things to Consider
How well do you know the student?

<table>
<thead>
<tr>
<th>Class Year</th>
<th>Major</th>
<th>Campus Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status in classes</td>
<td>Ghosting</td>
<td>Time of semester</td>
</tr>
<tr>
<td>Time of semester</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How well do you know the student?

Wellness

In state, Out of state or International

Finances

Housing/Commuter

Family Background

Future Plans
How do we learn this information?

- One-on-one meetings
- Group icebreakers
- Intake form
- About me presentation
3. Potential Frameworks
Motivational Interviewing

A collaborative conversation for strengthening a person’s own motivation & commitment to change.
Principles of MI

- Express Empathy
- Develop Discrepancy
- Roll with Resistance
- Support Efficacy
- Provide Autonomy
In Practice: Core Skill

O: Open Ended Questions
A: Affirmations
R: Reflections
S: Summarizing
## Change Talk

<table>
<thead>
<tr>
<th>Preparatory</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Desire</strong></td>
<td><strong>Commitment</strong></td>
</tr>
<tr>
<td>I want to change</td>
<td>I will change</td>
</tr>
<tr>
<td><strong>Ability</strong></td>
<td><strong>Activation</strong></td>
</tr>
<tr>
<td>I can change</td>
<td>I am ready, preparing,</td>
</tr>
<tr>
<td></td>
<td>willing to change</td>
</tr>
<tr>
<td><strong>Reason</strong></td>
<td><strong>Taking Steps</strong></td>
</tr>
<tr>
<td>It’s Important to change</td>
<td>I am taking specific</td>
</tr>
<tr>
<td></td>
<td>actions to change</td>
</tr>
<tr>
<td><strong>Need</strong></td>
<td></td>
</tr>
<tr>
<td>I should change</td>
<td></td>
</tr>
</tbody>
</table>
Appreciative Advising

Intentional collaborative practice of helping students optimize their educational experiences and achieve their dreams, goals, & potentials.
Appreciative Advising

Disarm
- Impact of first impressions
- Create a welcoming space

Discover
- Positive open ended questions
- Listen carefully
- Look for strengths and passions

Dream
- Co-create a future for each student
- Assist in developing life goals
Appreciative Advising

**Design**
- Devise concrete mini-goals
- Use your knowledge
- Establish a realistic timeline

**Deliver**
- Help students follow through
- Advisor helps to revise plans as necessary

**Don't Settle**
- Raise bar of self-expectations
- Check in and go back to the start
### In Practice

<table>
<thead>
<tr>
<th>Disarm</th>
<th>Meet students at the door, decorate office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discover</td>
<td>Ask students about their stories</td>
</tr>
<tr>
<td>Dream</td>
<td>Encourage students to think big</td>
</tr>
<tr>
<td>Design</td>
<td>Co-create action steps, effective referrals</td>
</tr>
<tr>
<td>Deliver</td>
<td>Review meeting, encourage them</td>
</tr>
<tr>
<td>Don't Settle</td>
<td>Have high expectations</td>
</tr>
</tbody>
</table>
Connection is Key

Asking questions & listening gets you there!
4. Campus Resources
Thanks!

Any questions?

Sloane Hanley
Sloane@UConn.edu

Joanna Rivera Davis
Joanna.Rivera@UConn.edu
Closing
Want big impact?

Use big image

Thank you!
A complex idea can be conveyed with just a single still image, namely making it possible to absorb large amounts of data quickly.
Want big impact?
Use big image
Use charts to explain your ideas

Blue  Green  Yellow
Or use Diagrams to explain complex ideas

Sample text

Sample text

Sample text

Diagram featured by http://slidemodel.com
And tables to compare data

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yellow</td>
<td>10</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>Blue</td>
<td>30</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Orange</td>
<td>5</td>
<td>24</td>
<td>16</td>
</tr>
</tbody>
</table>
89,526,124$
That’s a lot of money

185,244 users
And a lot of users

100%
Total success!
Our process is easy

first  second  last
Let's review some concepts

Yellow
Is the color of gold, butter and ripe lemons. In the spectrum of visible light, yellow is found between green and orange.

Blue
Is the colour of the clear sky and the deep sea. It is located between violet and green on the optical spectrum.

Red
Is the color of blood, and because of this it has historically been associated with sacrifice, danger and courage.
You can copy & paste graphs from Google Sheets
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Place your screenshot here
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Tablet project
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https://www.fontsquirrel.com/fonts/varela-round

- Dark grey #505670
- Light grey #979cb8
- Blue #01abcf
- Yellow #f9ac08
- Magenta #ea3a68
- Green #aacf20

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