

Impacting Retention and Resilience Through Connection, Self-Evaluation, and Self-Direction

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Questions to Consider

1. What can we do to impact learning, resiliency, and connection?
2. How can these connections affect the retention of our students?
3. How can we develop unique and effective approaches to retain students?

Communication Model: Choice Theory

Why Glasser/Choice Theory?

1. Creates Connection - *The Relationship*.
2. Uses self-awareness and self-direction as a model for *Lifelong Learning (pay-off professionally)*.
3. Is more preventive than reactive.
4. Is applicable across different colleges/programs.
5. Starts with success (neuroscience and learning).
6. Promotes more efficiency and internal motivation.
7. Demonstrates empathy (All behavior is purposeful).
8. Adds to the quality of work environments.

Basic Concepts

- **Responsibility:** The only person whose behavior we can control is our own.
- **Total Behavior:** All behavior is purposeful.
- **Relationships/Connections:** All problems are relationship problems and thus relationships are the cornerstone of successful interventions.
- **What is working:** Focus on what *is* working, rather than focusing on problems.

Behavior

“The soul has no secret that the behavior does not reveal...”

-Lao Tsu



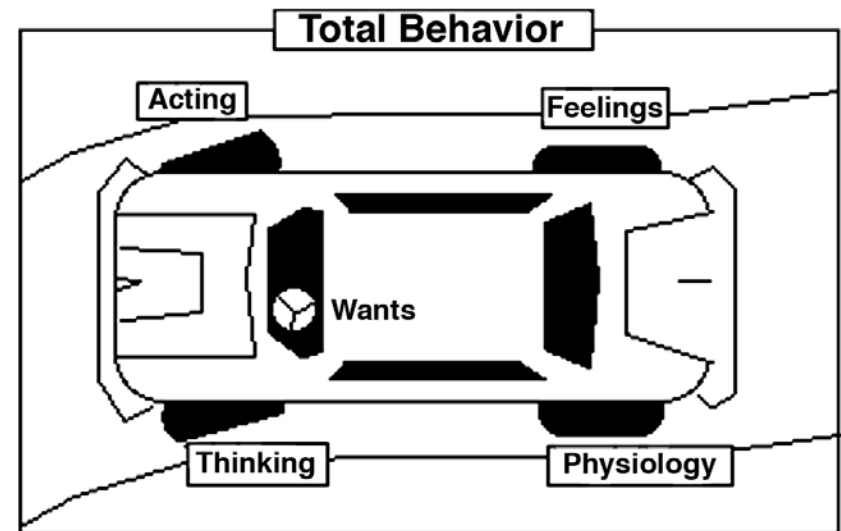
Four Components of Total Behavior

1. Thinking

2. Doing/Acting

3. Feeling

4. Physiology



Example: Running



1. All present together.
2. Most obvious?
3. One changes, others follow – wheels.



Most Obvious Component

- Doing/Acting
 - Thinking
 - Feeling
 - Physiology
- Doing/Acting - Running
 - Thinking – Love shoes
 - Feeling - Pride and/or Fear
 - Physiology - Increased HR and sweating

The Relationship

**What do students want?
What do students need?**

Involvement or Engagement?

Attachment or Connection?



The Relationship

- The better the faculty/staff-student relationship, the better the learning and adjustment of students.
- The most beneficial feedback is constructive and not judgmental or solely negative.

Those who have a
strong sense of love
and belonging have the
courage to be imperfect
-Brene Brown

All Behavior is Purposeful

It may not be what I think is efficient or wise behavior for a student, but at this time, I am choosing to assume it is the best that a student can do in this moment.

Focus

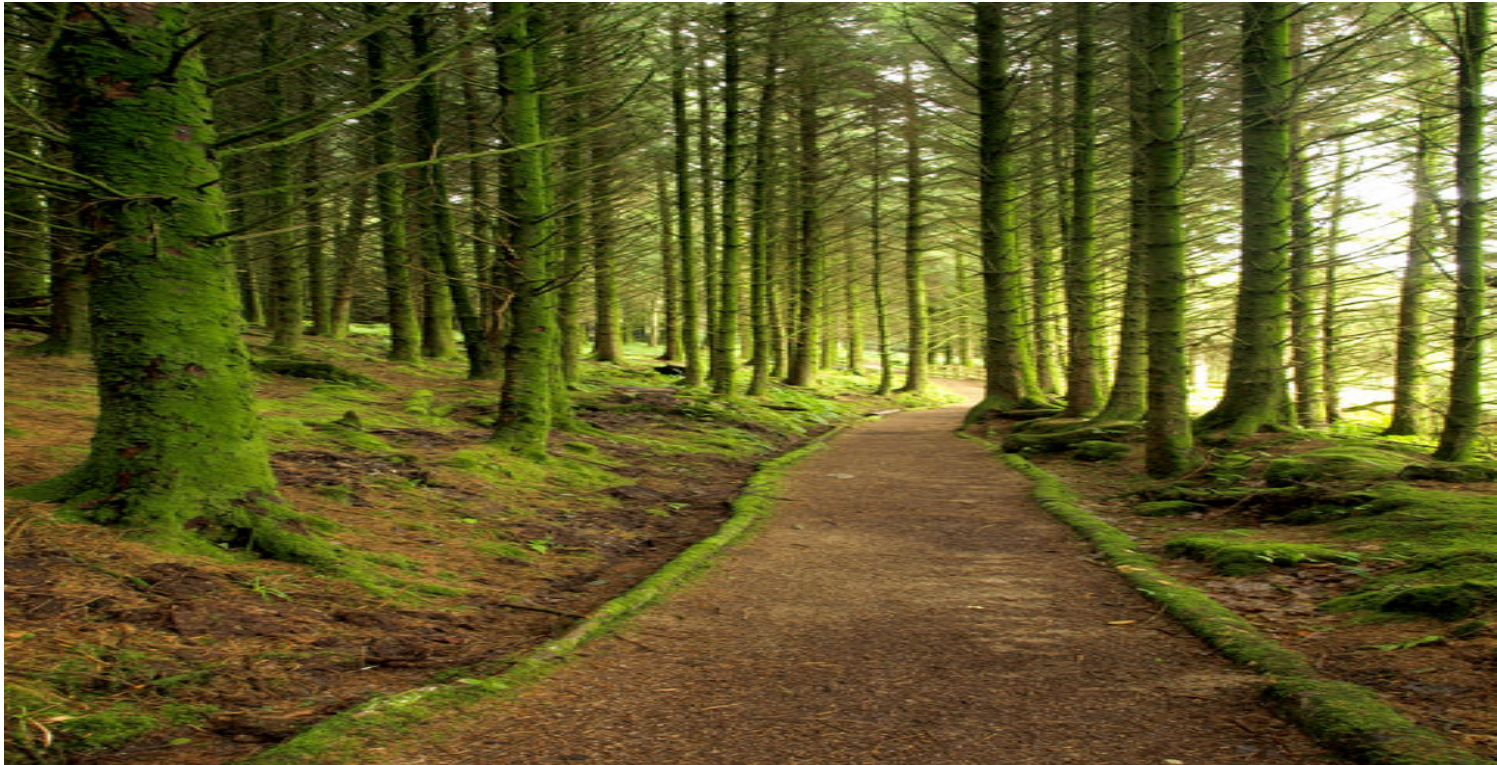
1. Assist students to become more aware of what they are doing and/or thinking.
2. Facilitate as much as possible a transition to choosing thoughts and actions.

Doing and Thinking

If we want to change the way we are feeling emotionally or physically, we can work to change what we are doing.

If cannot change what we are doing, we can work to change what we are thinking.

Quality Questions: A Path to Self-Awareness and Self-Direction



WDEP: Modeling Thinking for Life-Long Learning

- **W:** Wants
- **D:** Doing
- **E:** Evaluation
- **P:** Planning



WDEP: Modeling Thinking for Life-Long Learning

- What do you want?
- What are you doing to get what you want?
- Is it working?
- If you were getting what you wanted, what would you be:
 - Doing
 - Thinking
 - Feeling
 - Physiology
- What is your plan? How will you know if it is working?

Quality Questions Applied to Learning (Growth Mindset – Carol Dweck – Close Gaps)

- Inquiring mindset.
- Thought-provoking.
- Mindset beyond the experience.
- Belief that the ability to learn is not fixed and can change with effort.
- Understand that failure is not a permanent condition.

Quality Questions

- Present tense.
- Open-ended (usually).
- Curious – There's a mystery here and I can't wait to assist the student in figuring it out.
- Sensitive to use non-judgmental language.

Practice

- Alexis schedules a meeting with you to discuss her anxiety related to starting school.
- She is concerned that she will not pass because she has made a “C” and a “D” already.
- Additionally, she has had a hard time making friends with her classmates.

Connect: Build the Relationship

- Alexis, I so glad you contacted me. I love meeting with new students. I heard during one of our activities at orientation that you are from Murfreesboro. How did you become interested in attending UT?

W-Wants Practice

- What do you want to leave with from our meeting today?
- What were you hoping to take away from our meeting today?
- What could we talk about that would be most helpful to you?
- When you scheduled this meeting, what were you hoping to learn more about?

D-Doing Practice

- What are you doing that is working? I know you said you were not happy with your grade, but for the ones that were correct, what did you do when studying and/or in class that paid off?
- When you were taking the assessment, what did you think – I am so glad I did ____, ____ and ____?
- What about these worked/paid-off for you?
- If you were to apply these same questions to the social aspect of your experience, how would you answer them?

It's a Switch...

From what is not working...

- I don't understand what is challenging about making friends on campus. There are so many activities and events.
- Why haven't you made more friends?
- Why didn't you join any organizations?
- Why do you spend so much time in your room?

To what is and could be...

- Tell me about your interests before you came here?
- Tell me about your support network, your friends, etc.
- What's another time when you have met other students, friends?
- When was another time when you felt lonely, what helped you get through that or worked?

Challenges

- Not sure student is really getting the depth of change that might be needed? What could you ask that would challenge the student and move it forward?
 - *This is different than what you were doing, but what would make it even better?*
 - *What would take it to the next level for you?*

Dig Deeper

- Encourage self-evaluation but in a Glasserian way
- Ask learner to embrace challenges and discomfort. Provide stories (your own, if possible!)
- Determine the level of risk-taking (10-20 minutes, do the quickest, etc.?)

More “Doing” Questions

- Knowing what you know now, what do you want to do less of, add, delete, etc.?
- From doing these, what will be different?
- What will you be thinking and doing?
- How will you know these are working?
- On a scale of 1-5, how would you rate these?
- What would make it higher?

E: Evaluation Practice

- Is what you're doing helping you get what you want?
- What's the pay-off of what you're doing?
- What things do you have control over in this situation?
- What are the barriers to you doing this?
- What's the cost to you if you do this? What's the cost to you if you don't do this?

P: Planning Practice

- What options do you have?
- What are you willing to try first?
- What small step could you take today or this week that would make the biggest difference?
- What support or resources do you need to make this change?
- How will you know that you're making progress?
- If you feel yourself struggling, how will you get yourself back on track?

Planning - SMART Goals

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime bound



Quality Questions: The Pay-Off

- Connection
- Retention
- Self-Awareness
- Self-Evaluation
- Self-Directed Learning
- Independent Expert



Practice

TIPS for Quality Questions

- Present tense
- Open-ended (usually)
- Curious – There’s a mystery here and I can’t wait to assist the student in figuring it out
- Sensitive to use non-judgmental Language

Quality Questions WDEP

1. Connect
2. What do you want?
3. What are you doing that is working? What about that is working? (Self-Awareness- Self-Evaluation)
4. Knowing what you know now, what do you want to do more of, differently, try, etc. How will you know when it is paying off and getting you what you want? What will you be thinking? (Self-Awareness- Self-Evaluation)
5. What is your plan?

Quality Questions WDEP

Sarah is a 32 year-old BSN student who requests talking with you about a situation with a classmate, Rachel. During your meeting, Sarah shares that they have been close friends since high school. Their families do things together and even went on a trip this past break to the beach.

Sarah says since the most recent trip, things have been different. Rachel has snapped at her and even in an open discussion in class, yelled at her and then said that it was obvious she did not read the assignment before class.

This morning, another classmate said she saw something Rachel had posted about Sarah along with a picture from the beach that was not flattering. Sarah says she is distracted due to what is going on and is having a hard time studying.

1. Connect
2. What do you want?
3. What are you doing that is working? What about that is working? (Self-Awareness and Self-Evaluation)
4. Knowing what you know now, what do you want to do more of, differently, try, etc. How will you know when it is paying off and getting you what you want? What will you be thinking/doing differently? (Self-Awareness and Self-Evaluation)
5. What is your plan? Which one would you like to try first?

Which will you be willing to try first?

What will be the difference?

What impact might it have on your students?

1. What can we do to impact learning, resiliency, and connection?
2. How can these connections affect the retention of our students?
3. How can we develop unique and effective approaches to retain students?

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