

Utilizing Appreciative Education to Support Students in Crisis

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Roadmap of Session

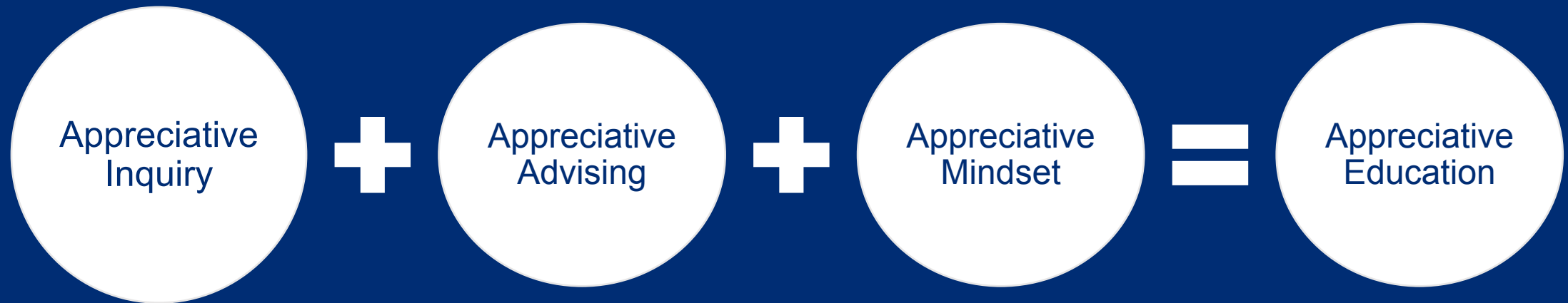
- Working with students in crisis
- Overview of the Appreciative Approach
- Application of the Framework
- Open Discussion

Identify an example

- Student self-reports they are feeling depressed via email and you set up a meeting with the student
- Student is referred through an early alert system
- Student comes to discuss an issue



Appreciative Education



Why use this framework?



- Centers the student experience
- Focused on strengths
- Roadmap for difficult conversations
- Responsibility for change resides with the student
- Staff support

Disarm



Recognizing the importance of first impressions, create a safe, welcome environment for others.

Disarm



- Opportunity to introduce yourself
- De-escalation of situation
- Creating an environment where vulnerability is OK

Discover



Utilize positive open-ended questions to draw out what others enjoy doing, their strengths and their passions. Listen to each answer carefully before asking the next positive question.

Discover



- Ask questions to learn more about the student
- Seek to understand the situation
- Shaping the context of the situation

What does this look like in action?

A staff member has called you over to their office to assist with an upset student. The student is yelling and causing a disturbance at the front desk. The staff member is unable to calm the student and is unsure what to do.

- How do we start to disarm?
- What are questions you feel we'd need to ask to begin the discover phase?

Dream



Help others formulate a vision of what they might become, then assist them in developing goals.

Dream



- Identify the best possible outcome
- Starting with the end in mind
- Guided imagining
 - What would it look like if...?
 - When you think of success, what does it look like?
 - What would it look like if you solved your problem?

Design



Co-create action plan with concrete, incremental, and achievable goals.

Design



- Teaching decision making
- Co-creation of plan
- Curse of knowledge
- How to reach the ideal or goal
- Reframing from victim to creator

What does this look like in action?

A student is meeting with you about their courses coming up. During the meeting, they shared that the academic path they are on isn't what her parents want her to do.

- How do we co-create a plan with the student?

Deliver



Understanding how others follow through on their plans, being there for when they stumble, believing in them every step of the way, helping them continue to update and refine their dreams as they go.

Deliver



- Encouragement
- Engender academic hope
- End the conversation well
- Follow-up

Don't Settle



Challenge ourselves and those around us to proactively raise our internal bar of self-expectations.

Don't Settle



- Challenge and Support
- Raising the bar for the student
- Virtuous cycles instead of vicious cycles

What does this look like in action?

Think back to your scenario from the beginning of this presentation.

- What does this look like in action for you?
- What can you imagine being done differently?
- What do you plan to do in the future?

Let's put it altogether

- Focus on strengths
- Learning from previous experience
- Learning from others' experience
- Support is needed to develop
- Outcomes look different for each individual



Things to remember

- Disarm
- Discover
- Dream

Use to get to know the context of the situation and the individual experiencing the crisis/issue

Things to remember

Put the student in charge,
with support coming from
professionals working to
support as the plan is put in
place

- Design
- Deliver
- Don't Settle

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Appreciative Approach to Supporting Students: Helping Students in Crisis

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What's your goal?

What Helps Students Thrive?

Talent awareness

Healthy relationships

Reframing negative events

Involvement on campus

Vital engagement in community

Engaged learning



Pathways To Thriving

- Psychological Sense of Community
- Student-Faculty Interaction
- Campus Involvement
- Spirituality (Meaning & Purpose)
- Major Certainty & Degree Goal

OUTCOMES:

- Enhanced Sense of Belonging & Fit
- Increased Satisfaction
- Greater Academic Achievement
- Persistence to Degree
- Retention

Theoretical Underpinnings

- Positive Psychology (Seligman, 1998)
- Choice Theory (Glasser 1986, 2000)
- **Appreciative Inquiry (Cooperrider, 1990)**

“Appreciative Inquiry (AI) is the cooperative search for the best in people, their organizations, and the world around them...AI involves the art and practice of asking questions that strengthen a system’s capacity to heighten positive potential” (Cooperrider & Whitney, 2000, p. 10)

Theoretical Underpinnings

Social Constructivism (Dewey, 1916)
Challenge and Support (Sanford, 1968)

- Knowledge is built on the foundation of previous experience and knowledge
- Learning happens through personal experiences and social interactions
- Examples of how knowledge is constructed at Gwinnett Tech
 - Registering for Classes
 - Time Management
- Growth happens within a balance of support and challenge

Appreciative Mindset Ingredients



- Care about and believe in the potential of others
- Possess an attitude of gratefulness
- Continually hone your craft
- Remember your power
- Be insatiably curious about others' stories
- Be culturally aware and responsive (being aware on our own biases)

Theoretical Underpinnings

- Success isn't just a degree-

“Others believe there are many ways to succeed. They believe it is not better to be Picasso than to be Rembrandt, to be Mozart rather than Beethoven...We each have something unique to offer. To develop it, to offer it clearly, fully, and powerfully—is to succeed. Beethoven did not fail to become another Mozart; he succeeded at becoming Beethoven. Seen this way, success comes from developing your uniqueness. It is rare, but not scarce. Everyone, potentially, can succeed.” Lipman (195, pp. 29-30)

What does this look like in action?

- A faculty member sends in a GBIT about a student who self-disclosed that they were losing their housing. The student has a job, but due to a family conflict needs to move. The student has access to a vehicle to sleep in and has friends in the area to assist.
 - What does this look like for an in-person meeting?
 - What if it is just an email?

What does this look like in action?

- You need to confront a student about their behavior related to an activity or classroom. Student has been disruptive to meetings, not anything against policy, but the behavior is something that distracts and prevents others from being able to fully engage.

What does this look like in action?

- A student is accused of cheating or other academic issues in their online course. You set up a meeting with them via WebEx to discuss the issue.
 - Does our approach change when we're working with someone online?