

# S.E.E. R.E.D.

## (Building Rapport with Difficult Students)



### Self-Efficacy

Always start with the belief the student can change their behavior. Let the student know you believe this.



### Express Empathy

This is what it's all about. Regardless of how difficult the student's behaviors are, make a real effort to imagine what it's like living in their shoes. Once you've spent some time in that mindset, share what you discovered.



### Roll with Resistance

The student is in the situation they are in because, well, they're resisting changes or attitudes (or just plain resisting)! This is part of the chess match. Let the student know you can handle resistance and that they're worth it.



### Engage

Demonstrate some genuine interest in the life of the student and be open to sharing bits of your life as well. Drop off a meaningful note unexpectedly or plan some "down time" where there is no agenda, just a visit.



### Develop Discrepancy

This is where your professional skills and training will be relied upon the most. Wait for windows of opportunity that highlight a need for change and ask open-ended questions to the student like, "How did that work out?" or "Would you have done anything differently?"

## The Stage Model of Behavioral Change

*(1) Precontemplation: Not yet considering change.*

*(2) Contemplation: Considering change.*

*(3) Preparation: Planning and communicating change.*

*(4) Action: Making the behavior change.*

*(5) Maintenance: Maintaining and sustaining long-term change.*

*The Trick: Identifying what "stage" the student is in and helping them progress to the next stage.*

*Stage theories don't really believe we can "skip" a step. The process is sequential.*