COMMUNICATION:

MANAGING DIFFICULT SITUATIONS

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How Not To Do Conflict Resolution

Engage in blame
Get angry
Refuse to listen
Be arbitrary
Repeat the cycle
Learning Objectives

Differentiate between pedagogical archetypes.

Understand how archetypes function in behavior.

Create pedagogical strategies along a continuum in preparation for instruction.
Definitions

Pedagogy
An academic discipline devoted to the theories and practices of both teaching and learning.

Archetypal
A recurring pattern of behaviour, thought, or image that occurs throughout history.

ARCHETYPAL PEDAGOGY
Theory of education that aims to enhance reflections for the participant and facilitator of learning experiences.

Clifford Mayes 2007
Group of 4
Introductions
List TYPES of University Students
Give each TYPE a fun title
List in-class behaviors of each
1. The Storyteller
2. The One-Upper
3. The Cocky Underachiever
4. The Professor Corrector
5. The Pontificator
6. Passive Planner
7. The Cell Phone Kid
8. The Tag-Nut
9. The Righteous
10. The Competitor
Activity | Managing Noise

Break into pairs.

One person talks about why they have attended the session today…the other is repeatedly distracted.

Then, switch.

Discuss the experience.
Take out a blank sheet of paper. List student behaviours that cause a reaction in you. Now, write a number beside each behavior based on this continuum.
SITUATIONAL MANAGEMENT

CLASSROOM
• Roles & Responsibilities
• Developing Relationships
• Facilitate Learning
• Clear Expectations

DISRUPTION
• Unexpected interruption
• Crisis event
• Emotional Upset
Irritating

Problematic

Serious
A student leaves the classroom for a bathroom break. He returns and lets the instructor know that a distressed person is in the hallway with blood running down their arms. It appears to that student that the person has tried to harm themselves. In addition, the person seems intoxicated and was belligerent with the student.

*What type of situation is this on the continuum?*

*What considerations does the instructor have?*

*What is the ‘right action’ to manage this situation?*
A student leaves the classroom for a bathroom break. He returns and lets the instructor know that a distressed person is in the hallway with blood running down their arms. It appears to that student that the person has tried to harm themselves. In addition, the person seems intoxicated and was belligerent with the student.

What type of situation is this on the continuum? What considerations does the instructor have? What is the ‘right action’ to manage this situation?
• Call Campus Security (780) 492-5050.
• Know your location and student number.
• Be prepared to provide your name and phone number as well.
• Follow instruction if provided.
• Advise all students of the situation.
• Determine if the classroom can be secured.
• If not, determine the escape route if the person attempts to come in to class.
A student becomes visibly upset (crying, swearing) and physical (slamming books, doors) after an instructor makes a request. She becomes confrontational in front of the other students and is both physically challenging, verbally abusive, and lying about what she is able or unable to do.

*What type of communication strategies do you use to manage this situation?*
RIGHT ACTION

• Speak calmly and slowly.
• Give detailed direction about what you expect the student to do including:
  - lower your voice
  - speak respectfully
  - assure her that the situation can be resolved in a calm and non-threatening manner
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The student is unable or unwilling to follow your direction and promptly leaves the classroom slamming the classroom doors repeatedly upon exit. She then returns to the classroom and refuses to sit but stands at the front of the class.
RIGHT ACTION

- Ensure that the student has easy access to an exit door. Do not block the doorway even unintentionally.

- Ask the student for their OneCard. Make note of their name and CCID for future follow up.

- Tell them to leave the classroom immediately or Campus Security will be called.
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The student is unable or unwilling to follow your direction and promptly leaves the classroom slamming the classroom doors repeatedly upon exit. She then returns to the classroom and refuses to sit but stands at the front of the class.

The student refuses to tell you her name or to produce her OneCard.
RIGHT ACTION

• Call Campus Security (780) 492-5050.

• Alert your Department Undergraduate Chair of the event and request support and guidance.

• Review and instigate a disciplinary action related to the Code of Student Behavior.

• Detail the events including date, time, location in a formal manner immediately after the event.
30.3.4 Inappropriate Behaviour towards Individuals or Groups

30.3.4(1) Disruption

30.3.4(1) a No Student shall disrupt a Class in such a way that interferes with the normal process of the session or the learning of other Students.

30.3.4(1) b No Student shall, by action, words, written material, or by any means whatsoever, obstruct University Activities or University-related Functions.

30.3.4(1) c No Student shall use words that incite others to behaviour that is inappropriate to members of the University Community, whether or not in connection with a demonstration, rally or picketing.

30.3.6(3) Identification

No Student shall refuse to provide identification upon request by a University Official or employee acting in the course of that person's duties, provided the University Official or employee has reason to believe the Student is committing, has committed or is about to commit an offence.
30.4.3 Levels of Sanction

30.4.3(1) Minor Sanctions

30.4.3(1) a Instructors have the authority to dismiss a Student from Class for no more than 3 hours of Class time for disturbing, disrupting or otherwise interfering with a Class. In cases where a single class meeting is longer than 3 hours, the Student may be dismissed from that entire class. In the case of an online course, the Instructor may bar the Student from any online activities related to the Class for a maximum of one week, or equivalent to 3 hours in-class time. See 30.3.4(1) (CLRC 28 FEB 2002) (CLRC 30 MAY 2002) (CLRC 25 APR 2013)
BRAINSTORMING SCENARIOS