

Increasing Resiliency in Students Using Coaching Skills

Melissa Knight, MA, BCC, MCC

Amanda Evans, Ed.D., MBA, ACC

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Introductions



**Melissa Knight, MA,
BCC, MCC**

IAL Executive Director
Lynn University

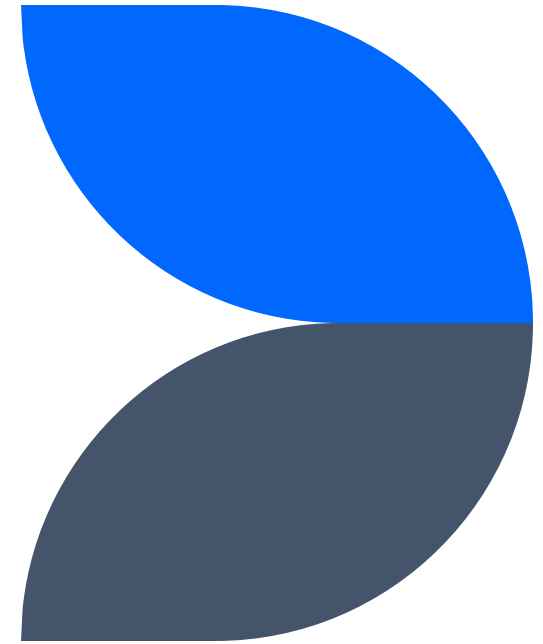


**Amanda Evans, Ed.D.,
MBA, ACC**

IAL Coordinator, Academic
Coaching

Learning Outcomes

- Introduction
- Creating the mindset to promote trust
- Motivational Interviewing
- Increasing Resilience



ICF Core Competencies

Co-Creating the Relationship

- Establishes and Maintains Agreements
- Cultivates Trust and Safety
- Maintains Presence

Communicating Effectively

- Listens Actively
- Evokes Awareness

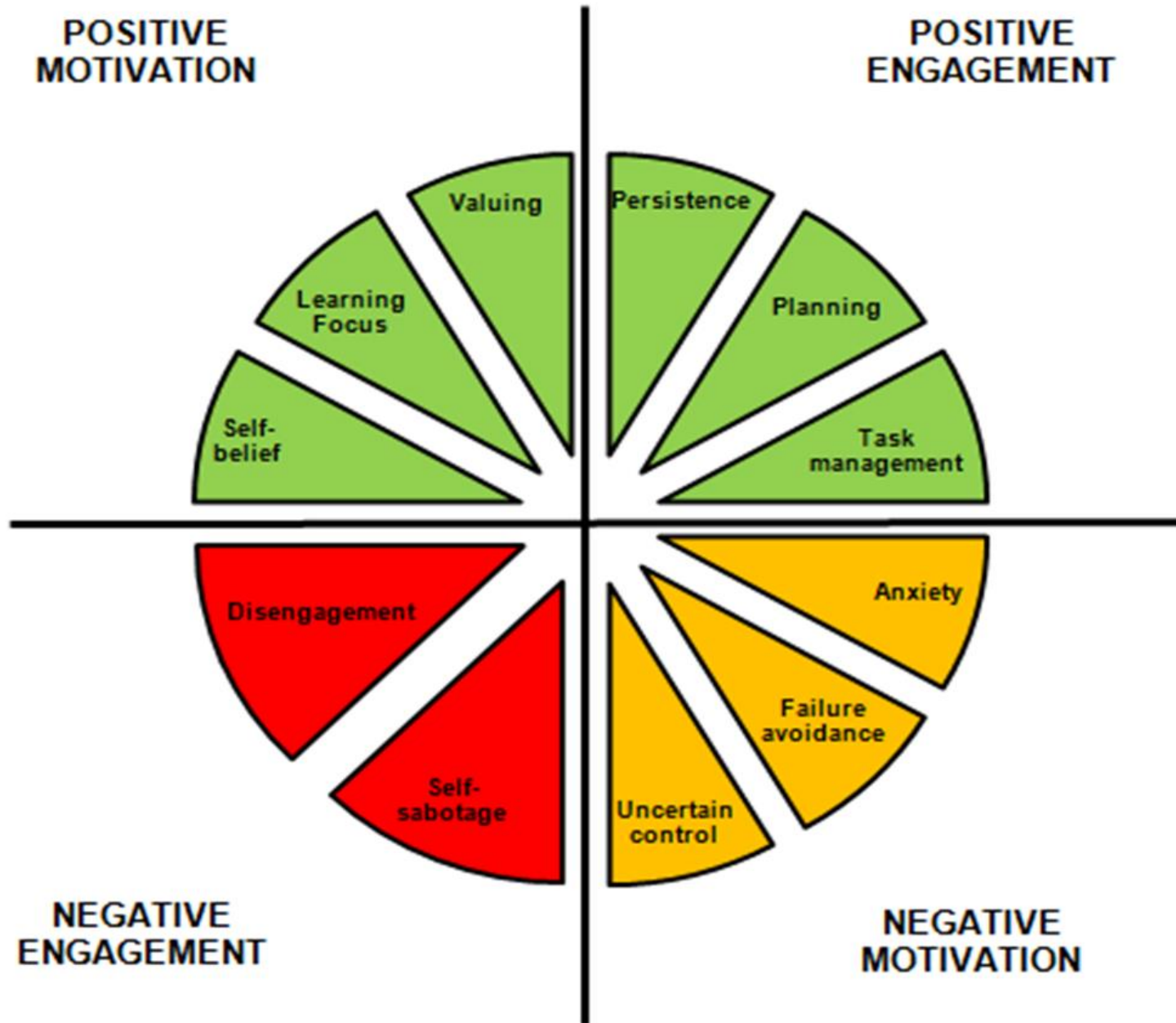
Cultivating Learning and Growth

- Facilitates Student Growth



**POSITIVE
MOTIVATION**

**POSITIVE
ENGAGEMENT**



**NEGATIVE
ENGAGEMENT**

**NEGATIVE
MOTIVATION**

Creating the Mindset

- Conversational Intelligence - allows us to connect with others
 - Level 1 - sharing information
 - Level 2 - influence others to understand OUR point of view
 - Level 3 - transform reality together - co-creating
- Influences brain chemistry
 - Amygdala - threat, lockdown - cortisol - sideline the amygdala
 - Prefrontal cortex - advanced -trust, strategic thinking, emotional regulation
 - Mistrust- cortisol, testosterone , norepinephrine
 - Trust - dopamine, oxytocin, serotonin
- Creating trust with your students - activate mirror neurons located below the prefrontal cortex



Creating the Mindset

- De-fusing the Amygdala
 - Connect with the student
 - Understand their view
 - Create a shared success
- Shifting out of fear using trust, empathy and support
 - Composure is regained
 - Allows us to open to change - solutions
- Activating the heart brain - building relationships



How to Create Trust

- Connection
 - We are more likely to trust someone when we feel connected.
 - Feeling connected to someone helps us feel more comfortable.
 - Therefore we are more likely to engage in solution focused conversations.
 - How do you create the connection?
 - Active listening
 - Being present
 - Co-create outcomes of working together

Motivational Interviewing

- How to facilitate change through conversation
- A method that is strength based to support students in finding their own way for change
 - Avoid being the “fixer”
- Guiding communication style
- “You just need to concentrate harder to get the job done.”
- “What’s going to really help you to get the job done?”

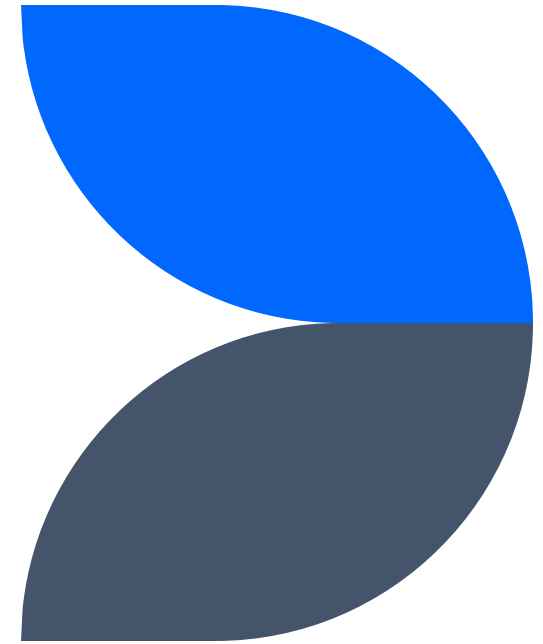
Motivational Interviewing

The 4 step process to MI

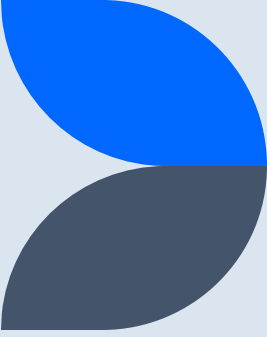
- Engaging - curiosity to understand from the student's point of view
- Focus - direction of the conversation
- Evoking
 - Change talk from the student
- Planning
 - Commitment language

Increasing Resilience in Students

How can creating the mindset and motivational interviewing be used to increase resilience in students?



Transferable Skills for Coaches



Note. Although the following research is in reference to creating trust and using motivational interviewing for students with learning disabilities to build resilience, such techniques and strategies are transferable to use in the coaching setting.

Interventions

- Capstick, Harrell-Williams, Cockrum and West (2019) examined the effectiveness of academic coaching for academically at-risk college students and found that after participating in an academic coaching program students had a significant increase in GPA, were more likely to earn at least a 2.0 GPA, and more were more likely to retain at the university.



Academic Resilience

Academic resilience is significantly correlated with academic achievement (Allan, McKenna, & Dominey, 2014).

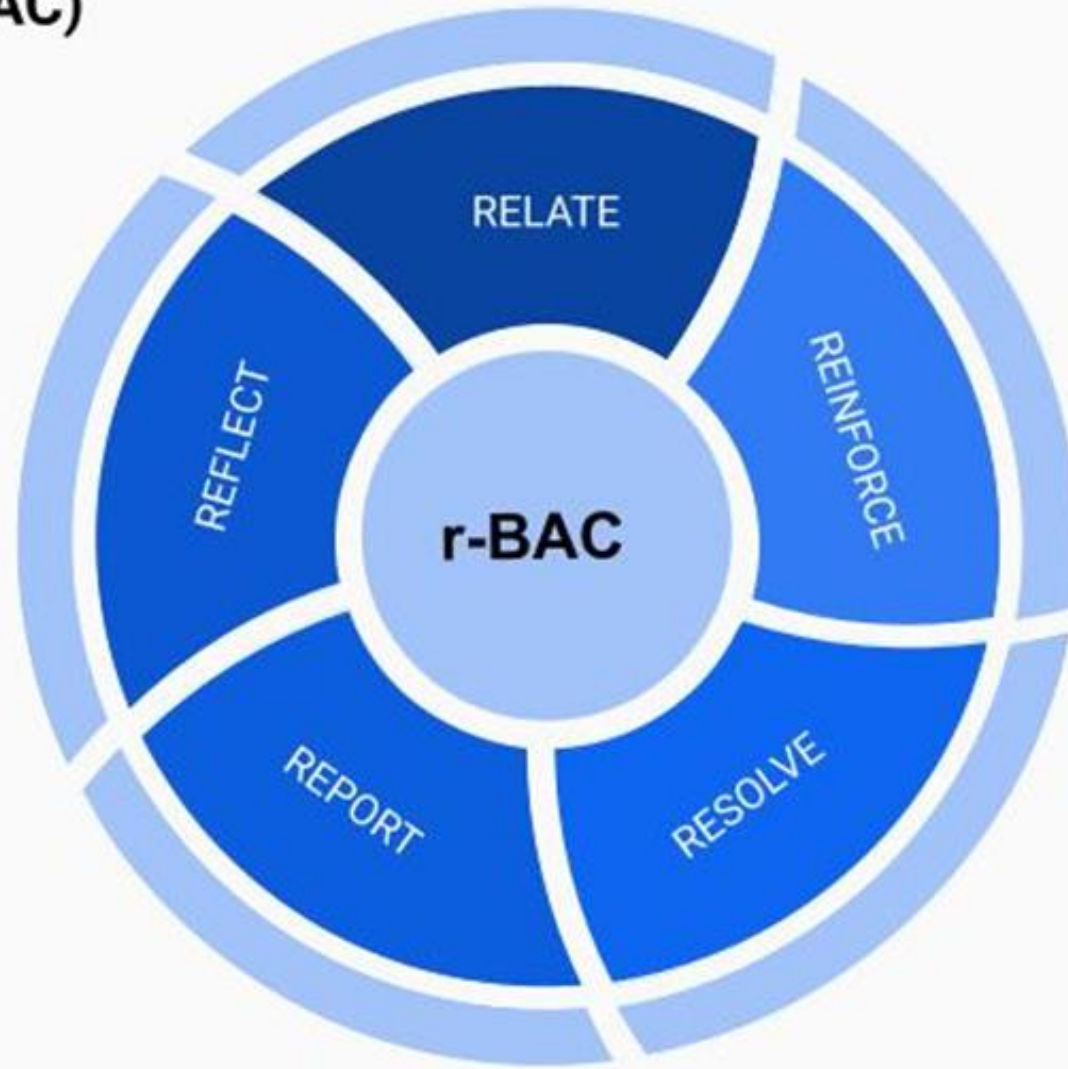
Research has found resilience is a key characteristic to success for students with learning disabilities (NCLD, 2021).

Students with learning disabilities allow for the opportunity to become academically resilient as oftentimes they have encountered academic obstacles (Morales, 2008)

Research Question #1

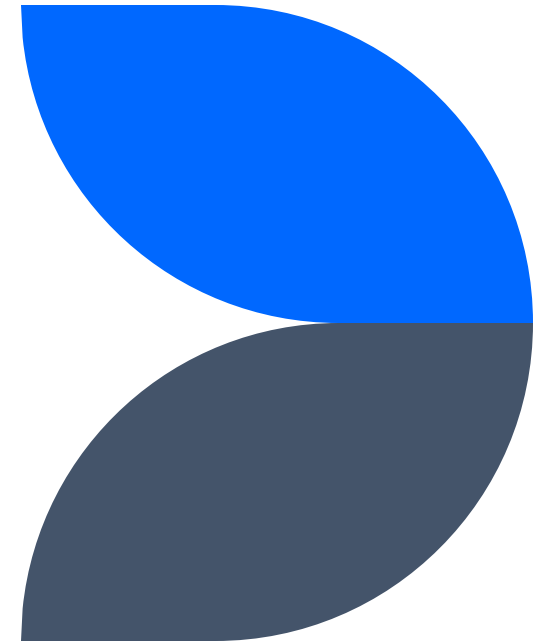
- How do college students with learning disabilities perceive that their participation in a resiliency-based academic coaching model with an academic coach could increase their level of academic resilience?

RESILIENCY-BASED ACADEMIC COACHING MODEL (r-BAC)



How can coaches create trust
to build resilience in students?

***RELATE:* Create Trust**



Theme 1: RELATE

Speaker 1 18:38: “I would say the most important thing, I guess for me is trust. I am talking to this person about grades, stress, or anxiety. Now that I think about it, relate is a big one because I want to be able to have trust. I want to trust this person.”

Speaker 3 20:56: “Relating is pretty important too. Just so you can talk to the person like they’re a normal person.”

Speaker 2 21:26: “Relating as well because I feel I can actually talk to my coach about anything, especially when I’m struggling with a particular subject.”

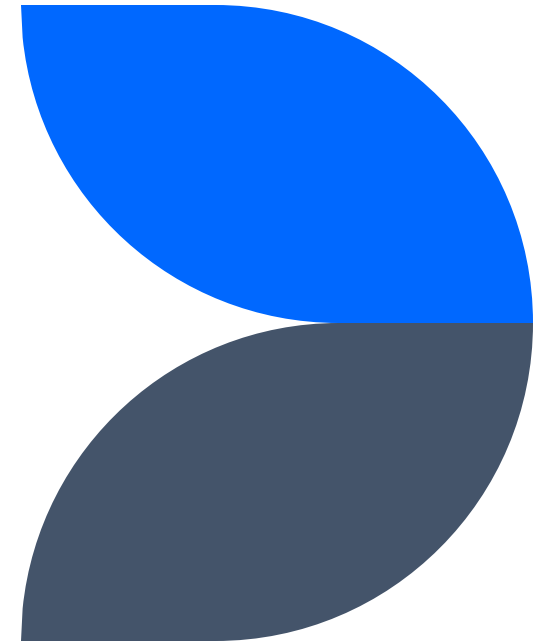
Speaker 4 9:34: “I think being able to relate to the students really takes off pressure. The idea that walls are closing in. My academic coach allows me to express whatever I want and then she’s able to make me feel calm and there is a sense of being able to relate.”

Speaker 5 11:17: “I also think relate is important because the coach will understand your struggles.”



How can coaches use motivational interviewing to build resilience in students?

***RESOLVE:* Motivational Interviewing**



Theme 2: RESOLVE

Speaker 1 16:40: “Resolve. I had a problem where I needed my transcript for something and my academic coach really helped me resolve the problem.”

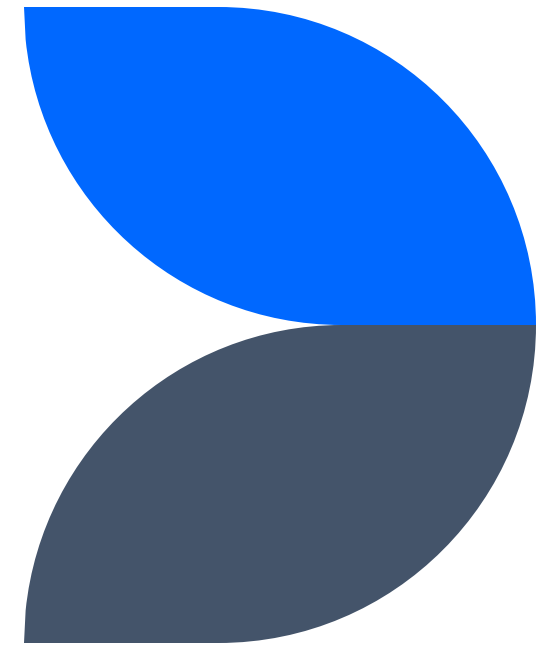
Speaker 1 19:30: “It helps with academic achievement because whenever I’m having a problem, my coach will help me through it.”

Speaker 5 11:17: “You and your coach can talk about your struggles and solutions. Resolve is also important because you need your mind to get straight during your work and getting through.”



How can coaches
use motivational interviewing to
build resilience in students?

***REINFORCE:* Motivational
Interviewing**

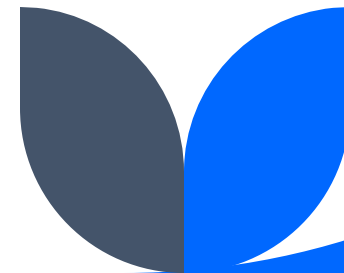


Theme 3: REINFORCE

Speaker 1 24:37: “Reinforce, because I kept having to reinforce that it's okay or people would tell me it's ok (with regards to learning disability).”

Speaker 2 28:15: “I think reinforcement is very important because I've always had a hard time accepting myself. I've always had a hard time accepting this is who I am. But in the end, I tried to focus on my strengths.”

Speaker 3 30:02: “I think reinforcement is always really helpful with getting through and finishing assignments for anyone with a learning disability or not.”



TAKEAWAYS to build Resilience in Students

CREATING THE MINDSET

Create trust with Students

Relate to Students

MOTIVATIONAL INTERVIEWING

Assist Students in Resolving issues

Reinforce Strengths





Thank you!

Questions?

Melissa Knight: mknight@lynn.edu

Amanda Evans: amevans@lynn.edu