

Classroom Management Strategies

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Helping Students with Managing Stress

<i>Common Traps</i>	<i>Possible Levers</i>	<i>Things to Consider</i>
<i>Course Selection Traps</i>		
<ul style="list-style-type: none"> - <i>Perceived academic interests are not aligning with the reality of the coursework</i> - <i>Papers/Exams/Presentations are particularly stressful or difficult for the student</i> - <i>Size of the class and nature of how the class is run does not work for the student's learning style</i> - <i>Time and dates of scheduled classes do not support stress management</i> 	<ul style="list-style-type: none"> - <i>Select courses based on things other than just the subject being taught</i> 	<ul style="list-style-type: none"> - <i>Outside of AU, what situations set the student up for success (past jobs, high school, relationships with others)</i> - <i>Successful academic situations and what made them successful</i> - <i>Cultivate awareness of individual learning styles</i>
<i>Time Management Traps</i>		
<ul style="list-style-type: none"> - <i>Procrastination!</i> - <i>Not using a centralized calendar system</i> - <i>Lack of a place to study on campus</i> - <i>Inability to break large assignments down to smaller chunks</i> 	<ul style="list-style-type: none"> - <i>Visiting the ASAC for workshops and individual appointments</i> - <i>Creating classroom interventions to support developing time management skills</i> 	<ul style="list-style-type: none"> - <i>How the student manages time outside of academics</i> - <i>What was the tipping point for when things started to spiral downward?</i>
<i>Communication Traps</i>		
<ul style="list-style-type: none"> - <i>Waiting to ask for help until the issue has become urgent (snowball effect)</i> - <i>Seeing help-seeking as a sign of weakness</i> - <i>Lack of problem solving regarding next steps to improve a situation</i> 	<ul style="list-style-type: none"> - <i>Meeting with faculty members at the beginning of the semester before an issue arises</i> - <i>Anticipating areas of difficulty before they arise</i> - <i>Finding someone on campus they feel comfortable sharing difficulties with</i> 	<ul style="list-style-type: none"> - <i>How the student communicates in relationships in a productive way</i> - <i>Role models that are vulnerable and not perfect</i> - <i>Problem solving skills in other arenas</i>