

EXTRAORDINARY
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Raising a Raider:

A conversation about supporting your student during their college years

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Office of the Dean of Students

What can we do for you?

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*We are here to
advocate,
support and
educate.*

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What we do: Administration of the Student Body



Advocacy

- Resource referrals and support
- Case management/Family connections
- CARE Team (Campus Assessment Response and Education)
- Formal complaint process oversight and administration
- Safety agents

Accessibility

- Equitable access to necessary tools and resources for learning, success and belonging
- Campus Inclusion

Accountability

- Euphemism for conduct process!
- Develop and encourage adulting skills
- Discipline vs. Punishment

- Goal is to make this a learning/educational experience

How We Do What We Do



Listen to understand

- Status and Respect
- Students must feel heard
- Opinions and experiences validated
- We must listen first for them to listen
- Curiosity



Build relationships

- Education is about relationships
- Creating a constellation of mentors who can assist and support students needs



Create, implement and maintain a feeling and sense of belonging

- Social
- Academic
- Institutional



UNIVERSITY

The Role of the Parent: From Managing to Mentoring

Suzuki Method of music education:

- Supportive involvement that includes:
 - Repetition and predictability
 - Encouragement
 - Safe environment to try, fail and try again

The Parking Lot Principle-

- Expectations and boundaries that are:
 - Consistent
 - Clear
 - Age appropriate

Students do well when they have boundaries in place that encourage the adoption of skills necessary to overcome challenges .

The Role of the Parent (the 3 As return)



Advocacy



Accountability



Accessibility
(Attachment)

Attachment

Promotion of
autonomy vs. signaling
dependency

The parent/guardian
as a secure base
allows for a safe
exploration of the
world

Toddlers and Teens are (kinda) the same.

1. Being emotionally available
2. Providing consistent and predictable support
3. Offering physical affection or presence
4. Supporting exploration while staying emotionally available
5. Validating emotions and building trust
6. Repairing ruptures in connection
7. Being attuned to individual needs

Attachment for college students: staying connected as they launch

Attachment doesn't end...it grows up

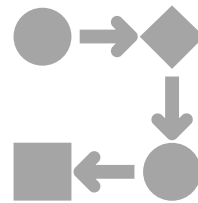
- Stay emotionally available
- Support autonomy while staying connected
- Use consistent, caring communication
- Be a safe place to land...not a pressure point
- Keep repairing the relationship
- Recognize their emerging adult identity
- **You don't need to let go...you just need to let it evolve.**
Attachment at this age is about trust, emotional presence and mutual respect.



What does good attachment look like?



Do you want me to listen, or do you want advice?



Don't fix their problems. Support their processing of their problems.



Empathize and validate. (This does not mean you agree with their position)

One of the biggest differences between teens and toddlers is age.

In short...

Parents curate attachment in their children through consistent, sensitive, and responsive caregiving. Attachment is the emotional bond that forms between a child and caregiver, which deeply influences their social, emotional, and cognitive development.

ATTACHMENT→SEPARATION→INDIVIDUATION



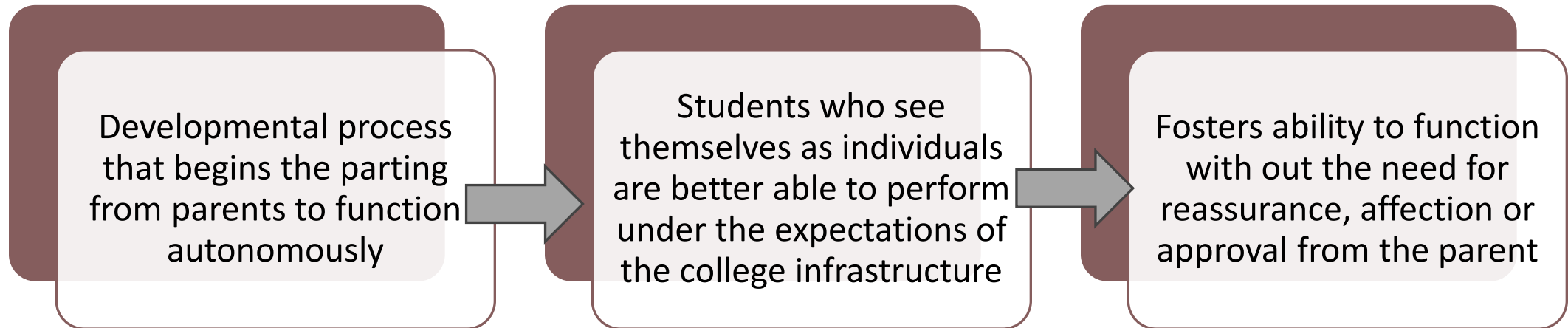
Separation and Individuation

Rapprochement:

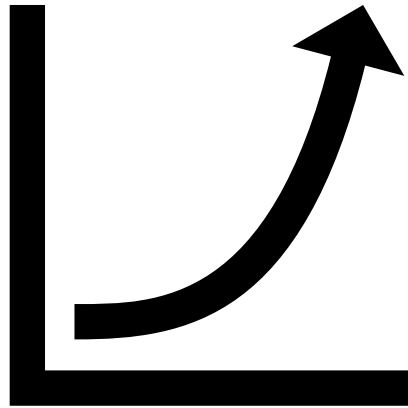
The task of rapprochement is to develop a sense of individuality in the context of on-going relationships.

- Quintana, et. al. 1990

Good attachment curates healthy separation for Individuation

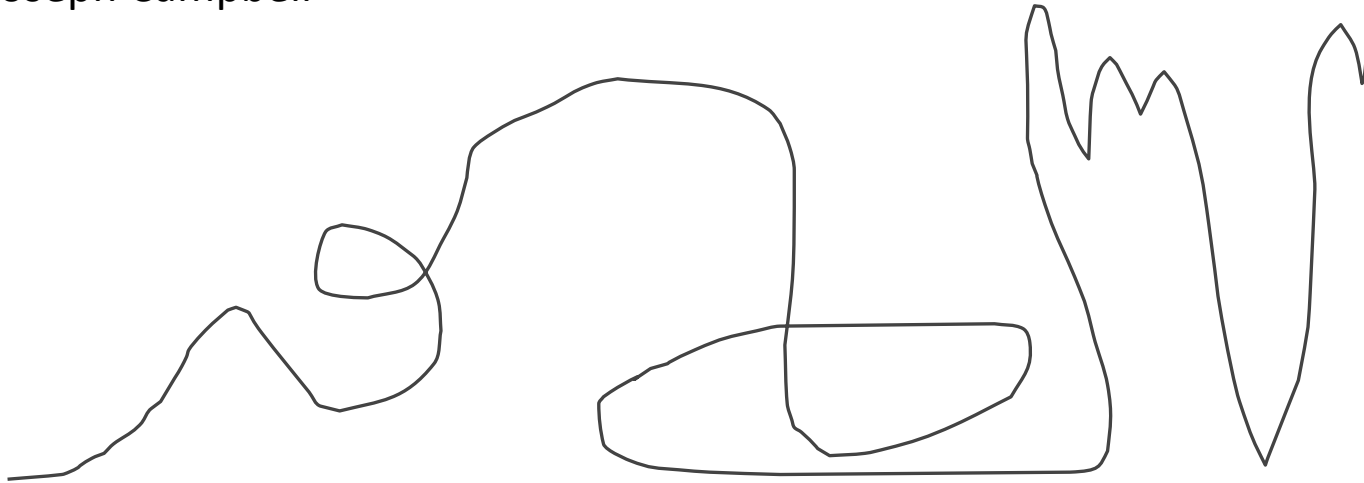


Your child's expected growth trajectory



If the path you are on is clear, you are probably on someone else's.

--Joseph Campbell



Your child's
actual
growth
trajectory

Loneliness

An official epidemic
and public health crisis

It's not old people...it's our young
people (16-22)

Perfectionism->Mattering->loneliness

Other people's outsides impact
teenager's insides

Why does my 18-year-old...



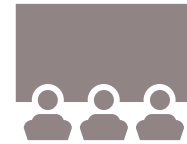
...do what they
do?



...say what they
say?

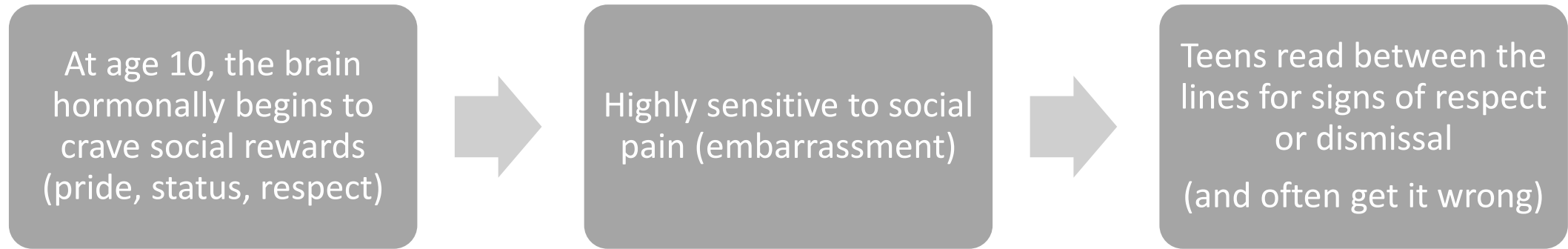


...feel the way
they feel?

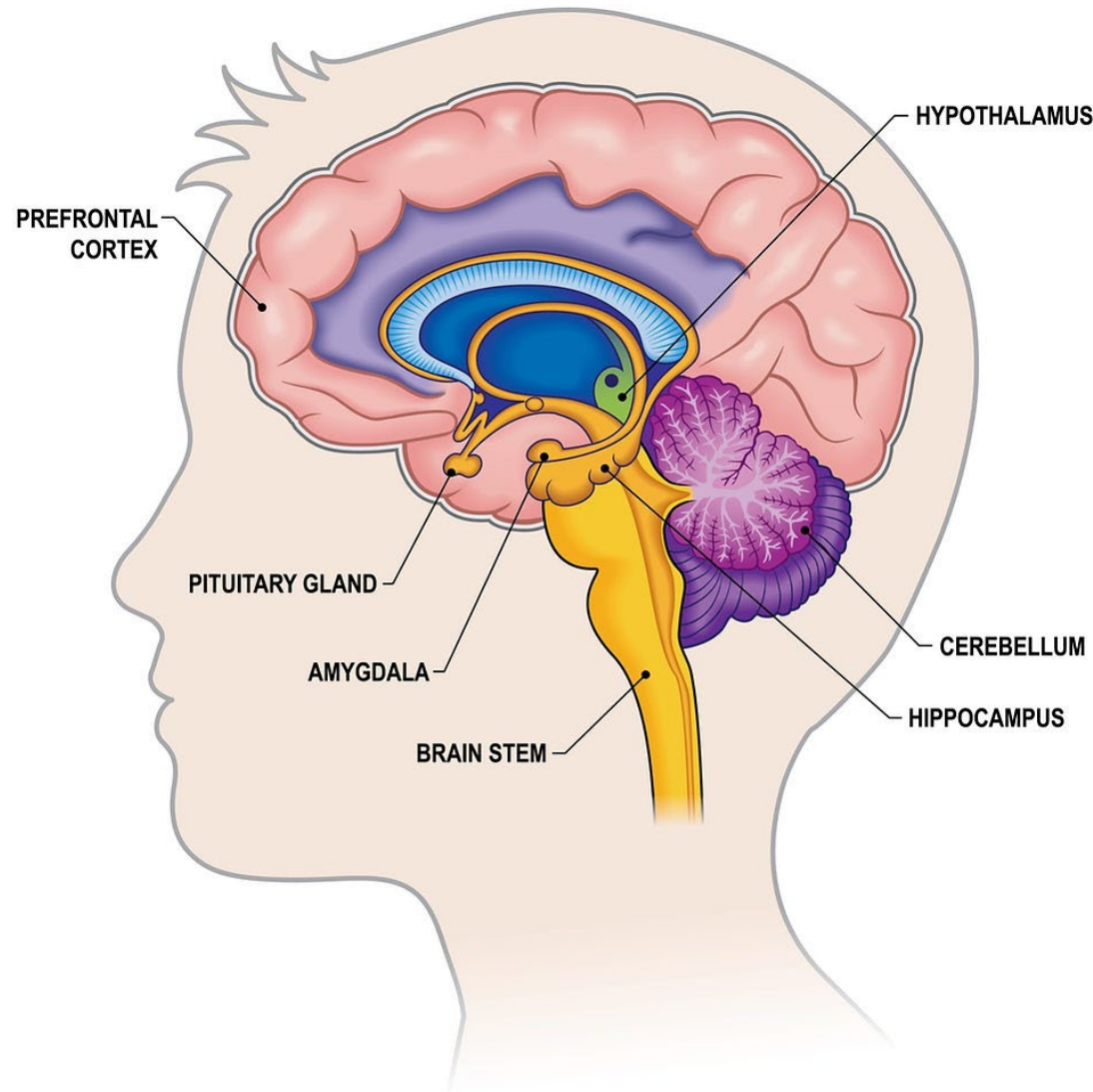


...act the way
they act?

Understanding and engaging with emerging adults



The adolescent and emerging adult brain at a glance...



Prefrontal Cortex

Executive functioning

Amygdala

Emotional regulation

Hippocampus—

Memory conversion (short-term memory to long-term memory which leads to identity formation)

Links experiences to a sense of self

Emerging Adulthood

Erickson (1950) posited identity vs role-confusion as central crisis in adolescence.
→ prolonged “adolescence” in industrialized societies

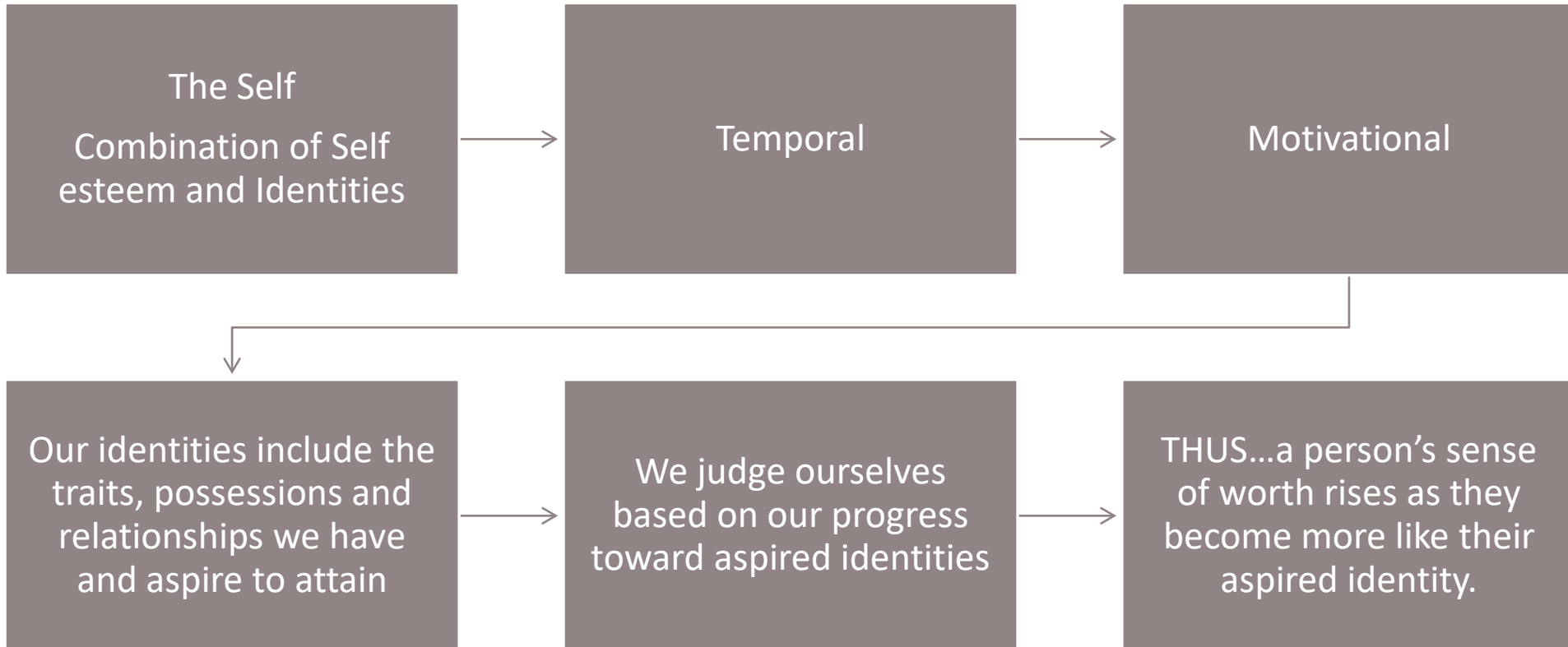
Psychosocial moratorium

New course of the life span

- Longer time in training and education, cohabitation, entering marriage and parenthood later, equally as long as adolescence
- 18-29

Five Features of emerging adulthood:

- **Identity exploration**-testing life options in education, work, love and worldviews
 - **Instability**-in education, work, love and residence
 - **Self-focus**-obligations to others reach a lifespan low point
 - **Feeling in-between**-neither adolescent nor adult
 - **Possibilities/optimism**-when hopes flourish and there is crucial opportunity to change directions
-
- (Arnett, 2007)



Motivating toward identity formation

Retaining your student



Indicative of success, engagement and ultimately, graduation



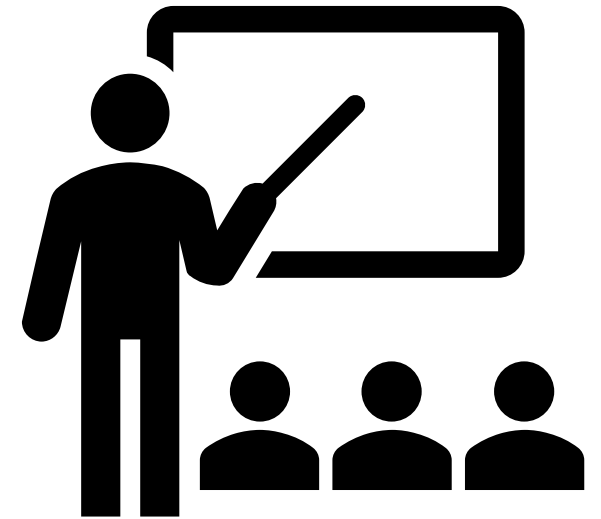
Separation → Transition → Incorporation →



Antecedents to retention: Individual, Structural, Environmental

Reframing Academic and Non- Academic Expectations

- First 18 years your student has had many identities
 - One of the most defining is their identity of being a student, not just any student but a GOOD Student
 - Lack of success accustomed to becomes an identity crisis
- To get into MSOE students must be high academic achievers
 - C= Average, if the entire class is “high achievers” then C= average among above average students
 - Getting a C or even failing does not mean your student is no longer a good student or smart
 - MSOE DOES NOT EXPECT YOUR STUDENT TO MAINTAIN A 4.0 GPA
 - Look for a 2.0 or higher to remain on good standing (C average)
- Goal of high school is to get into College..... Goal of College is to prepare for life after college
 - Preparing for adulthood
 - Finding Identity
 - Discovering what they need/ want in a career or job
 - What employers look for



Final Thoughts...



Seeking out support and help is normal, encouraged and not just for students who are “failing.”



Encourage students to engage in rich relationships with faculty, staff, and peers



Independence is the goal...but not before they learn how to be INTERDEPENDENT



Your student cares what you think more than you think, or than they are willing to admit



Encourage them to connect with ALL our services.

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Questions and Discussion
