

## **Responding to Students who are Demanding**

Students who are demanding can be intrusive and persistent and may require much time and attention. Demanding traits can be associated with anxiety, panic, depression, personality problems, and/or thought disorders, mania, drug use/abuse.

### **Characteristics of students who are demanding include:**

- a sense of entitlement
- an inability to empathize
- a need for control
- difficulty in dealing with ambiguity
- perfectionism
- difficulty with structure and limits
- dependency
- fears about handling life
- elevated mood
- drug use or abuse
- inability to accept any limits

### ***WHAT YOU CAN DO***

- Talk to the student in a place that is safe and comfortable.
- Remain calm and take the lead ("Tell me what is bothering you and then let's decide what solutions there might be").
- Set clear limits up front and hold the student to the allotted time for the discussion ("I have 10 minutes today and so within that time, what can I try and help you with").
- Emphasize behaviors that are and aren't acceptable ("If you want me to continue with this, I will need you to be respectful of me when you are talking as you would want me to be respectful of you").
- Respond quickly and with clear limits to behavior that disrupts class, study sessions, or consultations.
- Be prepared for manipulative requests and behaviors ("You came asking for my help and I have offered you several ideas, but they do not seem okay with you. What ideas do you have?").
- Consult with your Dean's office for help with identifying strategies for dealing with disruptive classroom behaviors.
- Consult with Judicial Affairs about behavior that may be a violation of the Student Conduct Code, 607-274-3375.
- Refer the student to the Counseling Center 607-274-3136, Health Center 607-274-3177, or other appropriate resources.

### ***AVOID***

- Arguing with the student ("No, you are not correct and I do not agree").
- Giving in to inappropriate requests.

- Making unusual adjustments to your schedule or policies to accommodate the student.
- Ignoring inappropriate behavior that has a negative impact on you or other students.
- Doing considerably more for the student out of feelings of guilt or obligation.
- Allowing the student to intimidate or manipulate you to not deal with the problematic behavior.