**Why We’re Doing What We’re Doing with Study Smarter**

Why Use an Intrusive Approach?

- Students who know that an academic coach will contact them are more motivated to keep up with their work.
- An intrusive approach provides the necessary nexus to make connections to the university retention services.
- Referrals to needed student services, along with the ongoing attention which informs students that someone at the University cares about them, are the major contributions of an intrusive approach to academic improvement.

*Motivation is not the cause but rather the result of intrusive intervention activities.*

Important Characteristics of Intrusive Intervention Model

- Utilize appropriate assessment tools to determine student skills and abilities;
- Employ open-ended questioning techniques (e.g., "What subjects did you enjoy studying in the past?") with follow-up questions such as "What methods did you find successful in studying this subject?"
- Identify student strengths as well as skill deficits;
- Be direct, emphatic, and prescriptive when designing a plan to overcome skills deficits (Ender & Wilkie, 2000);
- Help students determine the time of day that will best optimize learning (e.g., determine if the student is a “morning person”);
- Help students set short and long-term goals and develop action plans to achieve their goals (Ender & Wilkie, 2000);
- Introduce student programs, resources and groups -- writing and math centers, learning and study skills classes, college survival courses, orientation, career development center, etc. -- that create support structures;
- Encourage students to approach their instructors with questions or concerns and inform (even role play) them as to appropriate ways to make this contact;
- Model more effective ways of organizing and learning course material;
- Explain the importance of meeting deadlines and regular class attendance.

An intrusive approach does not ordinarily mean "hand-holding" or parenting. Rather, it does mean active concern with the students’ academic preparation and a willingness to assist them in exploring services and programs that can improve their skills and motivate them to complete their degree. It also means taking an interest in them personally and approaching them with an open and caring attitude.