

In-Person Interview Feedback

Ella Moreau Case, October 2025



Overview

The meeting was initiated because the CARE team received reports of “concerning behaviors” connected to Ella and wanted to bring those concerns to her directly, understand what was happening, and determine what support or next steps might be appropriate. In the opening, Delcenia frames the purpose as the CARE Team following up on the concerns and having a conversation with Ella to learn more about her context before deciding what comes next. Two additional interviewers on the team, Chris and Cassidy, also offer questions throughout the assessment.

More specifically, the trigger for the in-person meeting included faculty/staff concerns about Ella’s recent online posts, particularly content that could be interpreted as threatening or harm-themed. Delcenia notes that people have expressed concern about posts from the past few weeks and asks Ella to explain their intent. Delcenia names posts that referenced embalming chemicals and a line about someone being “buried under” trees. Ella says the posts were angry hyperbole and venting, not a call to violence, while also acknowledging they could be perceived as concerning and that she wishes someone had addressed her one-on-one sooner.

Ella describes an escalating conflict with a professor she finds condescending and belittling, saying it now feels personal and is affecting her grading. She knows people have characterized her as “threatening,” but she sees herself as assertive and “tone-policed,” and she feels isolated because classmates avoid “making waves.” Ella repeatedly emphasizes feeling targeted in class (shut down, talked over, ignored, called “naive”), worries the conflict is harming her academics and mental well-being, and asks for a proper channel to document and address what she believes may be discriminatory treatment. The team discusses connecting her with resources for support and guidance on navigating the faculty situation and reporting pathways. They encourage her to be mindful of how posts can be perceived on campus (which differs from platform community standards). Ella says resources would help, but she wants to see how the next steps unfold.

Team Feedback

Assessment Strengths

Warm, Grounding Opening

The group begins with calm, inviting, and genuine rapport-building, using strong, open-ended prompts that let Ella tell the story in her own words. That warmth should be paired with a clear, early frame for why this meeting is happening (and what will happen with the information), so the rapport doesn't accidentally read as "pleasant small talk before the interrogation." Naming the power differential up front (three professionals, one student, mandated context) reduces defensiveness and makes the rest of the interview smoother.

Sticky-Point Listening

The group repeatedly gets "sticky" emotional and narrative hooks from Ella (ignored emails, condescension, feeling targeted, frustration) that are perfect handles for deeper exploration. Treat them like handholds: pause, explore, reflect, and deepen. Those details build both rapport and the evidentiary spine you'll want later.

When you slow down and work those hooks, the interview gets richer and less combative because she feels heard, not just processed. Resist the urge to chase the most sensitive item (threat) immediately; circle it, hold it, and come back once the emotional bank account is fuller. Build the emotional/context foundation first, then return to threat content once she's steady and you've earned more vulnerability.

Team Flow and Handoffs

The three-interviewer rhythm is a real strength here. You shift naturally, avoid clunky turn-taking, and capitalize on pauses without stepping on each other. It comes across as a coordinated conversation rather than a "committee deposition," and that helps Ella stay engaged. When there are multiple interviewers, it is important to be intentional about equity and pacing (who jumps in first, who hangs back) so that no one inadvertently dominates the tone or direction.

Step-Down Rapport and Authenticity

Chris's "step-down" posture (Columbo-style humility, gentle confirmation, light laughter, "we're asking a lot of questions") builds trust without sounding performative. You also use authentic curiosity (mortuary program, values, environmental concerns) to signal real interest, even when it's not on the checklist, which strengthens cooperation later. You can use this strategically right before harder pivots (threat, policy boundaries) so the transition feels earned rather than abrupt.

Layered Safety Questions and Insight Checks

The best threat-screening moments are layered, giving Ella multiple on-ramps into a difficult question instead of forcing a single yes/no. You also use empathy-based perspective-taking and prompts that respect her intelligence (iconography/skull) while still gathering risk-relevant data. Work on tightening follow-through on nuanced answers (e.g., "no active plans" deserves a quick clarifier) and keeping language accurate. For instance, avoid calling it a "conversation" if it's a mandated assessment, because that mismatch fuels her defensiveness.

Areas for Improvement

Purpose Drift and Mixed Messaging

Across the team, the “why we’re here” message sometimes blurs the line between a supportive check-in and a behavior-management mandate, which can make the meeting feel like two meetings stapled together. Occasionally, the language lands as “we’re helping” and “we’re warning you” in the same breath, highlighting the power differential and triggering defensiveness. Ella pushes back against being called in for “personal papers,” and the response tries to explain the context, but the purpose still feels ambiguous to her. A sharper opening frame and a clearer closing explaining the next steps would help her understand the process.

Name Defensiveness and Normalize It

Ella’s early tight answers read like anxiety plus “I’m being evaluated” defensiveness. Calling that out gently, then slowing your pace, can unlock a fuller narrative sooner and reduce the “why are they asking me this?” friction.

One-Sided Responsibility Narrative

A recurring weakness is that the arc can tilt toward what Ella needs to change without equally acknowledging what she describes as the professor’s role and the larger relational/system piece. Ella experiences the meeting as focused on her behavior, with no parallel attention to what the professor might need to change or how the institution might intervene. When that balance is off, Ella’s frustration escalates, and she becomes more assertive, feeling that “both sides” aren’t being addressed. A more even-handed posture would include something like, “We need to assess risk around posts, and we also hear you describing being ignored or condescended to, and we’re going to talk about both.” Earlier validation of the impact of his actions could have shifted the entire tone and made later hard questions easier.

Checklist Momentum and Question Stacking

At points, you move quickly through questions in a way that can feel like a checklist or “machine-gun” pace, even when the intent is engagement and curiosity. Rapid-fire questioning can work in some contexts, but in these interviews, it risks shifting the tone toward interrogation rather than collaboration. Relatedly, even when engagement improves, there isn’t a clear shared destination, which can increase tension later. The fix is simple but powerful. Use fewer stacked prompts, more purposeful pauses, and periodic “here’s where we are and where we’re going next” signposting.

Hedging, Verbal Tics, and Accidental Minimizers

Some team language and verbal habits can unintentionally soften authority or signal uncertainty, which matters because Ella is already scanning for power dynamics and fairness. There are regular “you know” clusters that may be a tic or a marker of hesitancy right before sensitive questions. Small evaluative phrases like “Okay. That’s good.” can land as clipped or checklisty when someone is describing isolation and conflict. Tightening phrasing and using more reflective empathy (“I’m glad you’re safe” or “thank you for telling me that”) and fewer filler words can help your questions land as confident, calm, and nonjudgmental without escalating the situation.

Don't Waste Vulnerability Moments

When Ella admits anger or concedes a less-than-best-self moment, that's a high-value opening. The coaching is to protect it: validate, explore meaning/intent, then carefully link back to risk content without turning it into a cross-exam.

Transitions and "Reach" Moments

The interview sometimes pivots into a new lane (supports, counseling, conduct expectations) without enough of a verbal bridge, which can feel abrupt and spike defensiveness. For instance, when you pivot into meds/diagnosis or other intimate territory, add a one-sentence bridge ("I'm going to ask a couple standard items, so I understand supports and context"). It preserves dignity and reduces the "why are you asking me that?" spike.

Similarly, when Ella expresses frustration that the professor isn't having a one-on-one conversation, the shift toward counseling/advising resources occurs quickly. It's a reasonable topic, but it benefits from a short rationale ("I'm asking because I want to know what supports you've already tried"). Similarly, self-disclosure can be rapport-building, but when the parallel feels a bit of a stretch, it gives Ella an opening to correct or disengage from the comparison. Cleaner bridges, plus tighter self-disclosure (one point of connection, then back to her), would maintain rapport gains while preventing detours.

Feedback for Chris

You mostly interview like a friendly locksmith, trying a few gentle keys (curiosity, humility, small self-disclosures) until the door swings open on its own. You lean into “step-down” rapport, responding to Ella’s “does that make sense?” in a way that lowers the temperature and builds connection, rather than asserting authority. This is evident in how you build interest and engagement (mortuary science, spirituality) before pivoting into safety, then ask direct but grounded questions about lashing out or harming others. You also use “humanizing” bridges (like the daughter example) to convey empathy and persistence in a tough professor/student dynamic.

Most of your areas for improvement concern framing and tone control when moving from rapport to checklist items. Your “what did that help you with?” line is an unusually elegant way to access sensitive diagnostic territory. Still, short evaluative responses like “that’s good” can come across as clipped or as “checking boxes,” especially in a mandated meeting with a power differential. It would also be helpful to briefly orient Ella to why certain questions are being asked (without over-explaining), so the interview doesn’t accidentally create a “why are you asking me this?” undertow while she’s already feeling scrutinized.

Strengths

- Step-down rapport: You use a grounded, human tone that lowers the “panel interview” vibe and invites Ella to stay engaged, especially when she’s frustrated or pushing back.
- Elegant clinical inquiry: The indirect question “what did that help you with” is a standout way to learn about mental health context without forcing labels or triggering defensiveness.
- Direct safety screening: You are willing to ask the hard questions (self-harm, regulation, functioning) instead of dancing around them, which helps the team complete a responsible risk screen.
- Relatability through self-disclosure: When used cleanly, your self-disclosure creates reciprocity and softens the power differential, making Ella more likely to keep talking.
- Support-forward tone: You reinforce a “we’re here to help you succeed” stance late in the interview, which can reduce shame and keep future help-seeking possible.

Areas for Improvement

- Clipped affirmation risk: Short evaluative responses (e.g., “That’s good”) can read as ‘checklisty’ from a position of authority, even when intended as reassurance.
- Self-disclosure “reach”: The daughter example partly connects, but the extra parallel about the professor conflict overshoots and invites correction instead of comfort.
- Bridging needed for sensitive questions: Your questions about meds/diagnosis can trigger a “why are you asking me this?” reaction without a quick context-setting bridge.
- Occasional minimizer tone: Lightness (“we’re here for fun”) can unintentionally undercut seriousness at moments where Ella is already worried about being judged or misunderstood.

- Team equity drift: In a three-person format, faster jump-ins can unintentionally reduce space for a slower, reflective lane, affecting overall pacing and balance. Consider pre-planning for hand-offs and attending to team balance.

Overall, your approach is strongest when you lean into a calm, “step-down” rapport style that lowers the pressure and keeps Ella talking, even when she’s frustrated or defensive. You ask direct questions about well-being and safety, and your indirect clinical prompts (such as exploring which medication helped) are especially effective because they gather key context without forcing labels. Work on tightening transitions into sensitive topics with a brief rationale and avoiding short evaluative affirmations. Overall, you are a steady connector who can deepen effectiveness by keeping bridges clean and language consistently validating.

Feedback for Cassidy

Your approach is support-forward and emotionally attuned, with a counseling-style cadence that checks safety early and often. You act as the stabilizer and emotional translator in this three-person interview. You naturally slip in during quiet moments with reflective, supportive questions and emotional labeling, helping the team move between threat-assessment content and Ella's lived experience without it feeling like a clunky baton toss. You move quickly into a direct but plainspoken screening question about not wanting to be alive, followed by exploring what Ella's frustration has been doing to her motivation and functioning (including a clarifying reflection about withdrawal). Throughout, you use reflective statements ("sounds like...") and open-ended prompts to keep Ella talking while gently testing her insight and perspective, for example, inviting her to imagine how her approach might land from the receiving end in a classroom dynamic.

You also operate as a bridge between feelings and next steps, steering the conversation toward what "support now" could look like and what an acceptable resolution might be, while keeping options practical (counseling services, other supports, student group connections). When Ella challenges the legitimacy of being called in for posts that social platforms haven't flagged, you explain the difference between platform standards and a college's context-based safety/support role, then reframe the goal as helping Ella advocate effectively without triggering future concern.

You could tighten the structure by explicitly signaling the interview roadmap (what you're assessing, what decisions might follow, and what "success" looks like by the end), then returning to that map when the conversation drifts. You could also more consistently separate the validation of feelings from the validation of facts, and pair supportive options with clear expectations around future communications (what language patterns raise concern, what alternatives are safer, and what to do if distress spikes) so the close-out feels crisp, not just caring.

Strengths

- Fast, direct safety screening: You ask plainly about self-harm/suicidal thoughts early, which helps establish immediate safety before moving into the story. The phrasing stays matter-of-fact, reducing the chance Ella will feel accused or panicked.
- Reflective listening and emotional attunement: You mirror themes like frustration, isolation, and withdrawal in a way that signals "I'm tracking you." That kind of reflection often lowers defensiveness and increases the quality of disclosure.
- Perspective-taking prompts that test insight: You invite Ella to consider how certain behaviors or communication styles might land on others. This can increase accountability without escalating shame or power struggles.
- Support-forward stance: You repeatedly pivot from the problem to "what would help," which keeps the interaction from becoming purely investigatory. That stance can reduce the risk of escalation by giving Ella a path toward connection and problem-solving.
- Translates policy into practical reality: You explain why institutional responses differ from platform moderation, which helps Ella understand the "why" behind outreach. That translation can improve buy-in and reduce the feeling of being unfairly singled out.

- Emotional labeling: Your clean “thank you for sharing” style reflections help regulate the room and reduce defensiveness right before transitions.
- Smooth interviewer handoffs: During quiet moments, you complement the others’ threat-focused momentum with supportive, reflective questions.
- Good threat-post dive-down: When you get more directive about specific posts, Ella shows some ownership (“maybe I was angry”), which is a valuable vulnerability point for assessment.
- Keeps engagement moving: Your questions prompt thoughtful pauses and more considered answers, which is often where the best insight lives.

Areas for Improvement

- Follow-through on discrimination thread: When Ella doesn’t answer discrimination questions directly, you might want to drill down gently, so the concern isn’t left unexplored.
- More reflective risk work: You could take more chances, adding a short “I can see that’s hard to talk about” reflection to deepen rapport before the next hard pivot.
- Guard against “Ella-only accountability” arc: When the interview leans too hard into what Ella must change, her frustration rises. You can help rebalance earlier by naming the “both sides” tension.
- Anchor the vulnerability moment: When Ella admits anger, don’t squander it. You can lock it in with one extra question about intent, audience, and expected outcome.
- Tighten the roadmap and signposting: You could more explicitly outline the purpose, steps, and endpoints of the conversation at the start. Re-anchoring to that roadmap during tangents would make the interview feel more structured and confident.
- Separate validation of feelings from validation of facts: You are empathic, but you could more consistently pair validation with neutral language about what is and isn’t established. That protects trust while reducing the risk that Ella hears “we’ve decided you’re right.”
- Strengthen the risk lane follow-through: After safety questions, more systematically probe intent, targets, access to means, near-term triggers, and protective factors. That structure ensures the team leaves with a clear picture of short-term risk and needed mitigations.

You provide a stabilizing, reflective lane, tracking themes, listening carefully, and stepping in with questions that re-center emotion and meaning when the interview risks becoming overly procedural. You help convert tension into thoughtful disclosure, including around posts and perceived targeting, and you are well-positioned to rebalance the conversation toward impact and “both sides” accountability.

Feedback for Delcenia

You function as the anchor and navigator. You set the purpose, open with broad, non-threatening questions, and frame the meeting as both a review of the concerns and a chat to understand what's going on. She opens with a warm welcome, clearly states her role, and frames the meeting as a conversation to understand what's been brought to the CARE team's attention. You then steer the core content lanes of clarifying the "threatening" narrative, gathering context about the professor conflict, and walking through the social media posts and how others might interpret them. You also shift into solutions and support, offering reporting/resources and explicitly naming that being targeted isn't okay, while pointing Ella toward channels that can address the faculty concern.

As the interview progresses, you repeatedly steer toward support, documentation, and stabilization. When Ella describes feeling targeted and isolated, you shift into a resource-and-next-steps stance. You outline reporting channels, emphasize that there is a place to share concerns, and then ask what supports would help right now. You also ask practical, protective-factor questions about outlets and social supports (online vs. in-person, roommate, family), essentially checking how buffered Ella is and where connections could be strengthened.

Overall, your style reads like a steady hand on the wheel. You validate the experience, clarify the language's impact, and orient Ella toward concrete supports and pathways forward. Your areas for improvement involve sequencing and clarity when working in a three-person format. The open-ended beginning works well, but jumping into rapport without clear goals or outcomes can feel disorienting to a student who's anxious and defensive about being called in. Spending more time up front on Ella's felt experience of being condescended to/targeted (and the discrimination perception) would increase rapport before tougher threat-oriented questions, especially since that grievance is the emotional engine driving her posts.

Strengths

- Clear opening frame: You introduce the CARE purpose plainly (concerns raised, talk them through, and also chat and learn context), which sets a workable tone.
- Invitational rapport building: Your use of identity/interest questions early (mortuary science, background) humanizes the meeting before harder content.
- Directly names the concern: You ask Ella to explain what she's been told and what "threatening" means in this context, which clarifies the presenting issue quickly.
- Impact-focused prompts: You track isolation/frustration and ask how it's affecting Ella's engagement and mood, which supports both care planning and assessment.
- Resource linkage and context setting: You explain why college standards differ from platform standards and offer navigation support around the faculty issue and reporting pathways.

Areas for Improvement

- Verbal tic "you know": You have repeated "you know" clusters that potentially signal uncertainty right when questions may trigger defensiveness.

- Action-first questions can feel blaming: Early prompts like “have you spoken to him?” can land as “what didn’t you do?” unless preceded by empathy and validation.
- Purpose drift risk: In the social media standards exchange, the response gets a bit tangled (support, expectations, and perception). Tightening “what we’re deciding today” vs “what happens next” would reduce pushback.
- Under-exploring discrimination earlier: There was an early opportunity to dig more into Ella’s feelings of being condescended, discriminated, and targeted before moving deeper into the checklist items.

You frame the meeting’s purpose, keep the conversation moving, and anchor the discussion in the core concerns (posts, perception, and what was reported). You balance rapport-building with direct inquiry and do well linking the conversation to practical next steps and resources. The key refinements are smoothing moments where questions can feel action-first or blaming without enough empathy lead-in, tightening purpose clarity so Ella doesn’t experience mixed messaging, and reducing verbal tics that may signal hesitation. Overall, you provide strong structure and follow-through, and will be even more effective with slightly slower pacing and more intentional validation before pivoting into assessment content.

Ella Moreau In-Person Interview

Chronological Timestamped Feedback for Chris, Cassidy, and Delcenia

0:49–13:58 Opening, rapport, defensiveness, early threat pivot

0:49 | Warm start with clarity

Good opening energy and a friendly invite. Add a crisp “here’s why we’re meeting and what we’ll do today” so rapport doesn’t feel like a warm-up with no destination. That frame also lowers the “am I in trouble?” static that can tighten answers. Consider naming the process early: “Some questions will feel personal, some will feel procedural.” That simple roadmap prevents later pivots from feeling like a bait-and-switch.

2:13 | Calm tone builds safety

Your calm, steady delivery is a strength, as it de-escalates by default. Pair it with a little “permission” (she can pause, clarify, ask why) so she feels less evaluated and more partnered. That often opens the door to longer narrative answers.

2:34 | Closed answers signal guardedness

She’s giving tight, literal answers to open-ended questions, which often shows anxiety or defensiveness. Slow your pace, reflect what you’re hearing, and ask one gentle “help me understand” follow-up rather than stacking questions. The goal is to earn the story before steering it.

3:11 | Strong open-ended follow-up question

Nice open-ended follow-up using her language. Keep that, and then pull for specifics: “What did he say?” “What did you do next?” “What was the impact?” Those details become your future “receipts” for analysis and documentation.

3:25 | Slow-play the threat discussion

Noting “threat” is correct, but treat it like a circled word on paper, not the next stop on the train. Build emotional context first (condescended, ignored emails, “this feels personal”), then come back once she’s calmer and more expansive. You’ll get cleaner, less defensive answers.

2:55 | Warm-up after guarded start

As she begins opening up, stay in that lane for a moment longer. Reflect the emotion and the meaning she’s assigning (“assertive vs threatening”) before moving into assessment mode. That investment pays off later when you must ask sharper questions.

4:09 | Avoid ‘why didn’t you’ vibes

Action-first questions (“did you talk to him?”) move the timeline, but can land as accusatory because of the power differential. Lead with emotional labeling (“that sounds frustrating”) then pivot to action: “What did you try, and what happened?” It keeps forward motion without triggering defensiveness.

5:16 | Validate emotion before problem-solving

When frustration repeats, treat it as a theme, not background noise. A short reflection ("you've said 'frustrated' several times") shows you're tracking her internal experience. Then ask what frustration looks like in her body or behavior, as these often reveal coping patterns.

5:39 | Strong open-ended follow-up question

Good open-ended work and good pacing. Keep using her words back to her; it reads as listening rather than interrogation.

6:17 | Explore therapy and supports

Support questions are useful, especially if her language suggests familiarity with crisis framing. Bridge into it with something like, "I'm asking this to understand what helps when stress spikes." That reduces the "why are you asking me this?" reaction.

7:04 | Contextual analysis, not interrogation

The "go deeper vs go sideways" approach is exactly right when you're mapping the context around the threat label. Just be careful not to prioritize "threat content" so hard that her emotional thread gets dropped. When she feels heard, the threat material becomes easier to explore honestly.

7:16 | 'Like I said' is a cue

"Like I said" is a small flare that says, "I don't feel listened to." Treat it as data and pause, summarize what she believes she already said, and ask if you got it right. That often prevents her from escalating into sarcasm or shutdown.

6:34 | Consider brief one-on-one moments

Three interviewers can feel like a panel or disciplinary meeting, even with good intentions. If you can't do 1:1, name the dynamic: "We're a team, but we don't want this to feel like a pile-on." That alone can soften guardedness.

6:55 & 8:09 | 'Like I said' is a cue

Same cue, same coaching: slow down, reflect, confirm understanding. If it repeats, consider that she may feel you're attending to "threat" and not attending to "impact." Rebalance with a quick empathy statement, then proceed. If it's persisting, you can also meta-name it: "I'm noticing this feels repetitive and annoying." That's a rupture-repair move and often earns goodwill. Then ask one clarifying question and move forward cleanly.

8:24 | Use her interests as openings

Her death-care/mortuary lens is rapport gold. Curiosity here reads as respect, and it can reduce the "you don't get me" feeling that fuels defensiveness. After you connect, pivot back to the conflict and posts with less pushback.

9:51 | Great step-down rapport move

The step-down stance works when you lower authority, let her teach you, and are genuinely curious. It reduces the panel vibe and invites vulnerability from her. Keep doing it, especially right before a hard or sensitive question.

10:04 | Keep it focused and human

One question at a time will help her stay regulated and specific. When you reflect before your next ask, she feels less cross-examined. Then your “what happened next” questions land as collaborative, not corrective.

10:23 | Keep it clean

Avoid stacking multiple prompts in a single breath. Give her a clean target, then let silence do some work. Silence often produces the detail you’d otherwise chase.

10:31 | Flag violence language early

When violence-adjacent language appears, note it and return with a structured follow-up. Don’t overreact in the moment, but don’t let it drift away either. Clarify intent, audience, and meaning in her words, not yours. The more neutral you stay, the less defensive she becomes.

12:08 | Get specific on posts

When she resists broad questions, narrow to one post at a time. Ask what she meant, what she wanted others to feel/think, and what she expected would happen. Specificity reduces argument and increases usable documentation. It also helps separate “edgy language” from actionable threat indicators.

12:04 | Contextual analysis, not interrogation

Keep using the “deeper vs sideways” frame to avoid tunnel vision. But also choose intentionally; if threat questions are making her bristle, take a beat to validate her frustration first. Then return to threat content with a bridge so it feels fair.

13:04 | Keep it focused and human

Clarify the timeline and the impact without sounding like you’re building a case against her. A soft opener helps, like “I want to understand this accurately.” Then one precise question, then reflect.

13:34 | Avoid accidental accusatory tone

The same question can land differently depending on when you ask it. Early in rapport, “what did you do?” can feel like blame; later, it feels like sequence-building. If you must ask it early, sandwich it with empathy.

13:58 | Strong summary reflection technique

Summary reflections are doing real work here: they show you heard her and they invite correction. Keep them short, then ask one follow-up that deepens rather than redirects. This prevents her from feeling you’re skipping past what matters. Use summary reflections as “checkpoints” before hard pivots. They reduce whiplash when you move from feelings to posts or from posts to supports. And they help the other interviewers track the shared narrative thread.

15:31–20:54 Step-down rapport, nuanced threat phrasing, professor accountability tension

15:31 | Don't minimize with wording

Word choice matters because she's sensitive to being dismissed. If you use language that sounds like "this is minor," she may escalate to prove it isn't. Match her intensity while staying neutral and professional.

16:15 | Follow up on key labels

When she uses clinical or legal-ish phrasing, ask what she means and what she observed that supports it. This keeps you out of debating definitions. It also gives you behavior-level anchors for documentation.

16:37 | Keep it focused and human

Keep the questions layered but not tangled. Let her choose where to enter the question, then follow her thread. That preserves autonomy, which reduces defensiveness.

16:47 | Use perspective-taking carefully

Perspective-taking can help, but only after she feels understood. If you push it too early, it can feel like you're defending the professor. Validate first, then ask: "How do you think he interpreted that, even if he was wrong?"

17:25 | Validate then deepen with specifics

When she shows a little more openness, reward it with a clean "tell me more" rather than changing the topic. Ask for the best example that captures her claim. Then reflect it back so she knows you're tracking the human cost.

17:34 | Metaphors can land well

If she's adopting your metaphor language, that's rapport in action. Keep metaphors simple, then translate back into concrete behavior. Metaphor opens the door, but specifics are what you need to walk through it.

17:49 | Strong summary reflection technique

This is a great moment to stabilize the narrative. Summarize, check accuracy, then ask one targeted follow-up to deepen the record. It also keeps the three-interviewer flow coherent.

18:10 | Avoid cleverness that distracts

A witty framing can momentarily lighten the room, but it can also distract from the seriousness of posts and perceived threats. Keep the tone professional and steady. Let empathy, not cleverness, do the softening.

18:19 | Self-disclosure: use sparingly here

A little self-disclosure can humanize you, but keep it short and relevant. If it becomes a long bridge, it can feel like you're shifting attention away from her. Use it as a door-handle, not a new hallway.

19:13 | Name 'targeted' explicitly early

"Targeted" is a key impact word. When it appears, slow down and explore what happened, what patterns she noticed, and how it affected her functioning and participation. That's where your best documentation lives.

19:39 | Keep momentum with clean follow-ups

You're close to a strong thread here, don't let it scatter. Ask for one "cleanest" example that shows what she means. Then connect it to the overall pattern she's describing.

20:01 | Smooth handoffs with three interviewers

Good team flow matters because she's monitoring "who's in charge." Use subtle handoffs (eye contact, one person summarizes, next person asks one question). It reduces the feeling of being ping-ponged.

20:22 | Clarify supports and next steps

When you ask about supports, define "support" with her. Ask what has helped before and what would help now, not just what services exist. That shifts the conversation from procedural to practical.

20:34 | Name 'targeted' explicitly early

If she's repeating targeted/discriminatory themes, that's telling you where the emotional heat is. Return to it intentionally so she doesn't feel you're ignoring it. Then you'll get better cooperation on the threat-assessment parts.

20:54 | Capture classroom impact concretely

When she reports a quote or classroom behavior, lock in the details (who, what, when, where, witnesses). Ask impact questions, such as whether she stopped speaking, skipped class, or changed her behavior. These specifics help separate "bad fit" from actionable harm.

21:48–29:15 Pacing, accountability balance, interview equity, emotional labeling**21:48 | Use hypotheticals, then anchor**

Hypotheticals can clarify meaning, but always return to real events. Otherwise, it becomes a philosophy debate, and you lose the evidentiary spine.

28:00 | Track energy shifts for cues

Her energy coming back is a usable moment; it means engagement is returning. When she pauses thoughtfully, let it breathe rather than filling it. Then ask the next question while she's already thinking deeply.

23:02 | Tighten labels to reported facts

Avoid arguing about labels like "threatening" or "harassment" in the moment. Ask what she did, what she said, what she posted, and what she believes others inferred. Facts first, interpretation second.

23:24 | Ask the outcome 'magic question'

The question, "If this went well, what would change?" surfaces goals and narrows the solution space. It also reduces circular venting.

29:15 | Strong summary reflection technique

At this stage, a summary reflection can prevent the interview from drifting into repetitive loops. Offer your summary, then let her refine it. That both validates her and cleans up the narrative for reporting.

24:17 | Balance threat with emotion

This case keeps pulling between two magnets: her emotional pain and the professor's perceived threat. You need both, but the sequencing matters. When you attend to emotion first, threat questions feel less like "gotcha."

24:42 | Bridge before firmer pushback

If you need to challenge or reality-check, bridge it with, "I want to make sure I'm understanding." Then keep the pushback brief and return to her impact. That's how you avoid turning it into an argument about semantics.

24:34 | Manage defensive escalation gently

When she escalates verbally, respond by slowing, reflecting, and asking for one concrete example. Don't match intensity with intensity. You'll get better content by staying unflappable and curious.

25:22 | Validate emotion before problem-solving

If she feels you're only focused on what she should change, she'll keep circling back to professor accountability. Name that explicitly: "I hear you want his behavior addressed too." Then you can proceed without her feeling railroaded.

26:24 | Explore social supports and isolation

Mapping supports is useful, especially for stress regulation and coping. Ask who she trusts, who she talks to, and what changes when she's overwhelmed. It also gives you protective factors and intervention targets.

27:34 | Stay neutral on sensitive details

Stay away from side commentary that can feel judgmental or irrelevant. Keep the focus on behaviors, impact, and needed supports. Neutrality is what lets her keep talking.

27:53 | Track bias and identity dynamics

When identity themes appear, validate the experience without promising conclusions. Then shift to specifics that can be assessed: what was said, what pattern exists, what impact occurred. That keeps you fair and thorough.

28:34 | Keep it focused and human

When she's engaged, don't scatter with new topics. Pick one thread and deepen it. Depth beats breadth when you're trying to understand intent and impact.

31:55–40:49 Late-game rapport, social supports, bridging sensitive questions

31:55 | Affirm impact without overreaching

It's okay to acknowledge "that's hard" or "that sounds frustrating," but stay anchored to what she reported. Avoid moralizing or sounding like you've decided the case. The goal is validation without verdict.

32:21 | Strong open-ended follow-up question

Open-ended questions work well here, especially when she's tired of procedural pivots. After she answers, funnel down to one concrete example. Then reflect back what you heard to keep rapport strong.

33:20 | Explore supports, family, connections

This is a good lane. It's less threatening and gives you protective factor information. Keep it practical and ask who checks in on her, where she feels safest, and what helps her regulate. Then tie it back to how she handles conflict and stress.

33:46 | Reframe threat into felt impact

Shifting into "how did that land on you?" helps her feel heard. Just be sure to link feelings back to events, so they stay actionable. "When he called you naive, how did that change your behavior in class?"

34:24 | Insert an emotional reflection

Short emotional reflections prevent the interview from feeling like you're only collecting data. They also reduce "like I said" repetition. Then you can move into the next question without losing her.

34:44 | Clarify harassment without arguing

If she's unsure about labels, offer a neutral definition and invite her to describe what fits. Keep it exploratory, not corrective. That avoids a tug-of-war and still gets you specifics.

35:44 | Trust the rapport-building arc

Even late in the interview, rapport-building can still shift tone and cooperation. The key is making it feel purposeful, not random, by tying it back to "I want to understand you and what supports work." When done well, it reduces defensiveness, not increases it.

37:07 | Stay steady under resistance

Staying calm and moving forward is a real skill, especially when she pushes back. Keep your tone even, don't argue, and keep asking clear questions. That steadiness tends to pull people back into collaboration.

38:12 | Bridge into clinical questions

When you pivot into meds/therapy, a bridge matters: "I ask everyone this to understand supports and context." Without it, she can feel intruded upon or judged. With it, it reads as care and completeness.

38:22 | Elegant indirect clinical question

"What did that help you with?" is strong because it avoids forcing labels and keeps her in control. It also gives you functional information: symptoms, coping, and whether supports are working. Keep using that approach.

39:34 | Repair ruptures with validation

If tone friction pops up, a quick validation can repair the rupture. "I get why that feels personal" or "Thanks for sticking with these questions" goes a long way. Then pivot back to one concrete question.

40:04 | Explore therapy and supports

Support exploration is useful, but tie it back to what she's facing now. Ask what helps when she's angry or overwhelmed, and what worsens it. That connects supports to risk management and practical interventions.

40:33 | Reflect frustration and focus

You're doing better emotional labeling here; keep it consistent. After reflecting, ask one crisp timeline or impact question. That "reflect then clarify" rhythm keeps her engaged.

40:49 | Brief self-disclosure builds rapport

Small, careful self-disclosure can reduce the power gap. Keep it short, and don't over-map your story onto hers. If she corrects the comparison, accept it and return to her experience.

42:10–45:36 Purpose clarity, "checklist" tone, three-interviewer dynamics, closing moves**42:10 | Shift from 'fix it' to support**

Be careful not to unintentionally put the burden on her to solve the professor dynamic alone. Frame options as institutional supports and pathways, not "what will you do differently?" every time. That addresses the "other half of the problem" she keeps raising.

42:29 | Strong summary reflection technique

A summary reflection here stabilizes the meeting's purpose and reduces argument. Keep it clean: what you heard, what you need to understand, what happens next. Then ask one targeted question so it doesn't become a lecture.

45:36 | Shift from 'fix it' to support

Near the end, she's still signaling that the professor's behavior matters. Name that tension directly: "We're looking at your posts, but we also hear you describing being ignored/condescended to." Then outline what you can and cannot do, so she doesn't feel dismissed.