

USING A RESTORATIVE FRAMEWORK TO INCREASE ACCESSIBILITY, INCLUSIVITY, AND EQUITY FOR DISABLED STUDENTS IN HIGHER EDUCATION

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Introductions

Theoretical Overview

RP Toolkit

Restorative Inquiry

Social Discipline Window

The Circle

RP in Action

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AGENDA

WHY RP?

- A way of approaching the relationship with students, faculty and parents that can **increase access, inclusion and students' capacity for self advocacy**
- **Operationalizes** the Social Model in the Interactive Process.
- Offers a **tool that engages students in the process** of meeting their changing needs as their environments and educational demands shift throughout their college years.
- It also **increases students' skills at identifying barriers, understanding needs and requesting support** that meets those needs
- A restorative approach has the capacity to shift the DS provider role from **fixer to facilitator**

WHAT IS "BEING RESTORATIVE"?

- Understanding the **needs** of everyone involved
- Acknowledging the **impact** the situation has on everyone
- Actively **engaging** them directly in conversation to seek solutions.

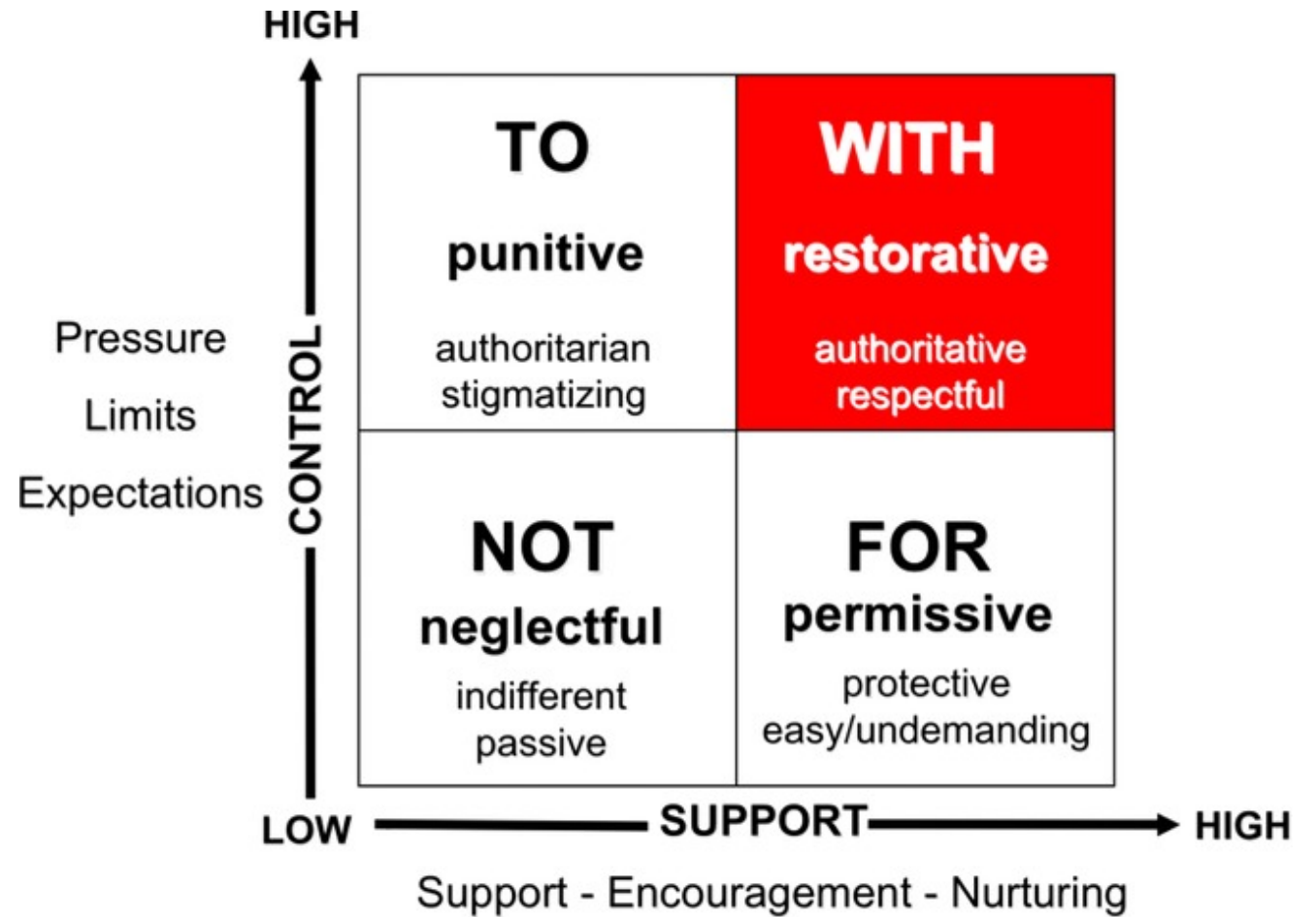
STUDENTS

- **Intentional inclusion** of students in the process in a restorative way **increases their engagement** and **invites** students to engage with a powerful tool to identify their needs and how to best meet those needs when they inevitably change either while they're in school or after.

RP TOOLKIT: RESTORATIVE INQUIRY

- Restorative Inquiry offers students a tool for support when they are faced with emerging needs or experiencing a barrier to access :
 - What is happening? or what happened?
 - How are you being impacted?
 - What do you need? or what needs to happen to make things right?
- In time, students use this inquiry to describe situations where they need support.

SOCIAL DISCIPLINE WINDOW

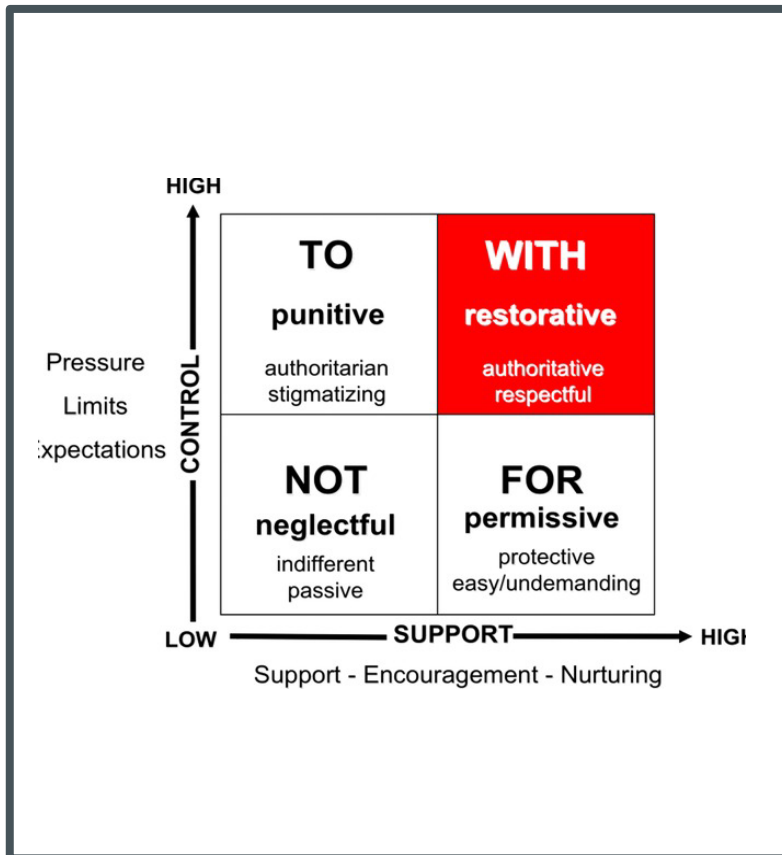


McCold, Paul & Wachtel, Ted. (2003). In Pursuit of Paradigm: A Theory of Restorative Justice.

USING THE SOCIAL DISCIPLINE WINDOW

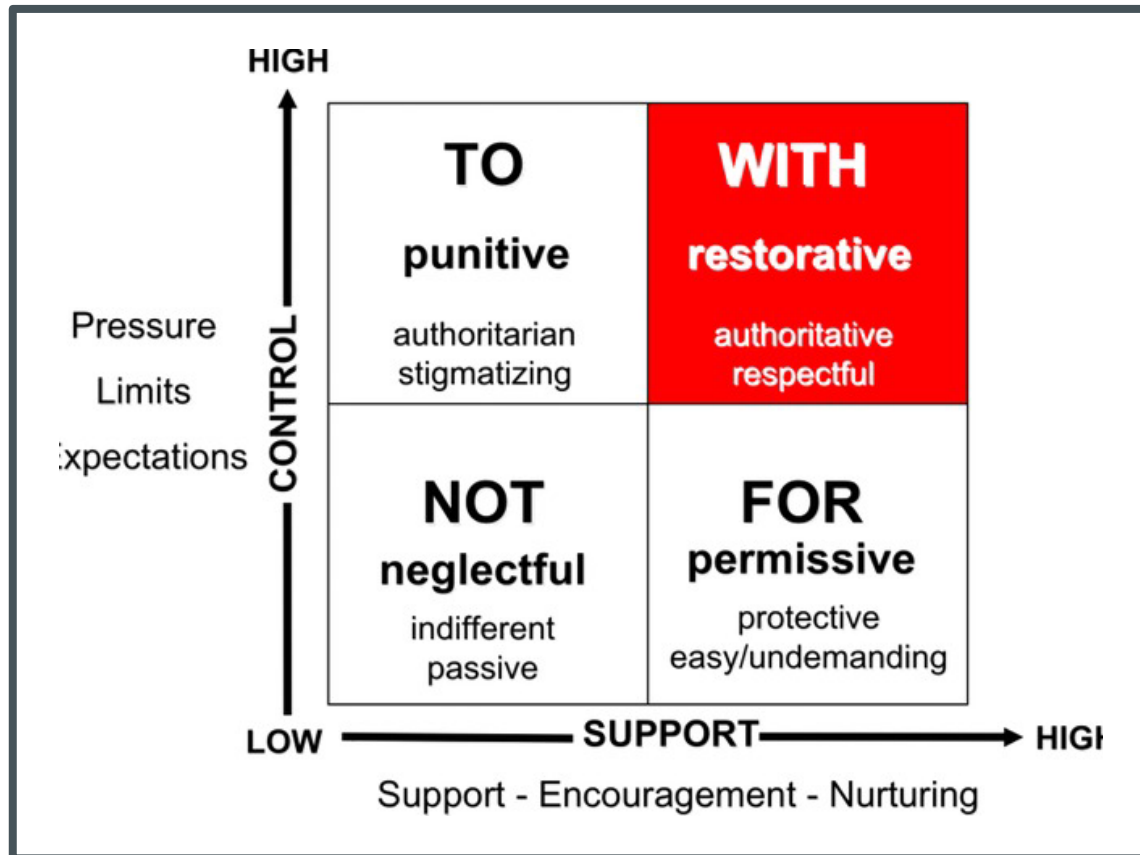
- The SDW can serve as a guide for **restorative responses for all interactions**
- Determine **who is involved** and **who is impacted**, and **include those individuals** in the conversation.
- This naturally **invites** students, faculty and others into the conversation.
- The *burden to fix* is **shifted to those involved** instead of the DS providers.
- Accountability is **clarified** and becomes the **responsibility** and **expectation** of all.

USING THE SOCIAL DISCIPLINE WINDOW TO FACILITATE THE INTERACTIVE PROCESS



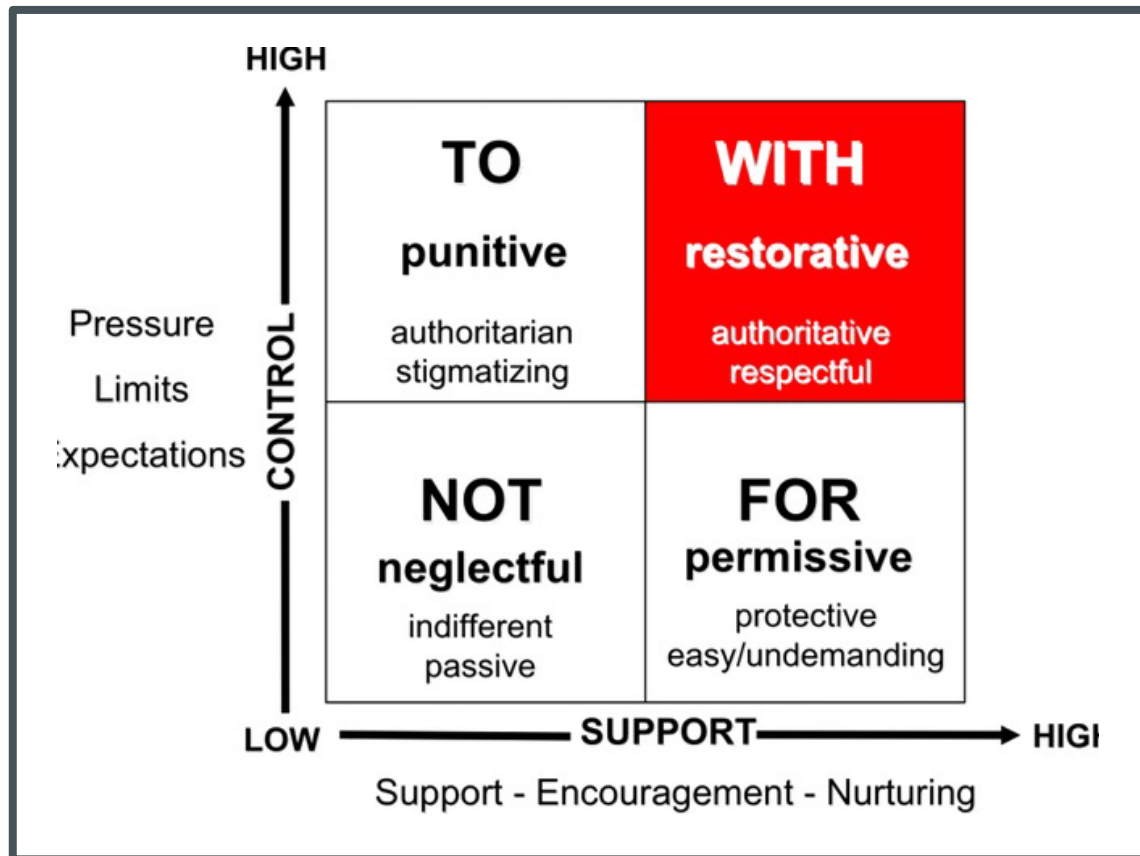
- By working **WITH** students- offering high support with high accountability -- **expectations** of who will do what and when are clarified.
- Using a **restorative inquiry** to address **ongoing, changing** issues, students gain a tool to continually apply to their learning and lives.
- Students develop the **capacity to identify** and **address emerging barriers** and what they need to remove those barriers

SMALL CIRCLE DISCUSSION AND REFLECTION: STUDENTS



- A student misses the first assignment of the term due to the impact of their disability.
- The student attempts to hand in the assignment after they are feeling better.
- The faculty member refuses to accept the assignment because of a course wide no late policy.
- The student emails contacts you asking what can I can do to fix the situation.
- OR use an example from **your own work** (anonymizing any identifying information, of course)

LARGE CIRCLE DISCUSSION AND REFLECTION: STUDENTS



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RP TOOLKIT: THE RESTORATIVE CIRCLE

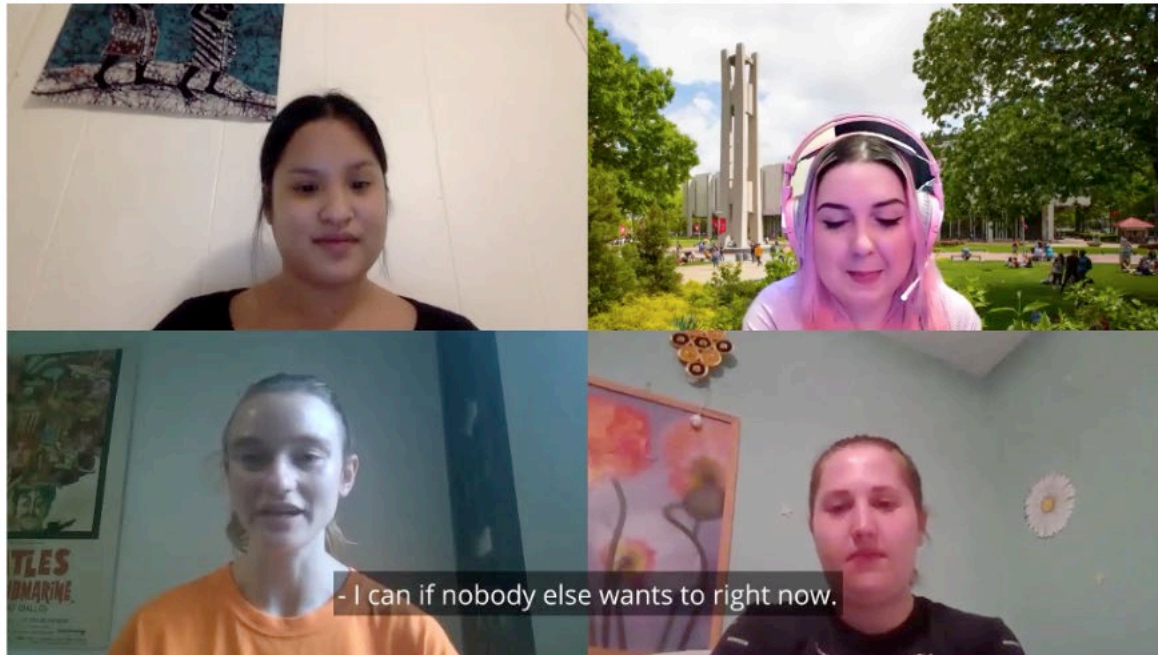
- Circles are a restorative practice that by design, are naturally inclusive. There is **no head** of the table, and the circle provides an **opportunity for all voices** to be heard, one at a time, **without interruption**.
- Circles begin with a discussion of **group agreements** for the circle participation. Creating this **formal space** supports equity and inclusion because **each person in a circle is valued through the attention others give when they speak**.

RP TOOLKIT: THE RESTORATIVE CIRCLE

- Circles may be for **proactive planning/problem solving** or responsive as a way to **gather after a significant or harmful event**.
- Circles allow people to talk about **what happened**, how they have been **impacted** and what they **need to make things right**.
- At Temple, the **student peer support group, SHOUT**, uses restorative practices and meet as a group in circles to **be inclusive** and **foster engagement** in discussions.
- **Listening circles** are an example of **responsive circle** and offer a way for impacted individuals to gather.
 - When a group member passed away, SHOUT was able to call a listening circle on very short notice to gather and support one another.
 - When the university announced classes were being moved online, students were shaken and upset with this sudden change and SHOUT was able to quickly call a listening circle (sitting 6 feet apart) to process the news and brainstorm ways to stay connected throughout the pandemic.

RP TOOLKIT: PEER SUPPORT

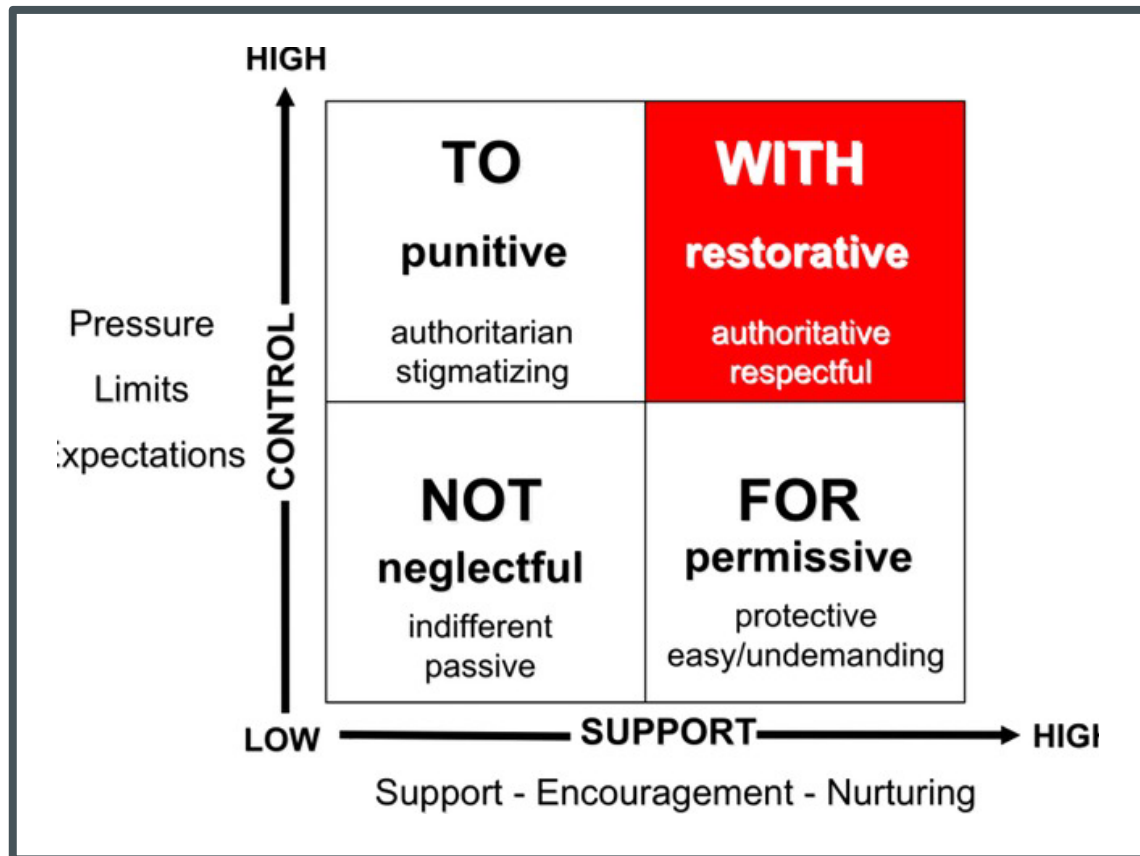
- As students **gain agency**, their ability to **mentor and support** one another increases including creating opportunities for mutual peer support.
- We are excited to share this video clip from a recent circle of peers gathering to support one another in navigating their transition from student to a member of the workforce.



SHOUT!

PEER SUPPORT IN
ACTION

LARGE CIRCLE REFLECTION AND DISCUSSION: PEER SUPPORT

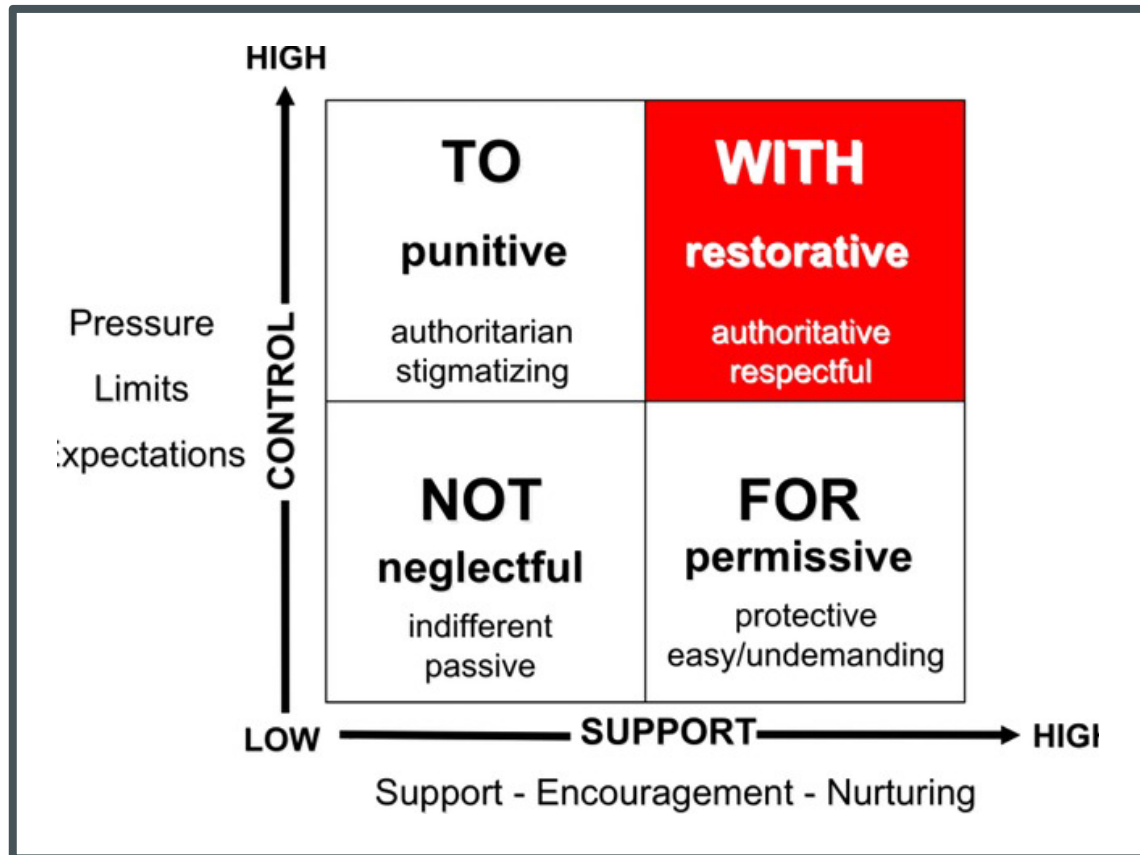


- What did you notice about the interaction?
- What was restorative about the approach?
- How might you have approached this situation?
- How did a restorative approach help to empower these students?

EXPERIENCE THE CIRCLE

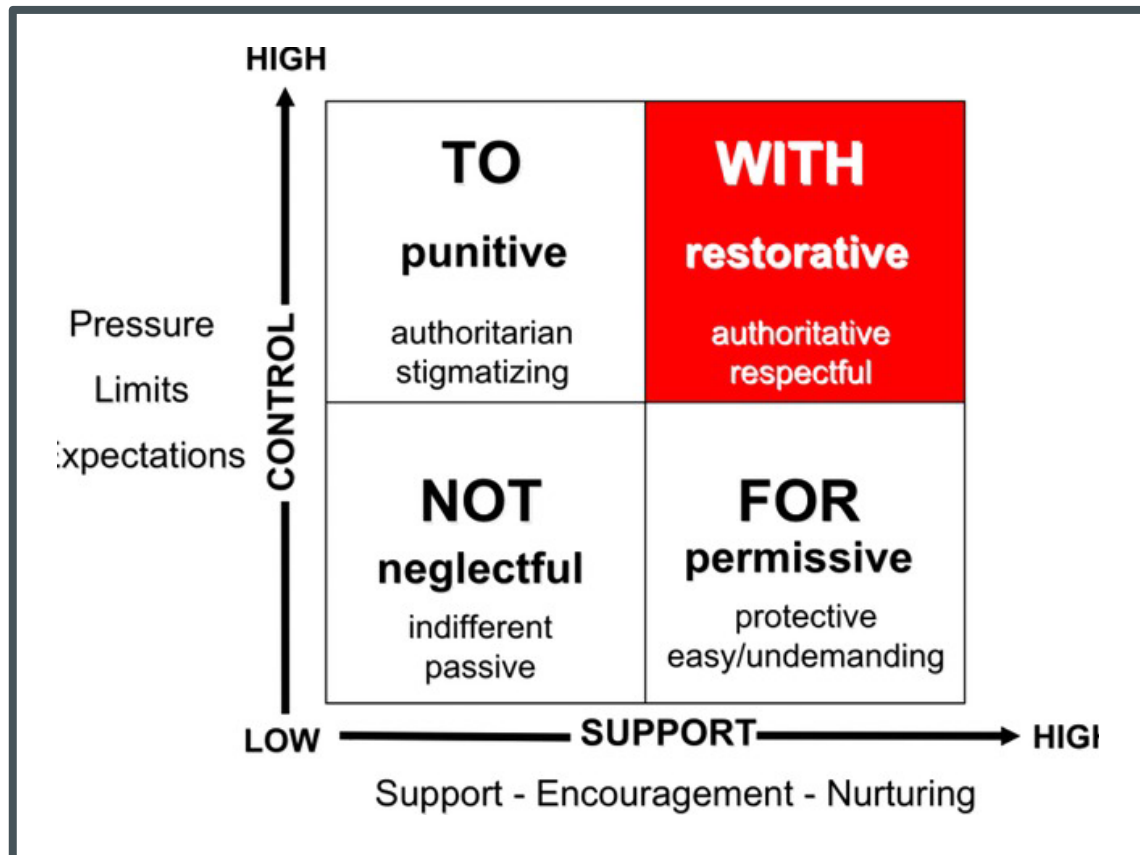
- What challenges you when you engage with students, faculty or parents?
- Each person has an opportunity to respond.
- Does a restorative approach offer a different perspective to the challenges presented in your breakout groups?

SMALL CIRCLE DISCUSSION AND REFLECTION: FACULTY



- Using the same student scenario, now examine the situation from the faculty member's perspective.
- A student misses the first assignment of the term due to the impact of their disability and tries to hand in the assignment after they are feeling better.
- The faculty member refuses to accept the assignment because of a course wide no late policy.
- The faculty member emails contacts you asking what they can do to fix the situation and still remain fair to the rest of the students.

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CLOSING THOUGHTS

Does a **restorative approach** offer a **different perspective** to the challenges presented in your breakout groups?

The Social Discipline Window can serve as **continuous support** and as a check for **inclusion and accountability** in your practice and support the shift in our role from **fixer to facilitator!!**

How can you use RP in your practice to facilitate more restorative interactions with students, faculty, and parents?

Accountability is **clarified** and is the **responsibility** and the **expectation** of all.

WE'D LOVE TO
HEAR FROM
YOU!

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