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

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Social Discipline Window
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Closing Thoughts
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.
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.
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.
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.
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.
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)
A student misses the first assignment of the term due to the impact of their disability.

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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.
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

- I can if nobody else wants to right now.
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?
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?
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 can they can do to fix the situation and still remain fair to the rest of the students.
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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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