

**Beyond
Accommodations:
Meeting the
Ongoing Needs of
Students**

**Adapting, Navigating, and
Relating**

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Supported Education

- ❑ Focuses on strengths & needs of students
 - ❑ Increases awareness:
 - ❑ Accommodations
 - ❑ Engaging faculty
 - ❑ Facilities & campus resources
 - ❑ Increasing social activities on Campus

(Salzer, 2012)

(Wachtel, 2013)

Restorative Practice

- ❑ Social science of engaging people to enhance relationships
- ❑ Happier, more productive when people do things with them instead of TO them or FOR them
- ❑ Fair process- engagement, education, expectation, clarity
- ❑ Circles

Walk in hours

- ❑ Structure

- ❑ 2 staff members

- ❑ 2 hours

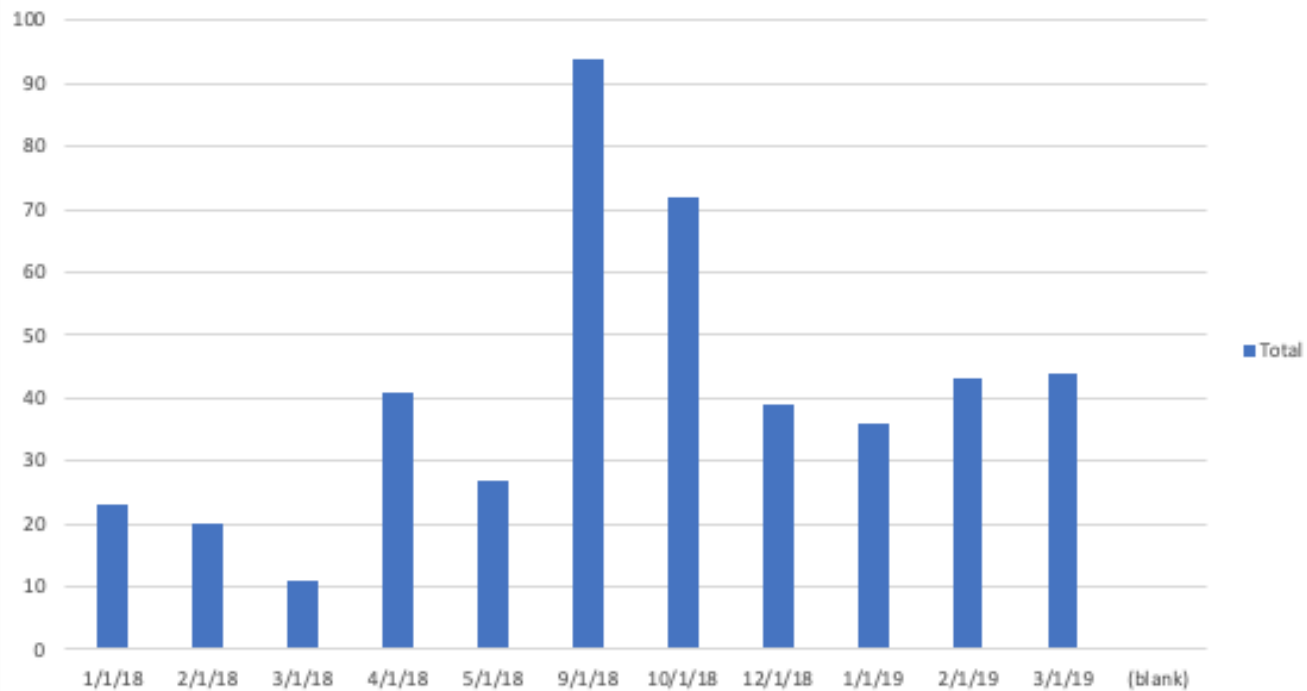
- ❑ 2 days a week

*Outside of disability service office

*Common area environment - lounge, classroom

*Staff has no other appointments -- waiting for students

Temple DRS Walk ins 2018-2019



Access allows:

- ❑ Students needs can be met by seeing staff without appointment
 - ❑ Drop-ins with quick questions
 - ❑ Accessing staff as a *tool* to navigate on their own terms
 - ❑ Access to staff without having to come to the office and wait for an appointment
- ❑ More access means students are more likely to drop-in and ask questions
- ❑ Allows students to see they're not alone
- ❑ Provides exposure to services and support programs

Research on the need for walk ins

Issues have been identified as barriers to accessing disability services

- ❑ Fear of stigmatization
- ❑ Lack of familiarity with support services
- ❑ Lack of confidence in staff
- ❑ Desire to distance themselves from the disability label

(O'Shea, 2016)

Mutual Peer Mentoring

- ❑ SHOUT peer leaders
 - ❑ Community-based
 - ❑ Authentic support through empathy from peers
 - ❑ Ability to relate based on the presence of disability
- ❑ Monthly Community meetings
 - ❑ Topics discussing self-acceptance, self-advocacy, and leadership
 - ❑ Circle structure to promote inclusivity and equality among students
 - ❑ Allows new peers to join with ease

Creating an accepting and inclusive community

- ❑ Terminology
 - ❑ From 'mentors' & 'mentees' to 'Student Leaders'
 - ❑ Smashing the hierarchy

Using individual's strengths and interests to create real leadership opportunities

- ❑ Peer lead conversations, discussions, and events
 - ❑ Students facilitate community meetings and activities
 - ❑ Ability to connect and relate with peers by providing support through difficult times

Real Change Happens when
the people who need it LEAD it

Research References

Cohen, V, (2017). *The Influence of a University Peer Mentoring Programing on Student Disability Identity Development*. (Unpublished thesis) Saint Joseph's University, Philadelphia, PA.

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