

Restorative Practice and Special Needs

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and
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(with thanks
to Marg!)

RP and Special Needs

- How can we make RP more accessible for students with special and additional needs?
- What are the major difficulties that could impact on the RP process?
- What are some possible ways forward?
- Possible framework to help REPAIR
- Real-life examples

Autistic Spectrum Disorder (ASD)

- Communication
- Behaviour
- Sensory
- Social interaction
- Flexibility in thinking and acting

RP Implications?

- Access
- Language - KISS
- Visual supports
- Practice
- Relationships
- Preparation



Intellectual Impairment (II)

- Level of impairment
- Behaviour - attention span
- Literacy
- Language
 - Receptive
 - Expressive
- Reasoning

RP Implications?

- Access
- Language - KISS
- Visual supports
- Practice
- Relationships
- Preparation



Attention Deficit Disorder (ADHD)

- Inattention
- Impulsive
 - Speak
 - Act
- Over-activity
 - Physical
 - Mental

RP Implications?

- Access
- Language - KISS
- Visual supports
- Practice
- Relationships
- Preparation



Communication

- Words
 - understanding
 - using
 - memory
- Listening
- Attention

RP Implications?

- Access
- Language - KISS
- Visual supports
- Practice
- Relationships
- Preparation



Attachment Disorder

- Relationships
- Learning difficulties
 - speech
 - literacy
- Obsessions
 - violence
- Behaviour
 - lack of conscience

RP Implications?

- Access
- Language - KISS
- Visual supports
- Practice
- Relationships
- Preparation



REPAIR Framework

- **R**ight approach?
- **E**stablish what is needed
- **P**reparation for participation
- **A**ccess
- **I**ndividualised
- **R**elationships
 - **R**eflect, **R**epair, **R**econnect



More info

- QR code - copy of presentation
- Workshop flyer
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