

## How do our offices REALLY impact our students?

## How do we prevent or empower student agency and disclosure?

Facilitator guide · Elastic Positionality — Dynamic Forces and Salience Exploration Tool · 60 minutes

Goal: participants practice reading and driving the model — and confront where their own office sits among the forces acting on multiply marginalized students.

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### Materials

- Interactive model (dynamic-positionality-elastic-model.html) on a projector, at Reset (all sliders low).
- Click deck open for the fill-in slides (Pulls / Reinforcers / Pushes / Salience — all editable text).
- Printed participant handouts · one composite student vignette, first-person, one paragraph.

### Introduction – 5 min

#### Setup — 5 min

Show the neutral model. Say: *“this is never a student’s real state — forces are always acting.”* Read the vignette aloud. Assign one societal arena per small group (jigsaw).

#### Round 1 — Map the pulls · 10 min

Groups name the **pulls** acting on this student in their arena. Rule: at least one pull must be something a disability services office itself produces or tolerates (a form, a phrasing, a delay, an eligibility gate). As groups report, type answers into the P: boxes and raise the red sliders. Narrate the visual: the membrane distorts toward the deficit narratives; salience slides to **Fractured**. Land the line: *“we just did that.”*

#### Round 2 — Reinforce · 10 min

Same groups, now **reinforcers**: what does (or could) their office do that builds counter-narratives in that arena? Type into R:, raise the gold sliders; lower pulls only where practice genuinely removes one. Name what appears: reinforcement doesn’t erase pulls — it contests them (**Stressed → Strategic**).

#### Round 3 — The capacity lesson · 10 min

Ask for a **push** — a way the student acts on the system. Before typing, have a volunteer drag a push slider where reinforcers are still low: **it will not move**. Hold the silence, then say it plainly: student agency is not a personality trait — it is capacity our practice either builds or starves. Raise reinforcers, fire the pushes, end at **Synergistic** with the circles settling into the even mix.

#### Debrief · 10–15 min

- What would Aurora say your office’s sliders are actually set to?
- Which pulls on our list does your office have the authority to remove next semester? Are there places that your office needs to focus first?
- How might your office reinforce students’ counter-narratives and resilience next semester, especially when pulls are not readily removable?
- Where do you see your students exercising agency and resistance? Are you ready to make changes in response to their advocacy?

Capture answers on the deck’s editable TO BE ADDED slides so the artifacts leave the room with you.

#### 1-1-1 Commitment – 5 min

One 1-1-1 commitment per person: one pull to remove, one reinforcer to add, one push to empower.