

Structured Peer Support Plan

Target student: XY

Setting(s): General Education Physical Education Class 3rd Period

Brief description of types of peer supports Peer partners and models in class, will model and allow for practice for both PE and social skills.

Activity: Beginning of Class		
<u>XY</u> could...	Peers could...	Facilitator(s) could...
<p>Sits on her spot on the gym floor for attendance and greets those peers near her.</p> <p>Talks with peers.</p> <p>Listens to instructions from the teacher.</p> <p>Stands up without hitting herself or others and gets ready to run.</p>	<p>Those near XY greet her.</p> <p>Ask XY simple yes/no questions to socialize.</p> <p>Talk with (prompts) XY using “first, then” prompts (“first we sit down, then we listen to Mr. S”).</p> <p>Encourage XY to be quiet and listen to the teacher’s instructions.</p> <p>Talk to XY again (“first we stand up, then we run.”)</p> <p>Encourage XY to sat up and get ready to run.</p>	<p>Model greeting peers.</p> <p>Sits away from XY and peers, but close enough to hear interactions and offer suggestions.</p> <p>Until not needed, remind peers to</p> <ul style="list-style-type: none"> ▪ ask XY questions in ways she can answer (model). ▪ prompt XY using “first, then” prompts (model). <p>Give positive/descriptive praise to peers and XY (“I like the way you helped XY get ready to stand up by telling her ‘first we listen, then we stand up.’ That helps her get ready for what is coming next. That was great.”)</p>
Activity: Running		
<u>XY</u> could...	Peers could...	Facilitator(s) could...
<p>Walks with peers to running start point.</p> <p>Chooses how many times she runs around the track.</p> <p>Runs with peers encouraging her, she likes to run after friends like playing tag.</p>	<p>Walk with XY to running start point.</p> <p>Encourage XY to run a little more each day, (“Think you can run around two times today?”)</p>	<p>Walk near XY and peers but gives space.</p> <p>Until not needed, remind peers to</p> <ul style="list-style-type: none"> ▪ encourage XY to try running a little longer each day (model).

<p>Will say “all done” when she has run the number of times she chose.</p>	<p>Run with XY, talking to her and interacting like running is a game, like tag.</p> <p>When XY says “all done,” acknowledge her communication and effort. Then tell her “I want to keep running because it is fun.” Finish running on their own until teacher indicates to stop.</p>	<p>Run near XY and peers, but give them space to build a rapport.</p> <p>When XY finishes running, praise her. Allow her to have a break. Then prompt her for the next activity using “first, then” and frontload her for that activity.</p> <p>Give specific/descriptive praise to peer and XY.</p>
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Activity: Free Play (if indoors)

<u>XY</u> could...	Peers could...	Facilitator(s) could...
<p>Chooses what free play activity she wants to do.</p> <p>Requests equipment needed.</p> <p>Thanks the teacher for the equipment.</p> <p>Chooses where she wants to play.</p> <p>Plays with peer, peer plays too, does not only retrieve balls for XY.</p> <p>Independently retrieves balls in order to shoot again.</p>	<p>Ask XY what she wants to do for free play (usually basketball).</p> <p>Ask XY where she would get the equipment needed or who she should ask.</p> <p>Encourage her to ask Mr. S for equipment (“Say ball please.” “Say thank you”)</p> <p>Ask XY where she wants to play.</p> <p>Play together while encouraging XY to be independent; XY is not always given a ball to shoot, but needs to retrieve balls if she wants to shoot, etc.</p> <p>If XY seems unhappy, ask her “Use your words.”</p> <ul style="list-style-type: none"> ▪ Honor what she requests. ▪ If she gets more upset give her options “Do you want a break or do you want a ball?” 	<p>Until not needed, remind peer to</p> <ul style="list-style-type: none"> ▪ ask XY about free play choice (model) ▪ have XY request equipment (model) ▪ prompt XY to say thank you (model) ▪ ask XY where she wants to play (model) ▪ be sure that peer is playing too, not just facilitating XY playing ▪ how to help XY when she seems unhappy. <p>Model how to encourage XY to retrieve balls.</p> <p>Model how to help XY use her words.</p> <p>Model sports and social skills with other peers nearby.</p> <p>Model picking up stray balls and throwing back to the peers using those balls.</p>

	Allow her to do what she requests. If she asks for a break, continue playing and in a minute or so invite her to join in again.	Give specific/descriptive praise to peer and XY.
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Activity: Sports Skill Practice (if outdoors)

<u>XY</u> could...	Peers could...	Facilitator(s) could...
<p>Walks with peers outside.</p> <p>Stands with peers and listens to instructions.</p> <p>Partners with peer to practice sports skill.</p> <p>Requests breaks using words.</p> <p>Requests wants using words.</p>	<p>Walk with XY outside.</p> <p>Stand with XY and listens to instructions.</p> <p>Partner with XY to practice sports skill. Talks to her using “first, then” when explaining how to do the skill (model).</p> <p>Praise and encourage XY when trying the skill.</p> <p>Encourage XY use her words if she seems unhappy.</p>	<p>Walk near XY and peers, but talk with and get to know other peers.</p> <p>Stand with class and listen to instructions so you can help direct all students.</p> <p>Check in to see if peers and XY understand how to practice the skill, then observe.</p> <p>Assist other students and Mr. S while monitoring XY and peers.</p> <p>Until not needed, remind peer to</p> <ul style="list-style-type: none"> ▪ use “first, then” prompting when explaining the sports skill ▪ how to model the skill in steps ▪ to help XY use her words. <p>Give specific/descriptive praise to peer and XY.</p>

Activity: Cleaning Up/ End of Class

<u>XY</u> could...	Peers could...	Facilitator(s) could...
<p>Helps to put away equipment.</p>	<p>Give “first, then” instructions to XY (“first we pick up the</p>	<p>Until not needed, remind peers to</p>

<p>Says goodbye to Mr. S.</p> <p>Walks inside and/or to locker rooms with peers.</p>	<p>ball, then we put it in the box.”)</p> <p>Encourage and model saying goodbye to Mr. S.</p> <p>Walk inside and/or to the locker room with XY.</p>	<ul style="list-style-type: none"> ▪ use “first, then” encouraging to help XY clean up ▪ say goodbye to Mr. S. <p>Give specific/descriptive praise to peer and XY.</p> <p>Walk inside and to locker room near XY and peers, while giving them space.</p>
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Adapted from Carter & Asmus, *Peer Partner Project* (2010-2014)