

# PEER SUPPORTS

Oct. 3 2018

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# AGENDA

- What are Peer Supports
- Activity
- Benefits of Peer Supports
- Staff Training Feedback Forms

# WHAT ARE PEER SUPPORTS?

- Facilitated interactions between students with disabilities and their typically developing peers.
- In both social and academic contexts
- With the ultimate goal of building friendships.

# LET'S MAKE A PLAN!

Activity: Think of a student in one setting

Activity:		
1. _____ (your student) ...	2. _____ could...	3. _____ could...

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# FILL IN THE COLUMN #1

What does your focus student do during this activity?

**Activity: Beginning of Class PE**

1. MC could...

2. \_\_\_\_\_ could...

3. \_\_\_\_\_  
could...

Sits on her spot on the gym floor for attendance and greets those peers near her.

Talks with peers.

Listens to instructions from the teacher.

Stands up without hitting herself or others and gets ready to run.

# FILL IN COLUMN #2

What do you do to support the student for this activity?



**Activity: Beginning of Class PE**

1. MC could...

Sits on her spot on the gym floor for attendance and greets those peers near her.

Talks with peers.

Listens to instructions from the teacher.

Stands up without hitting herself or others and gets ready to run.

2. \_\_\_\_\_ could...

Encourage those near MC greet her.

Ask MC simple yes/no questions to socialize.

Talk with (prompts) MC using “first, then” prompts (“first we sit down, then we listen to Mr. S”).

Encourage MC to be quiet and listen to the teacher’s instructions.

Talk to MC again (“first we stand up, then we run.”

Encourage MC to stand up and get ready to run.

3. \_\_\_\_\_ could...

# INTRODUCING PEER SUPPORTS

- ID students that would be good fit.
- Develop and explain roles and expectations in peer partnerships.
- Teach basic strategies for supporting the academic and/or social participation of peer partners.
- Provide ongoing feedback and assistance to peer partnerships.

# FILL IN COLUMN #3

This is how you will facilitate the peers to support

## Activity: Beginning of Class PE

1. MC could...

Sits on her spot on the gym floor for attendance and greets those peers near her.

Talks with peers.

Listens to instructions from the teacher.

Stands up without hitting herself or others and gets ready to run.

2. **PEERS** could...

Those near MC greet her.

Ask MC simple yes/no questions to socialize.

Talk with (prompts) MC using “first, then” prompts (“first we sit down, then we listen to Mr. S”).

Encourage MC to be quiet and listen to the teacher’s instructions.

Talk to MC again (“first we stand up, then we run.”)

Encourage MC to sit up and get ready to run.

3. **PARA** could...

Model greeting peers.

Sits away from MC and peers, but close enough to hear interactions and offer suggestions.

Until not needed, remind peers to

- ask MC questions in ways she can answer (model).
- prompt MC using “first, then” prompts (model).

Give positive/descriptive praise to peers and MC (“I like the way you helped MC get ready to stand up by telling her ‘first we listen, then we stand up.’ That helps her get ready for what

# GO BACK TO COLUMN #1: CHALLENGE

- ID things that your student can do independently
- Think of things that your student can do for their
  - peers
  - the teacher

# BENEFITS:

- Shift paraprofessionals to broader support role in which they assist all students in the classroom
- Shift for direct service to facilitating-saves energy!
- Peers are super motivating!
- Increases generalization skills
- Opportunities to develop interpersonal skills
- Positive attitude toward school
- Increase in self-confidence and self-esteem
- Sense of belonging

PLEASE FILL OUT THE  
FEEDBACK FORMS

Thank you!