

## Reflecting on Social Opportunities Across the School Day

School contexts	Are students with and without significant disabilities...								
	...in the same places?			...at the same times?			...doing the same things?		
Academic classes									
Related arts classes									
Elective classes									
Vocational classes									
Lunch									
Recess									
Hallways									
Extracurricular clubs									
Assemblies, pep rallies, spirit week, and other whole-school activities									
Athletics									
Dances, music or drama productions, and other school-sponsored activities									
School jobs (office assistant, library aide, school store)									
Other:									



# Vision and Goals

What is our vision for our school / community around youth?

What will our project achieve in one year? What will we point to in one year to show that we are moving toward our vision?

★

★

★

# What are 5 major activities that will help us move toward our vision?

ACTIVITIES:

★

★

★

★

★

### Five Landmarks

- ✦ Providing Shared Activities
- ✦ Designing Valued Roles
- ✦ Equipping Peers and Others
- ✦ Offering "Just Enough" Support
- ✦ Reflecting on the Journey

### Shared Activities?

Questions to Consider

- ✦ Are youth with and without disabilities present in the **same space**?
- ✦ Are youth with and without disabilities there at the **same time**?
- ✦ Are youth with and without disabilities engaged in the **same activities**?

### Can The Student Do It..

- On his or her own?
- If given the right technology or adaptive equipment?
- If given just a little instruction?
- With a little help from a friend or peer?
- With someone else's help in the setting?
- With occasional help from a teacher or other staff?
- With regular help from a teacher or other staff?

# Action Steps

Activity:		
<p>Action Step:</p>	<p><b>Roles:</b> Students:  Teachers:  Parents:  Administrators:</p>	<p>People and Places to Connect With:</p>
<p>Action Step:</p>	<p><b>Roles:</b> Students:  Teachers:  Parents:  Administrators:</p>	<p>People and Places to Connect With:</p>
<p>Action Step:</p>	<p><b>Roles:</b> Students:  Teachers:  Parents:  Administrators:</p>	<p>People and Places to Connect With:</p>



## Classroom Support Planning Tool

Class: U.S. government/11th grade Student Ramon  
 Teacher: Mr. Jakowski Team: Mr. Jakowski, Ms. Souza, and Ms. Rogers

Typical activities and routines	Expectations for students	Adaptations and supports
<b>Whole-class instruction</b>		
Lecture	Students listen, answer questions, and take notes (3x-4x per week).	R will sit in the front of the classroom; peers can share notes; R will follow along with guided notes; teacher and/or peers will ask R clarifying questions.
Current events discussion	Students share info from newspapers, Internet, radio and TV related to current political events covered in class (daily).	As during lecture, R will sit in the front of the classroom.
Watching documentaries	Students complete guided notes created by the teachers; discussion follows (2x per month).	R will complete guided notes adapted to stress main concepts/ideas; R will review what he watched with his peer supports.
Guest speakers	Local and state representatives talk about being a public official; students must research each speaker prior to each talk and prepare questions about current events (3x per semester).	R will research upcoming guest speakers with a peer on the Internet; peers will identify topic ideas for R to search; peers will help R program questions into his AAC device.
<b>Small-group instruction</b>		
Cooperative learning groups	Students review information covered during the week and answer worksheet questions (1x per week).	Adapted questions for R should have two- to three-sentence answers; peers can check sentences to ensure correct spelling and grammar.
Debate teams	Students are asked to research both sides of a current topic and debate the issue in teams (1x per month).	Peers supports can help R enter key arguments into his AAC device for the group; R's role will be to start the debate.
<b>Independent work</b>		
Worksheets	Students use their textbook to answer worksheet questions (2x-3x per week).	R will use guided notes that stress main concepts; he will select correct answers from three multiple choices; peers can assist him when done with their work.

<b>Typical activities and routines</b>	<b>Expectations for students</b>	<b>Adaptations and supports</b>
Silent reading/research	Students read about current events at their desk or on the computer when finished with worksheets (2x-3x per week).	R can work with peers to search info on the computer or listen to his textbook chapters on the computer.
<b>Homework</b>		
Textbook readings	Students read approximately one chapter per week.	R will listen to each assigned chapter aloud on the computer.
Current events summaries	Students compose one-paragraph written summaries of current issues in the news (3x per week).	R will compile typed summaries from various web-based news organizations.
<b>Assessment</b>		
Unit tests	Complete multiple-choice and essay exams (1x per month).	Response options will be reduced to three choices; only three sentences required for essay questions; answers can be read by and dictated to a paraprofessional.
Quizzes	Completed multiple-choice and short answer questions (2x per month).	Same as for tests
Worksheets	Answer questions related to lecture and/or readings (2x-3x per week).	R can work together with one of his peer supports to complete the worksheets.
Debate performance	Students are evaluated on their command of the topic and adherence to debate rules (1x per month).	R will work with peers to prepare key arguments.
<b>Needed materials</b>		
Textbook	Needed daily	R will need access to an electronic version.
Guided notes	3x-4x per week	R's guided notes will contain fewer items.
Paper, pen, planner	Needed daily	No adaptations/supports
<b>Other expectations</b>		
Come to class prepared and ready to learn	Students are expected to arrive before the bell, turn in assignments on time, and come prepared for discussions.	R will walk with a peer to class.
Be respectful	Students expected to raise their hands before speaking.	R will use an adapted switch.
Bathroom breaks	Students ask for a pass from a teacher.	R is accompanied by a paraprofessional.





# Classroom Activities Assessment

Class: \_\_\_\_\_ Student: \_\_\_\_\_

Teacher: \_\_\_\_\_ Team: \_\_\_\_\_

Typical activities and routines	Expectations for students	Adaptations and supports
Whole-class instruction		
Small-group instruction		
Independent work		

Continued

From Janney, R., & Snell, M.E. (2004). *Modifying schoolwork* (p. 64). Baltimore: Paul H. Brookes Publishing Co.; adapted by permission.

In *Peer Support Strategies for Improving All Students' Social Lives and Learning*  
by Erik Carter, Lisa S. Cushing, & Craig H. Kennedy  
(2009, Paul H. Brookes Publishing Co.)

Typical activities and routines	Expectations for students	Adaptations and supports
<b>Independent work</b>		
<b>Homework</b>		
<b>Assessment</b>		
<b>Needed materials</b>		
<b>Other expectations</b>		

From Janney, R., & Snell, M.E. (2004). *Modifying schoolwork* (p. 64). Baltimore: Paul H. Brookes Publishing Co.; adapted by permission.

## Example One of Peer Support Plan

The Biology class is a great place for Brad to work on goals related to developing social and conversational skills, as well as expanding his typing and writing skills. Below are some ideas for how Brad might become more involved in class activities during Biology, as well as some ideas for how the peers at Brad's table could support him.

### At the beginning of class....

Brad could...	Peers could...	The facilitator could...
<ul style="list-style-type: none"> <li>• Talk quietly with his peers (when it is okay with the teacher)</li> <li>• Pass out worksheets or other materials to the class (if there are any that day)</li> <li>• Listen and respond to Ms. Hale as she does attendance</li> <li>• Boot up his laptop, if he will be taking notes in class</li> </ul>	<ul style="list-style-type: none"> <li>• Ask Brad about his day or upcoming school events</li> <li>• Help Brad pass out any worksheets</li> <li>• Make sure Brad has all of the same materials for class, such as a book, worksheets, lab materials, etc.</li> <li>• Help Brad get out his notebook, pen, paper, etc. for class</li> </ul>	<ul style="list-style-type: none"> <li>• Try to draw some of the peers at the table into conversation with Brad—you may have to do some modeling or give them some ideas of things they could ask about or prompt Brad to ask questions of his peers</li> <li>• Make sure Brad has the same materials as his classmates, such as a book, any worksheets, paper, pencil, lab materials, etc.</li> <li>• Look through the materials quickly to see if there are any things that could be adapted readily</li> </ul>

### When there are lectures or whole group instruction...

Brad could...	Peers could...	The facilitator could...
<ul style="list-style-type: none"> <li>• Listen to Ms. Hale as she presents information to the class</li> <li>• Quietly ask his peers questions about the material Ms. Hale is presenting</li> <li>• Take notes by typing important specific key words or phrases that are being written down by a peer (preferably) or the facilitator</li> <li>• Copy by hand those same key words or phrases with the facilitator's help or highlight notes</li> <li>• Turn off/on the lights when Ms. Hale is using the overhead projector</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure Brad has all of the same materials for the activity as they do</li> <li>• As you are taking your own notes, copy down on a separate piece of paper some of the important words or ideas from the class discussion; Brad can then type these as his own notes or copy them down with the facilitator's help. Write fairly large so Brad can see clearly.</li> <li>• Periodically check to make sure Brad is doing okay with typing or writing his notes</li> <li>• Occasionally lean over and quietly summarize a key point or interesting fact for Brad, or ask him simple questions that help him follow along</li> <li>• Encourage Brad with lots of positive feedback such as "Wow, you take really good notes!"</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure Brad has the same materials as his classmates</li> <li>• Always brainstorm ways Brad can be engaged in the discussion: Can he answer a question? Can he share an idea?</li> <li>• Help Brad to take modified notes by typing key words/phrases on the laptop (preferred) or writing them out by hand</li> <li>• Encourage Brad to look at Ms. Hale or the whiteboard as instruction is taking place</li> <li>• Let the peers know when they are doing a great job interacting with or supporting Brad</li> <li>• Prompt Brad to ask his peers to double check his notes</li> </ul>

When there are small group or lab activities...

Brad could...	Peers could...	The facilitator could...
<ul style="list-style-type: none"> <li>• Listen to Ms. Hale as she presents instructions to the class</li> <li>• Participate in the small group or lab activity</li> <li>• Ask peers for help during his part of the activity</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure Brad has all of the same materials for the activity as they do</li> <li>• Give Brad opportunities to make choices about or give input into the activity.</li> <li>• Even if Brad can't do all of an activity, he can probably still do a part of it.</li> <li>• Encourage Brad with lots of positive feedback such as "That was a great answer!"</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure Brad has the same materials as his classmates for the activity</li> <li>• Always brainstorm ways Brad can be engaged—even in small ways—in the activity: Can he mark the group's answers on the worksheet? Can he be asked his opinion about an answer?</li> <li>• Give peers ideas for questions they can ask Brad or ways they can involve him—think creatively!</li> <li>• Let the peers know when they are doing a great job supporting Brad</li> <li>• Give Brad examples of questions he can ask his classmates</li> </ul>

When there is independent seatwork...

Brad could...	Peers could...	The facilitator could...
<ul style="list-style-type: none"> <li>• Listen to Ms. Hale as she presents instructions to the class</li> <li>• Work with the facilitator to finish the worksheet or other activity</li> <li>• When other peers are done, ask them for help completing his work</li> </ul>	<ul style="list-style-type: none"> <li>• Before beginning your own work, make sure Brad has all of the materials he needs for the activity</li> <li>• When you are finished with your own work, check in to see if Brad could use some help finishing his own work or help double check his answers</li> <li>• Encourage Brad with lots of positive feedback such as "Awesome, you got the answer to number ten!"</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure Brad has the same materials as his classmates for the activity</li> <li>• Work with Brad on completing the activity in a modified way. Can Brad tell you the answer if you read it to him? If you gave him the answer, could he practice typing or writing it down on the worksheet?</li> <li>• Is there an alternative activity Brad could complete?</li> <li>• Let the peers know when they are doing a great job supporting Brad</li> </ul>

At the end of class...

Brad could...	Peers could...	The facilitator could...
<ul style="list-style-type: none"> <li>• Talk quietly with his peers (if everyone's work is completed)</li> <li>• Collect any materials for Ms. Hale</li> <li>• Put away his things</li> <li>• Shut down his computer if he was taking notes in class</li> </ul>	<ul style="list-style-type: none"> <li>• Ask Brad about his day, what he is doing after school, or upcoming events</li> <li>• Help Brad put away his things</li> <li>• Walk with Brad to or part way to his next class</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure Brad has the same materials as classmates</li> <li>• Try to draw all peers at the table into conversation with Brad—you may have to do a little modeling to get things started</li> </ul>



## Big Ideas for Peers

- Get to know him...ask lots of questions and find out what he enjoys
- Involve him in conversations with other classmates at your table—interacting with others is an important goal
- Look for opportunities to involve him in class activities, even in small ways
- Make sure you complete your own work; learning the class material is still your priority

## Specific Ways to Offer Support

- When it is okay with the teacher—such as before the bell rings, when your own class work is finished, or at the end of class—talk with your partner. Some things he enjoys are country music, surfing the Internet, and \_\_\_\_\_. Some conversation starters could be...
  - “What did you do this weekend?”
  - “Have you seen any good television shows lately?”
  - “What are your plans for after school today?”
- Whenever you are doing an activity in class, make sure he has the same class materials that you do, such as a worksheet, book, paper, pencil, or lab materials. If you see that he doesn’t have something he needs, you can ask me or Ms. Hale. You can also simply share your materials with him...this is a great way to involve him in class.
- When the teacher is presenting a lecture or there is a whole class discussion, occasionally lean over and summarize the key point or interesting fact. You could also ask him periodic questions that help him follow along. For example:
  - “Ms. Hale is explaining the idea of \_\_\_\_\_. Do you think that \_\_\_\_\_?”
  - “Ms. Hale said that \_\_\_\_\_. Did you know that?”
- During labs or other activities you do as a group, try to find ways that your partner might contribute to the group’s work. Perhaps he can be in charge of marking the group’s answer on a worksheet, helping set up materials for the lab activity, or giving an answer or input into the activity. Some simple questions you can ask that might draw him in could be:
  - “What do you think about this question?”
  - “How would you like to help the group?”
- Some ideas for how you might draw him into working together:
  - “Could you help me out with...”
  - “Would you like to work together on this worksheet?”
  - “Let’s compare our notes and make sure we have everything down.”
  - “Let’s work together on this as a group...what part would you like to do?”
  - “Would you like to share my notes?”
- Whenever you feel like you are unsure of what to say or do, it is absolutely okay to ask me or Ms. Hale.



## Some General Ideas for Supporting Your Classmates

Walking with them from one class to the next

Talking about their interests and things they do outside of school (when okay with the teacher)

Helping keep their assignments and class materials organized

Reminding them how to follow established classroom routines

Helping them to pass out class materials

Encouraging interactions with other students in the class

Helping them check the accuracy of their assignments and class work

Sharing notes or assisting them to take complete notes

Paraphrasing parts of lectures or rephrasing key ideas

Encouraging them to answer a question or contribute an idea during class discussion

Writing down answers they give verbally or when using a communication device

Offering additional examples of a concept or ideas

Demonstrating how to complete a problem

Highlighting important information in the text or on a worksheet

Reviewing course content to ensure understanding

Supporting involvement in cooperative group activities

Helping them to “fit in” by learning accepted social norms

Motivating and encouraging them when they get frustrated

Encouraging them to use their communication device (if they have one)



## Peer Support Plan

Brief description of student's goals for participation in the class:

At the beginning of class....

The student could...	Classmates could...	The facilitator could...
•	•	•

When there are lectures or whole group instruction...

The student could...	Classmates could...	The facilitator could...
•	•	•



When there are small group or lab activities...

<b>The student could...</b>	<b>Classmates could...</b>	<b>The facilitator could...</b>
•	•	•

When there is independent seatwork...

<b>The student could...</b>	<b>Classmates could...</b>	<b>The facilitator could...</b>
•	•	•

At the end of class...

<b>The student could...</b>	<b>Classmates could...</b>	<b>The facilitator could...</b>
•	•	•





## Big Ideas for Peers

- Get to know your partner...ask lots of questions and find out what he or she enjoys.
- Involve your partner in conversations with other classmates—interacting with others is an important goal.
- Look for opportunities to involve your partner in class activities, even in small ways.
- Make sure you complete your own work; learning the class material is still your priority.

## Specific Ways to Offer Support

A large, empty rectangular box with a dashed black border, intended for students to write down specific ways to offer support.



## Some General Ideas for Supporting Your Classmates

Walking with them from one class to the next

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# Checklist for Monitoring Peer Support Arrangements

Class: \_\_\_\_\_ Student: \_\_\_\_\_

Teacher: \_\_\_\_\_ Team: \_\_\_\_\_

At various times during the class, reflect on each question and check the associated box when the answer is yes. If no boxes are checked for a question, use the space at the bottom of the chart to brainstorm ideas for addressing this item.

## Segment of class

1	2	3	4	Reflection questions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is the student seated next to the peer(s) with whom he or she is paired?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the student have the same materials as his or her classmates (e.g., worksheets, books, lab materials, writing utensils, computers)?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are the student and his or her peers <i>actively engaged</i> in ongoing instruction?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is the work the student is doing <i>closely aligned</i> with work expected of the rest of the class?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are interactions among the student and his or her peers <i>appropriate</i> given the context or the types of interactions other students have?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are students completing class activities in a timely fashion or at a reasonable pace?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are peers restating or clarifying directions?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are peers giving appropriate prompts and feedback to the student?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are peers summarizing activities?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Do the student and his or her peers appear to be enjoying working together?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are students truly working <i>together</i> ? (rather than simply next to each other)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other: _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other: _____

Ideas:



**Checklist for Monitoring Peer Support Arrangements**

Student: \_\_\_\_\_ School: \_\_\_\_\_  
 Intervention Facilitator: \_\_\_\_\_ Coach: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Peer Supports Present: \_\_\_\_\_

**Complete one time per week and provide to your intervention coach.**

Circle Y (yes) or N (no) based on whether or not these behaviors occurred during the observation.

1. Y N Are peer supports in close proximity to the focus student during class?  
 Y N Do the students sit next to each other?  
 Y N Do the students remain in close proximity during out-of-seat class activities?  
 Y N During group activities, do the students join the same group?  
 Other? \_\_\_\_\_  
 When did proximity occur during class (circle all that apply):  
 Beginning Middle End

2. Y N Are peer supports interacting socially with the focus student in class?  
 Y N Do they greet the focus student (e.g. “hi”, “goodbye” or “see you later”)?  
 Y N Do students engage in conversation?  
 Y N Do peer supports include the focus student in interactions with other peers?  
 Other? \_\_\_\_\_  
 When did interactions occur during class (circle all that apply):  
 Beginning Middle End

3. Y N Are peer supports assist the focus student academically?  
 Y N Do the peer supports help the focus student participate in class activities?  
 Y N Do peer supports repeat or rephrase instructions for the focus student?  
 Y N Are peer supports appropriately prompting the focus student?  
 Y N Do peer supports provide appropriate feedback to the focus student?  
 Y N Do students work together on classroom activities?  
 Y N Do students share work materials?  
 Other? \_\_\_\_\_  
 When do support behaviors occur during class (circle all that apply):  
 Beginning Middle End

**Feedback to Students**

## Facilitation strategies for promoting interactions among students....

Strategy	Examples of what school staff may say
Modeling ways to interact	<p>”Jasmine would be better able to play this game if you would show her how to match her cards.”</p> <p>“How does this game work? Oh, I see. You need to match the green cards to the green cards and put the red ones with the red ones”</p>
Highlighting similarities	<p>“You and Eric might want to compare your essays, each of you have had similar experiences.”</p> <p>“Wow! You both like country music. Todd just went to a concert; you should ask him about it.”</p> <p>“I heard Monica say that she also wanted to see that movie. Maybe you could go together.”</p>
Identifying varied strengths and differences	<p>”It sure works great when everyone in a group is good at doing different things. How did each member help get your project done?”</p> <p>“You and Carlos will make great book report partners! You have a talent for writing, and Carlos has a talent for drawing. Together, you should end up with a super project!”</p>
Teaching interaction skills	<p>”Randy, let’s practice how you could call a friend on the phone and invite him to go to a movie.”</p> <p>“John isn’t looking. I don’t think he heard you. You could ask again. Make sure he sees you.”</p> <p>“What is another way that you could ask Patrick to borrow his ruler?”</p>
Interpreting behaviors	<p>”Mark, you talk aloud during math because it helps you think through the equations, right?”</p> <p>“That is usually a sign that Sarah is feeling a little anxious.”</p> <p>“When Brent hits his hand on the desk, he is letting us know that he is frustrated. He is working hard to learn other ways to let people know what he is feeling.”</p>
Redirecting interactions to students with disabilities	<p>”Instead of asking me how Mark is doing, why don’t you ask Mark himself?”</p> <p>“If you want to know how Jack is, just ask him yourself. Just make sure he can see you when you ask.”</p> <p>“I don’t know. He’s right here if you want to ask for yourself.”</p>
Redirect interactions to peers without disabilities	<p>”See if you can get John to help you with this problem.”</p> <p>“Why don’t you ask Sam that question instead?”</p> <p>“Anita might be willing to check to see if your answers are correct.”</p> <p>“Hmmm... I’m not sure what you should do next. Why don’t you ask your classmate what the assignment is?”</p>
Asking peers to help	<p>”Mary, will you please help Brian with his worksheet?”</p> <p>“If you point to and read the question, he can keep his place and answer.”</p> <p>“Would you be willing to be his partner and read out loud to him?”</p>
Physical proximity”	<p>”Brian, why don’t you go and sit with your lab group?” “Hmm... the group is about to start and you are still way over here.”</p> <p>“Is everyone close enough to be involved?”</p> <p>“Uh, guys, I think you are missing someone...”</p>

**Table 6.1.** Facilitation strategies used by paraprofessionals and educators

Strategy	Example statements
Modeling ways for students to interact and work together	<p>"If you show Tyler where to click, he would be able to help you with finish up that computer project."</p> <p>"Madeline is still learning to use her DynaVox device. If you give her a little extra time to respond, she can usually answer your questions."</p> <p>"Here is how you can help Abby program her communication device so that she can contribute to the group presentation."</p>
Highlighting similarities among students	<p>"You also like country music? I think Todd went to a Toby Keith concert last week. You should ask him about it."</p> <p>"Aren't you both taking science this semester?"</p> <p>"You know who else is a movie buff? Aiden could probably tell you who starred in that film."</p>
Teaching social interaction skills to students	<p>"Alan wasn't looking when you said that. So, I don't think he heard you. You could ask again, but this time make sure he knows you are talking to him."</p> <p>"Can you think of how you could ask Orhan if you can work with him on this project?" &lt;AU2&gt;</p> <p>"Let's practice what you can say when you no longer want to work with a partner."</p>
Interpreting behaviors	<p>"That is usually a sign Sarah is feeling a little anxious. The best way to respond is usually to let her know what activity is coming up next."</p> <p>"You know how you give someone a 'high five' when something goes really well? Anna expresses her excitement in a different way—usually by rocking back and forth."</p> <p>"Bryant has a difficult time letting people know when he is getting frustrated. Encourage him to use his communication book to ask for a break when he seems upset."</p>
Redirecting questions and conversations to other students	<p>"Mark can definitely answer that question better than I can. Go ahead and ask him."</p> <p>"Ask your group members what they think about your idea. They can help you finish up this worksheet."</p> <p>"Anita might be willing to check to see if your answers are correct. Go ahead and ask her."</p> <p>"Hmmm...I'm not sure what you should do next. Why don't you see if Yun knows what the next assignment is?"</p>
Identifying and reinforcing students' strengths	<p>"It looks like everyone played an important role in getting this project done. Ruben's cover art looks fantastic, and the materials Devin gathered go perfect with it!"</p> <p>"That presentation was fantastic. You both work really well together. Looks like your creativity is a nice complement to Hayden's comic timing."</p>
Assigning responsibilities that encourage interaction	<p>"Amanda, can you and Robyn collate these worksheets and pass them out to the class?"</p> <p>"Evan, you are responsible for making sure everyone in your group is sharing ideas for the project. If someone is being too quiet or has not had the chance to speak, you can call on them to share an idea."</p>
Increasing physical and social proximity	<p>"Brian, why don't you go and sit with your lab group?"</p> <p>"Hmm...the group has already started working on the assignment and you are still way over here."</p> <p>"Is everyone close enough to be involved?"</p> <p>"Hey, guys, I think you are missing someone..."</p>
Asking peers to provide support	<p>"Mary, will you please help Brian with his worksheet? If you point to and read the question, he can keep his place and answer."</p> <p>"Would you be willing to be Allen's partner and read out loud to him?"</p>

Sources: Causton-Theoharis and Malmgren (2005a, 2005b); Downing (2005a); Ghere, York-Barr, and Sommers (2002); Kronberg, York-Barr, and Doyle (1996).



# Peer Support Planning Grid

Student: \_\_\_\_\_ Semester: \_\_\_\_\_

	Week				
Daily schedule	Monday	Tuesday	Wednesday	Thursday	Friday
Club:					
Club:					
Other:					
Other:					