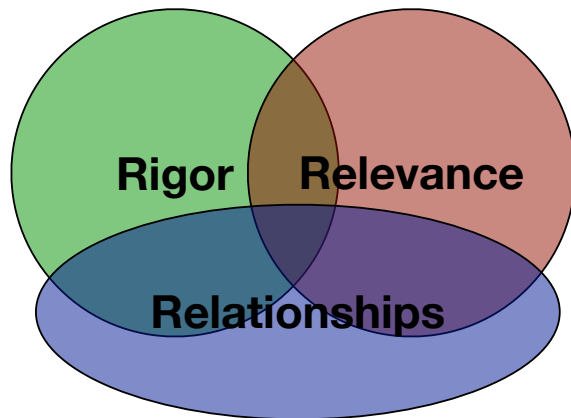


Supporting Social Relationships and Learning

The Power and Practice of Peer-Mediated Interventions

Erik Carter | Vanderbilt University
erik.carter@vanderbilt.edu



1

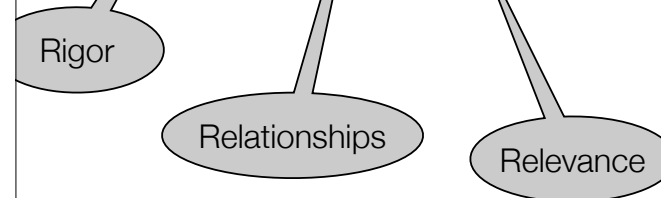
Individuals with Disabilities Education Act (2004)

(5) Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by—

(A) having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible, in order to—

(i) meet developmental goals and, to the maximum extent possible, the challenging expectations that have been established for all children; and

(ii) be prepared to lead productive and independent adult lives, to the maximum extent possible;



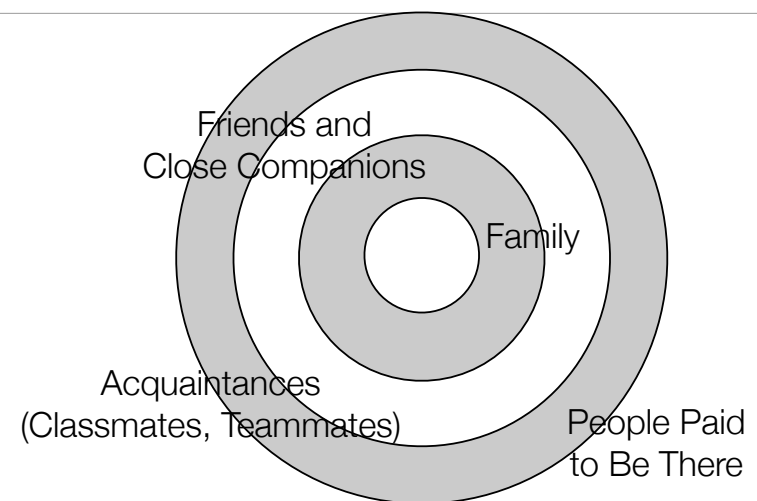
2

Reflecting on Your School

- Where are the **rigorous** and **relevant** learning opportunities in your school and community for *all* students?
- What opportunities do *all* students have to develop valued **relationships** with their peers?
- How might we promote social interactions and shared learning within these **existing** activities for students with autism?
- What roles might **peers**, **educators**, and **paraprofessionals** play in this process?

3

The Relationships of Your Students



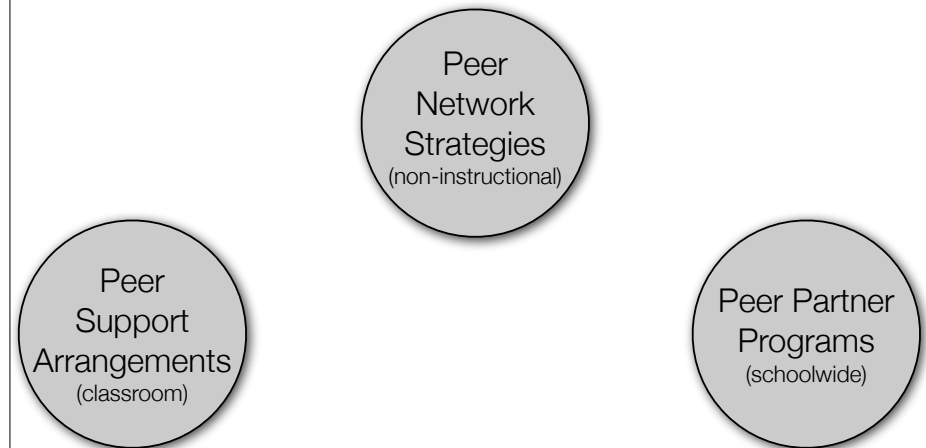
4

| Disability category | Never visits with friends | Rarely or never receive telephone calls from friends | Not invited to other youth's social activities during the past year |
|--------------------------------|---------------------------|--|---|
| Autism | 44% | 84% | 51% |
| Deaf-blindness | 27% | 64% | 35% |
| Emotional disturbance | 11% | 26% | 17% |
| Hearing impairment | 8% | 41% | 12% |
| Intellectual disability | 16% | 42% | 25% |
| Learning disabilities | 7% | 19% | 11% |
| Multiple disabilities | 30% | 63% | 44% |
| Orthopedic impairment | 20% | 47% | 30% |
| Other health impairment | 6% | 24% | 12% |
| Speech/language | 9% | 22% | 11% |
| Traumatic brain injury | 8% | 34% | 20% |
| Visual impairment | 15% | 33% | 22% |

Source: Wagner, Cadwallader, Garza, & Cameto (2004)

5

A Few Promising Pathways We'll Consider



6

Fostering Social Connections and Communication

1. Shared Activities
2. Communication Access
3. Proximity to Peers
4. Shared Interests & Motivation
5. Valued Roles
6. Prepared Peers
7. "Just Enough" Support
8. Data-Driven Reflection and Refinement

7

Reflecting on...

"four simple questions"

- What are you doing **well** right now?
- What could you be doing **better** or **more** of?
- What should you be doing quite **differently**?
- What will you begin doing **next semester** to have the best impact at your school?

8

Data Sources

- **Observational Study of Elementary and Middle School Students Who Use AAC**
12 students, 64 full-class observations
Chung, Carter, & Sisco (2012)
- **Observational Study of High School Students in General Education, Special Education, and Other School Settings**
16 students, 320 10-min observations
Carter, Hughes, Guth, & Copeland (2005)
- **Observational Study of Middle and High School Students in General Education Classrooms (Academic and Elective)**
23 students, 152 full-class observations
Carter, Sisco, Brown, Brickham, & Al-Khabbaz (2008)
- **Intervention Study of High School Students in Inclusive Academic and Elective General Education Classrooms**
150 students, 900 full-class observations
Carter, Asmus, et al. (in press)

9

1. Shared Activities



Source: Carter, Hughes, Guth, & Copeland (2005)

10

At Your School...

Are students with and without disabilities...

- ...present in the **same places**?
- ...there at the **same times**?
- ...engaged in the **same activities**?

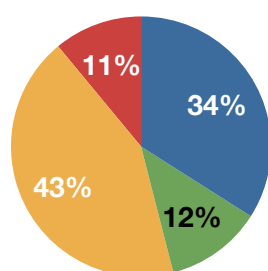
11

Reflecting on Your School....

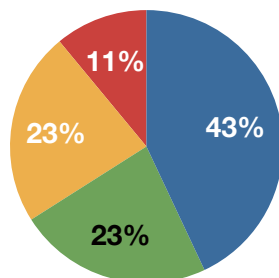
| Settings | Same Place? | Same Time? | Same Activities? |
|-----------------------------|-------------|------------|------------------|
| Cafeteria (during lunch) | | | |
| Hallways and Courtyard | | | |
| Academic Classes | | | |
| Elective Classes | | | |
| School Clubs | | | |
| Extracurricular Activities | | | |
| Field Trips | | | |

12

A Picture of General Education Participation In Delaware... Same Place at the Same Time?



Intellectual
Disability

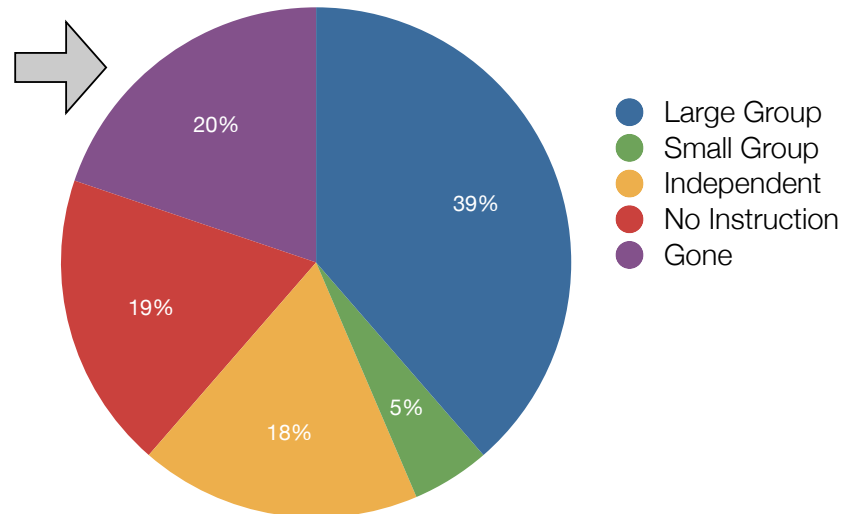


Autism

● Mostly General Education ● General and Special Education
● Mostly Special Education ● Elsewhere

13

Not Even Present In the Classroom...

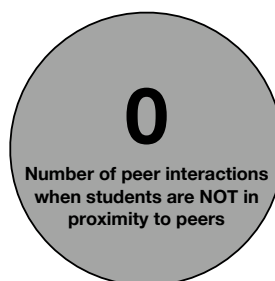


Source: Chung, Carter, & Sisco (2012)

14

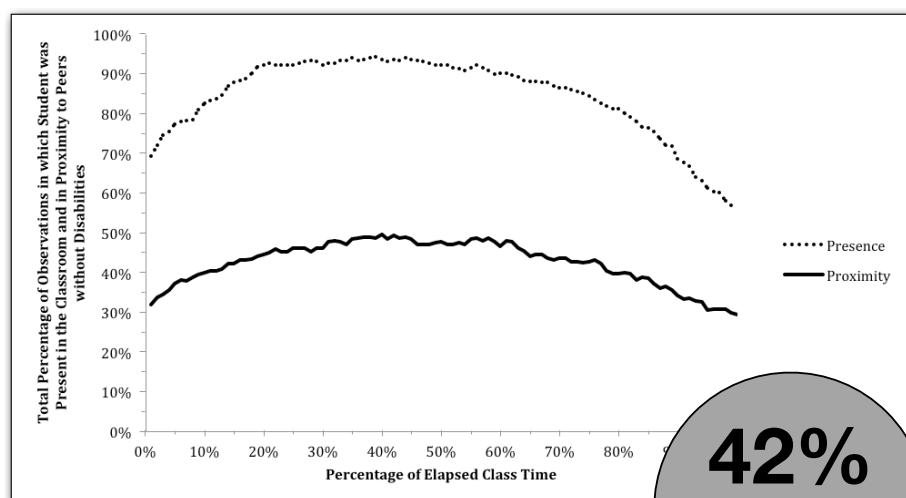
2. Proximity to Peers

q



Source: Chung, Carter, & Sisco (2012)

15



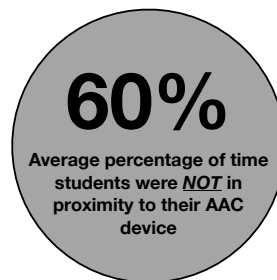
42%

Average percentage of time students were in close enough proximity to peers to talk with one another

Source: Feldman, Carter, Asmus, & Brock (in press)

16

3. Communication Access



Source: Chung, Carter, & Sisco (2012)

17

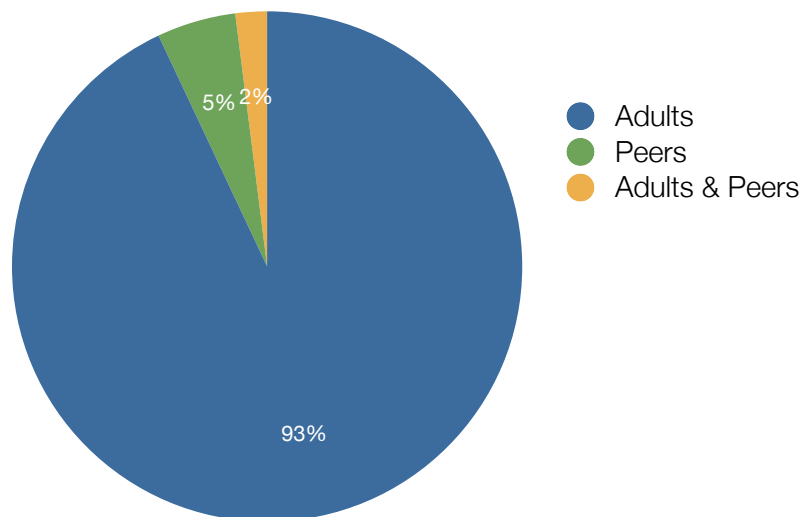
A Reliable Way to Communicate

- Do peers understand the ways in which messages are communicated when this AAC system is used?
- Does the form of AAC used by the student provide sufficient flexibility to be useful within a range of interaction contexts and settings?
- Does the student have consistent access to his or her device throughout the school day?
- Is the student supported to use the device to communicate with peers beyond the school day?

Source: Carter, Huber, & Biggs (2015)

18

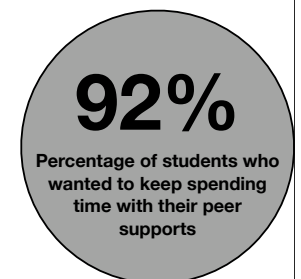
With Whom Do Students Interact?



Source: Chung, Carter, & Sisco (2012)

19

4. Common Interests & Motivation



Source: Carter & Asmus (2010-2014)

20

Common Interests

- What does she love to do for **fun**?
- What shows does she love to **watch**?
- What music does she love to **listen to**?
- What **hobbies** does she love to pursue?
- What **sports** does she love to follow?
- What **places** does she love to spend time?
- **Who else in the school loves some of these very same things?**
- **Who else has some of these same passions (or “perseverations”)?**

21

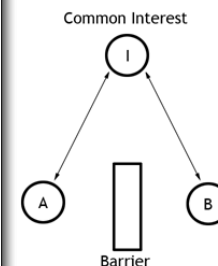
Common Interests & Motivation

Bucks Connect Mentor Survey

Please identify your interests (check all that apply).

| | | |
|---|--|--|
| <input type="checkbox"/> watching sports | <input type="checkbox"/> martial arts | <input type="checkbox"/> music |
| <input type="checkbox"/> running | <input type="checkbox"/> dancing | <input type="checkbox"/> movies/tv |
| <input type="checkbox"/> shopping | <input type="checkbox"/> playing video games | <input type="checkbox"/> cooking |
| <input type="checkbox"/> reading | <input type="checkbox"/> computers | <input type="checkbox"/> photography |
| <input type="checkbox"/> magic | <input type="checkbox"/> balloon animals | <input type="checkbox"/> doing card tricks |
| <input type="checkbox"/> team building activities | <input type="checkbox"/> fashion | <input type="checkbox"/> scrapbooking |
| <input type="checkbox"/> art (drawing, painting, etc) | <input type="checkbox"/> ropes course activities | <input type="checkbox"/> biking |
| <input type="checkbox"/> fishing | <input type="checkbox"/> hiking | <input type="checkbox"/> skiing/snowboarding |
| <input type="checkbox"/> playing an instrument | <input type="checkbox"/> playing sports | |

Which one(s)? _____ Which one(s)? _____



22

Opportunity Mapping Tool

This opportunity mapping survey is intended to increase awareness of all educational and extracurricular opportunities available at a school. Opportunity mapping can help school staff (a) determine more and better ways to assure that students with severe disabilities—and all students—know what is available and have the opportunity to try classes and activities that are of interest to them; (b) identify which classes and activities are popular and well involvement by students with severe disabilities and generate tool, students with severe disabilities would include those in.

Please take a few minutes to read through the entire survey.

1. School: _____

2. Number of students attending: _____

3. Name(s) of person(s) completing the opportunity map: _____

4. Check all types of courses offered:

| | |
|--------------------|-----------|
| Agriculture | Family |
| Art | Foreign |
| Business | Geography |
| Computer Science | Graphic |
| Driver's Education | Health |
| Engineering | History |
| English | Math |

Please list additional courses not mentioned above:

5. Indicate the types of school-sponsored activities that are offered:

| | |
|------------------------|---------|
| Assemblies/Pop Rallies | Concert |
| Band | Forum |
| Chorus | News |

Other (please specify): _____

6. Check all academic clubs currently offered:

| | |
|---------------------------------|-----------|
| Agriculture | English |
| Astronomy | Geography |
| Aviation | History |
| Biology | Math |
| Debate | Nature |
| DECA (marketing and management) | Olympics |

Other (please specify): _____

7. Check all fine and creative art clubs currently offered:

| | |
|----------------------------|-----------|
| Anime (Japanese animation) | Drum |
| Choir | Jazz |
| Drama/Theatre | Krout |
| Drawing | Orchestra |

Other (please specify): _____

8. Check all foreign language/culturally based clubs currently offered:

| | |
|-----------------------|-----------|
| African American | German |
| Asian | Hungarian |
| Chinese | History |
| Engineering | Hispanic |
| French | Italian |
| Gay-Straight Alliance | Japanese |

Other (please specify): _____

9. Check all game and recreation clubs currently offered:

| | |
|----------------------|------------|
| Chess | Meditation |
| Dance | Movies |
| Fitness and exercise | Music |

Other (please specify): _____

10. Check all political clubs that currently exist:

| |
|-----------------|
| Young Democrats |
|-----------------|

Other (please specify): _____

11. Check all service-oriented clubs currently offered:

| |
|------------------------------------|
| Amnesty International |
| Combating Poverty and Homelessness |
| Diversity Alliance |
| Environmental issues |

Other (please specify): _____

12. Check all sports offered at the school:

| | |
|---------------|--------------|
| Basketball | Field hockey |
| Baseball | Football |
| Cheerleading | Frisbee |
| Climbing | Golf |
| Cross-country | Hockey |
| Cycling | Lacrosse |
| Dance team | Rugby |
| | Running |

Other (please specify): _____

13. Check all volunteer and job opportunities that exist for students at the school (either for credit or not for credit):

| | | |
|---------------------|---------------------|------------------------------------|
| Attendance aide | Peer tutor | Student services |
| Chosenman stand | School store | Tracking assistant |
| Library aide | Score board | Ticket sales |
| Lighting assistant | Set design | Usher |
| Lunchroom assistant | Sound assistant | Workbook layout and graphic design |
| Office aide | Sports statistician | Workbook writer |

Additional roles not listed above: _____

14. Check all career development information and activities currently offered through the school:

| | | |
|-------------------------------|--------------------|-----------------------------|
| Apprenticeships | Internships | Personal Education Planning |
| Career days | Interview skills | Resume writing |
| Career exploration assistance | Job hunting skills | Scholarships |
| College information | Job shadowing | |

Provide any additional information you think would be helpful:

To Learn More: Swedeen, Carter, & Molfenter (2009)

23

5. Valued Roles

24

Reflecting on the Roles We See Assigned



25

Group Discussion

- ☒ What roles were seen as less "cool"?
- ☒ What roles were seen as more "cool"?
- ☒ What does it depend on?
- ☒ What roles do young people with significant disabilities typically assume?

PARTICIPANT
RECEIVER OF HELP
MEMBER
SUPERVISOR
GIVER OF HELP
LEADER
TUTEE
TUTOR
OBSERVER
WORKER

Potential Problem!!!
"Perpetual Helper" or "Designated Recipient"

26

Reflecting on Valued Roles

- Are students with disabilities participating in similar ways as their peers?
- Would the tasks done by students with disabilities be considered "cool" and "desirable" by their peers?
- Are students with disabilities contributing in ways that they choose for themselves?
- Are students with disabilities contributing in different roles over time?
- Does everyone have the opportunity to give and receive support?
- Would someone else need to do the task if students with disabilities were not doing it?

27

6. Prepared Peers (and Students with Disabilities)



Source: Carter & Asmus (2010-2014)

28

Orienting and Equipping Students

- About one another
- About effective communication
- About shared activities
- About others who are involved (adults)
- About...

What might students with and without disabilities what to know to feel **comfortable** and **confident** in their interactions and shared work together?

29

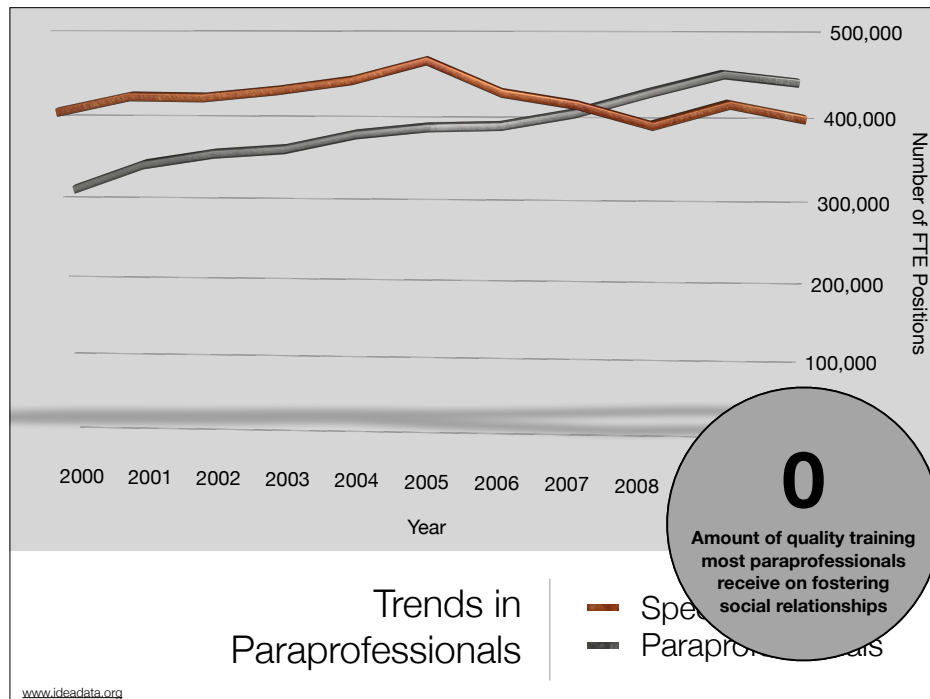
7. "Just Enough" Support

>60%

Percentage of time students are directly next to a paraprofessional in inclusive classes

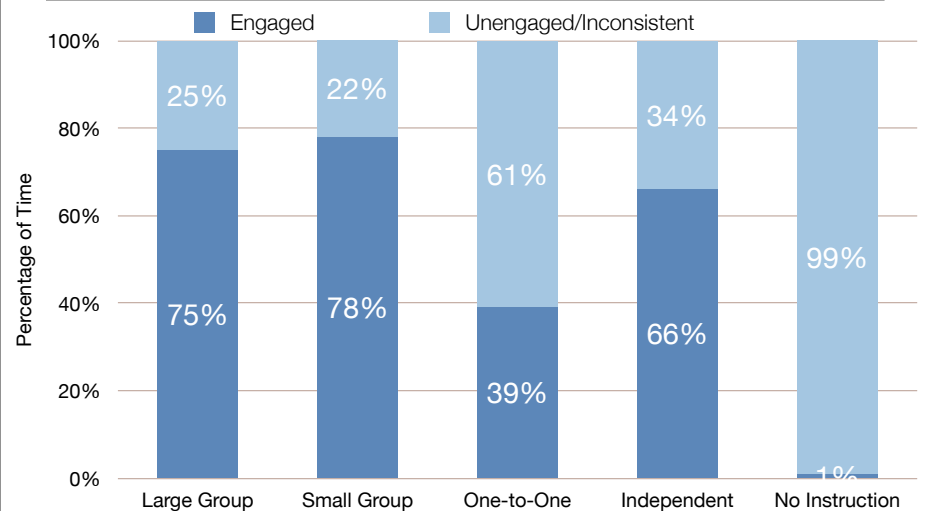
Source: Chung, Carter, & Sisco (2012)

30



31

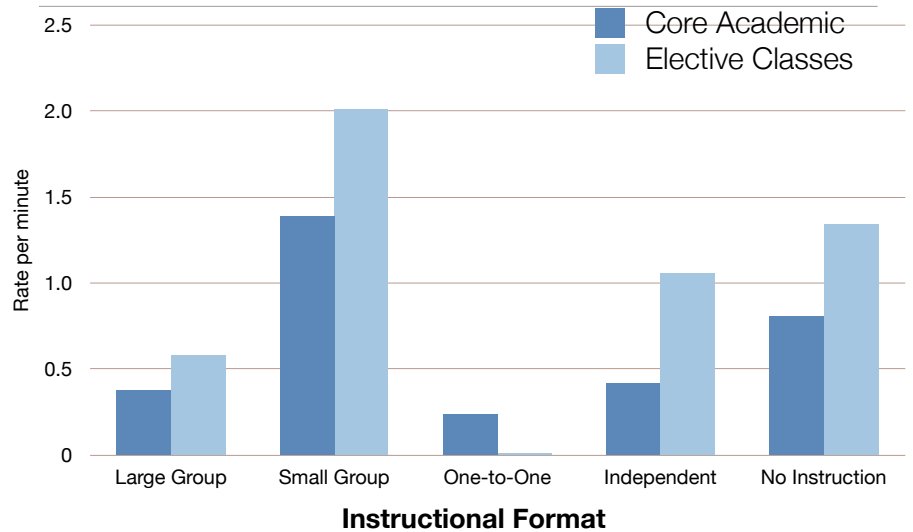
Are Students Academically Engaged?



Source: Carter, Sisco, Brown, Brickham, & Al-Khabbaz (2008)

32

Interaction Rate by Instructional Arrangements



Source: Carter, Sisco, Brown, Brickham, & Al-Khabbaz (2008)

33

Be Careful That Supports Do Not...

- Set students apart
- Limit students' social interactions with their classmates
- Decrease contact between students, general educators, or other group leaders
- Hinder student learning and achievement
- Encourage unnecessary dependence on adults--limit self-determination

<http://www.uvm.edu/~cdci/parasupport/reviews/giangreco37-5.pdf>

34

Using the Most Natural Supports First

Can the student interact and participate...

- ...on his or her own?
- ...if given the right technology or adaptations?
- ...if provided additional skill instruction?
- ...if taught self-management strategies?
- ...with help from a peer partner or classmate?
- ...with *occasional* help from an educator?
- ...with *ongoing* help from an educator?

What tends to keep us toward the bottom of this list?

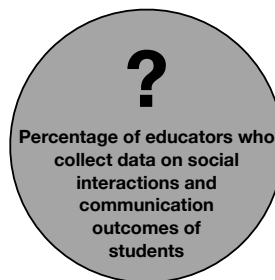
35

Some Potential Advantages of Peers

- Peers are "experts" on social skills
- Peers are not as "stigmatizing"
- Peers are great problem solvers
- Peers are future supports
- Peers benefit...
- Peers are readily available

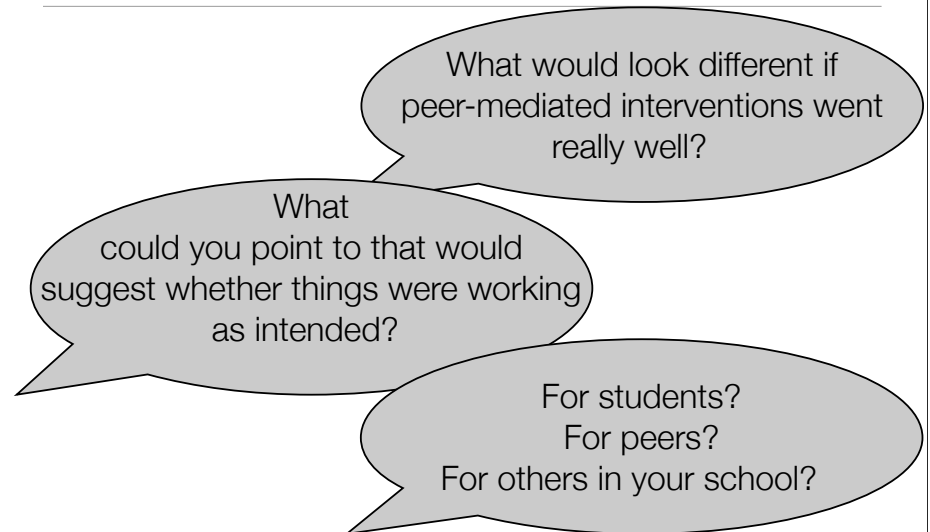
36

8. Data-Driven Reflection and Refinement



37

What impact do you expect these interventions to have?



38

Are there people who...

- ...she can call/text/Instagram in the evening if she has a problem to discuss or exciting news to share?
- ...will invite her to a sleep-over or party?
- ...know when her birthday is and will make sure it is celebrated well?
- ...notice when she is not present at a school event and follow-up to find out why?
- ...take the initiative to call her and invite her to a shared activity?

39

Peer Support Arrangements

- Facilitate student participation in class activities
- Provide frequent feedback and encouragement
- Model communication and other skills
- Promote interaction with other classmates and device use
- Support progress related to IEP goals
- Address behavioral supports, as appropriate and appropriately***

40

Basic Steps...

- Identifying students with disabilities who need assistance to participate in class activities;
- Recruiting peers from within the same classroom to help provide some of these supports;
- Arranging for students to sit next to each other during class activities;
- Orienting peers to their roles, explaining the rationale for their involvement, and showing them basic strategies for supporting the academic and social participation of their classmate;
- Providing ongoing monitoring, feedback, and assistance to peers and their partners throughout the semester, as needed; and,
- Shifting paraprofessionals to a broader support role within the classroom through which they assist all students, as directed by the teacher

41

To Learn More About Peer Support Interventions...

- Brock, M. E., Biggs, E. E., Carter, E. W., Cattey, G., & Raley, K. (in press). Implementation and generalization of peer support arrangements for students with significant disabilities in inclusive classrooms. *The Journal of Special Education*.
- Brock, M. E., & Carter, E. W. (in press). Efficacy of teachers training paraprofessionals to implement peer support arrangements. *Exceptional Children*.
- Carter, E. W., Asmus, J., Moss, C. K., Amirault, K. A., Biggs, E. E., ... & Wier, K. (in press). Randomized evaluation of peer supports arrangements to support the inclusion of high school students with severe disabilities. *Exceptional Children*.
- Carter, E. W., Moss, C. K., Asmus, J., Fesperman, E., Cooney, M., Brock, M. E., Lyons, G., Huber, H. B., & Vincent, L. B. (in press). Promoting inclusion, social relationships, and learning through peer support arrangements. *TEACHING Exceptional Children*.
- Carter, E. W., Moss, C. K., Hoffman, A., Chung, Y., & Sisco, L. G. (2011). Efficacy and social validity of peer support arrangements for adolescents with disabilities. *Exceptional Children*, 78, 107-125.
- Carter, E. W., Sisco, L. G., Melekoglu, M., & Kurkowski, C. (2007). Peer supports as an alternative to individually assigned paraprofessionals in inclusive high school classrooms. *Research and Practice for Persons with Severe Disabilities*, 32, 213-227.

42

Where Can You Learn More? (for free)

[http://www.pattan.net/category/Educational%20Initiatives/Inclusive%20Practices/page/Starting Points and Possibilities Promoting Inclusion Learning and Relationships for Students with Complex Needs.html](http://www.pattan.net/category/Educational%20Initiatives/Inclusive%20Practices/page/Starting+Points+and+Possibilities+Promoting+Inclusion+Learning+and+Relationships+for+Students+with+Complex+Needs.html)

<http://inclusiveeducationpdresources.com/peer-mentoring/>

43

School-Based Strategies
Peer Network Interventions

Outside the Classroom

44

Peer Network Strategies

A social group established around a student with a disability that:

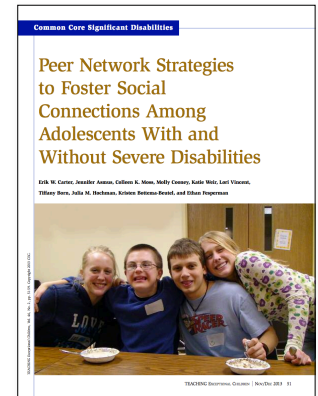
- Meets weekly to talk, participate in a shared activity, and plan/discuss interactions occurring outside of the group
- Helps the focus student become more involved in everyday school life and get connected to other school activities
- Receives regular guidance and support from an adult facilitator (e.g., coach, educator, paraprofessional)
- Lasts throughout an entire one semester

To Learn More: Carter, Asmus, Moss, et al. (2013)

45

Basic Steps...

- Identify interested students with a disability
- Identify a peer network facilitator (teacher, counselor, etc.)
- Identify and invite 3-6 peers to join the group
- Hold an initial orientation meeting with the peers
- Facilitate regular peer network meetings
 - Arrange a mutually enjoyable activity
 - Check in on weekly social contacts
 - Encourage expansion of the network
 - Provide ongoing feedback and support
- Reflect, fade, and maintain the network



To Learn More: Carter, Asmus, Moss, et al. (2013)

46

To Learn More About Peer Networks...

- Asmus, J. A., Carter, E. W., Moss, C. K., Born, T. L., Vincent, L. B., Lloyd, B. P., & Chung, Y. (in press). Social outcomes and acceptability of two peer-mediated interventions for high school students with severe disabilities: A pilot study. *Inclusion*.
- Carter, E. W., Asmus, J., Moss, C. K., Cooney, M., Weir, K., Vincent, L., Born, T., Hochman, J., Bottema-Beutel, K., & Fesperman, E. (2013). Peer network strategies to foster social connections among adolescents with and without severe disabilities. *TEACHING Exceptional Children*, 46(2), 51-59.
- Carter, E. W., Common, E. A., Sreckovic, M. A., Huber, H. B., Bottema-Beutel, K., Gustafson, J. R., Dykstra, J., & Hume, K. (2014). Promoting social competence and peer relationships for adolescents with ASD. *Remedial and Special Education*, 35, 27-37.
- Carter, E. W., Sisco, L. G., & Chung, Y. (2012). Peer-mediated support strategies. In P. A. Prelock & R. McCauley (Eds.), *Treatment of autism spectrum disorders: Evidence-based intervention strategies for communication and social interactions* (pp. 221-254). Baltimore, MD: Paul H. Brookes.
- Gardner, K., Carter, E. W., Gustafson, J. R., Hochman, J. M., Harvey, M. N., Mullins, T. S., & Fan, H. (2014). Effects of peer networks on the social interactions of high school students with autism spectrum disorders. *Research and Practice for Persons with Severe Disabilities*, 39, 100-118.
- Hochman, J. M., Carter, E. W., Bottema-Beutel, K., Harvey, M. N., & Gustafson, J. R. (in press). Efficacy of peer networks to increase social connections among high school students with and without autism. *Exceptional Children*.

47

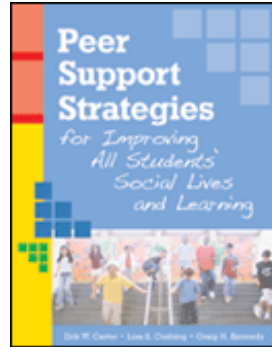
Launching Peer Support Arrangements

Where do you begin?

48

Implementing Peer Support Strategies

1. Planning for participation and supports
2. Recruiting peer supports
3. Equipping peers for their roles
4. Supporting students as they work together
5. Reflecting on the impact
6. Facilitating relationships beyond the classroom



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49

1. Planning for Participation and Supports

- What are all students expected to learn?
- What are the expectations general educators and club leaders hold for all students in this activity?
- What social, communication, and other IEP goals could the student work on here?
- How will the student be supported to participate in all of the learning and social opportunities that exist in this setting?

To Learn More: Carter, Moss, Asmus, et al. (in press)

50

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 ➔

Source: Carter, Cushing, & Kennedy (2009)

51

Examples of Support Behaviors...

- Helping keep their assignments and class materials organized
- Reminding them how to follow established classroom routines
- Encouraging interactions with other classmates
- Helping them check the accuracy of their assignments and class work
- Sharing notes or assisting them to take complete guided notes
- Paraphrasing lectures or rephrasing key ideas
- Prompting them to answer a question or contribute an idea during class discussion
- Helping clarify a key concept
- Helping them self-direct their own learning and self-manage their own behavior
- Writing down answers given orally or using a communication device
- Helping them to pass out class materials
- Walking with them from one class to the next
- 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
- Teaching leisure and recreational activities during non-instructional times
- Helping them to "fit in" by learning accepted social norms
- Motivating and encouraging them when they get frustrated
- Prompting them to use their communication book
- Exchanging advice related to a personal problem
- Sharing class materials
- Reading aloud a section of an assignment or textbook
- Redirecting them when they are off-task
- Inviting them to work together on a class project
- Showing them important classroom "survival skills"
- Reinforcing communication attempts
- Explaining how to do certain aspects of an assignment
- Writing down answers given verbally or when using communication device
- Helping student pass out class materials
- Reminding the student to follow established classroom routines
- Encouraging interactions with other students in the

52

Classroom Activities and Peer Support Brainstorming

Student Goals:

At the beginning of class...

| <i>The student could ...</i> | <i>The paraprofessional could ...</i> | <i>Peers could ...</i> |
|------------------------------|---------------------------------------|------------------------|
| | | |

When there are lectures or whole group instruction...

| <i>The student could ...</i> | <i>The paraprofessional could ...</i> | <i>Peers could ...</i> |
|------------------------------|---------------------------------------|------------------------|
| | | |

When there are small group or lab activities...

| <i>The student could ...</i> | <i>The paraprofessional could ...</i> | <i>Peers could ...</i> |
|------------------------------|---------------------------------------|------------------------|
| | | |

When there is independent seatwork...

| <i>The student could ...</i> | <i>The paraprofessional could ...</i> | <i>Peers could ...</i> |
|------------------------------|---------------------------------------|------------------------|
| | | |

When _____...

| <i>The student could ...</i> | <i>The paraprofessional could ...</i> | <i>Peers could ...</i> |
|------------------------------|---------------------------------------|------------------------|
| | | |

At the end of class...

| <i>The student could ...</i> | <i>The paraprofessional could ...</i> | <i>Peers could ...</i> |
|------------------------------|---------------------------------------|------------------------|
| | | |

53

| Activities/ Opportunity | How do peers interact with one another and participate? | What can _____ do to interact and participate with his peers? | What can you do to facilitate interactions and participation? |
|--------------------------------------|---|---|--|
| <i>Arriving to class</i> | <ul style="list-style-type: none"> • Say hi to each other • Talk about school events • Get materials ready • _____ | <ul style="list-style-type: none"> • Say hi to his/her peers • Share about his day using SGD • Get same material ready • _____ | <ul style="list-style-type: none"> • Make sure that he/she is in proximity to peers and his SGD is ready to use • Prompt him/her to use SGD to talk about his/her day • _____ |
| <i>During lecture</i> | <ul style="list-style-type: none"> • Listen to the teacher • Ask the teacher questions • Ask each other questions quickly and quietly • _____ | <ul style="list-style-type: none"> • Attend to the teacher • Use SGD to answer questions • Help teacher distribute materials • _____ | <ul style="list-style-type: none"> • Prompt him/her to look at the teacher • Make sure that he/she has same material • Pre-program messages in his/her SGD • _____ |
| <i>During small-group activities</i> | <ul style="list-style-type: none"> • Ask question and discuss ideas • Work collaboratively on group projects • _____ • _____ | <ul style="list-style-type: none"> • Work with his/her peers and share responsibilities for the group • Make comments about others' ideas using SGD • _____ • _____ | <ul style="list-style-type: none"> • Encourage peers to ask him/her questions • Make sure the SGD has appropriate messages to make comments • _____ • _____ |
| <i>During individual work</i> | <ul style="list-style-type: none"> • Borrow materials • Ask questions and check answers • Complete worksheets • _____ | <ul style="list-style-type: none"> • Borrow materials from peers • Ask peers for help • _____ • _____ | <ul style="list-style-type: none"> • Encourage him/her to ask peers for help • Prompt peers to check answers with him/her • _____ • _____ |
| <i>During break/free time</i> | <ul style="list-style-type: none"> • Chat about TV shows, after-school or weekend plans • Share jokes and tease each other • _____ | <ul style="list-style-type: none"> • Ask peers questions • Share a joke using his/her SGD • _____ • _____ | <ul style="list-style-type: none"> • Facilitate conversations through sharing common interests between John and his peers • _____ |
| <i>Leaving the class</i> | <ul style="list-style-type: none"> • Share jokes and tease each other • Say goodbye, walk with friends • _____ | <ul style="list-style-type: none"> • Say goodbye to peers • Share with peers about his/her plans for the day • _____ | <ul style="list-style-type: none"> • Model saying goodbye to peers • Encourage him/her to ask peers about their plans • _____ |

54

- What social-related goals does the student already have on her IEP or elsewhere?
- Which of those goals will we focus on as part of the peer network? For example:
 - Does the student interact more successfully with adults than peers?
 - Does the student initiate interactions?
 - Does the student use her communication device?
 - Are interactions balanced and reciprocal?
 - Are conversational topics appropriate and engaging?
- How will the student be supported to participate in her peer network?

55

[illegible]

2. Recruiting Peers

- Which peers share interests, hobbies, or activities in common with the student?
- Which peers have shown an interest in getting to know the focus student in the past?
- Which peers have consistent attendance?
- Who would model positive behaviors for the student?
- Who has good interpersonal skills?
- Which peers are themselves “on the margins”?
- Which peers are part of a larger friendship networks?
- Which peers have common time available with the student with a disability during the school day?

57

Avenues for Identifying Peer Partners (PS)

| Approaches | Advantages | Drawbacks |
|-----------------------------|------------|-----------|
| Student-identified peers | | |
| Class announcements | | |
| Teacher recommendations | | |
| Rotating peer partners | | |
| Cooperative learning groups | | |
| Peers from other settings | | |
| Extracurricular groups | | |

58

Avenues for Identifying Peer Partners (PN)

| Approaches | Advantages | Drawbacks |
|----------------------------|------------|-----------|
| Student-identified peers | | |
| Casual observation | | |
| School announcements | | |
| Teacher recommendations | | |
| Existing social networks | | |
| Extracurricular groups | | |
| Formal peer partner groups | | |

59

A Few Other Ideas...

- Have a panel on inclusion at an assembly
- Host a pizza party
- Hold a pancake breakfast
- Have a video screening of *Including Samuel*
- Plan an inclusive field trip
- Host a booth at orientation for students and parents
- Have a float in the Homecoming Parade
- Create a short video for Channel One
- Host a fun social event and invite students

60

Example Questions for Prospective Peer Supports

- How well do you already know _____?
- What interests you most about becoming a peer partner?
- What expectations do you have?
- Why do you think it takes to be an effective peer partner?
- Are there aspects of the experience you are worried about?
- What other school and community activities are you involved in?
- What experiences have you had that you feel would make you a good peer partner?
- What questions do you have about this role?
- What do you hope to gain from this experience?
- Have you ever received support from your classmates? Describe the experience.

61

3. Orienting Peer Partners [PS]

- 40-60 min orientation meeting
 - During lunch, before/after school, advisory, “down time”
 - Ongoing monitoring and support from paraprofessionals, special educators, and/or general educators
- Questions to Consider**
- **Who** will lead the orientation session?
 - **When** and **where** will the session be held?
 - **What** topics will be addressed?
 - **Which** students will be encouraged to attend?
 - **How many** students will be trained at once?

62

Example Orientation Discussion Topics

- Introductions
- Rationale for peer-mediated strategies
- Background about the student
- General goals in the class, club, or other activity
- Confidentiality and respectful language
- Expectations specific to the classroom or elsewhere
- Technology and communication systems
- Basic instructional and support strategies
- Student motivation and feedback
- When to seek assistance
- Questions

63

3. An Example Orientation [PN]

- Introductions and “ice breaker”
- Discuss the goals and structure of the group
- Address what group members have in common, as well as what makes each person unique
- Discuss confidentiality and respectful language
- Plan “out-of-meeting” connections
- Schedule regular meetings for the semester
- Closing and questions

64

Other Topics You Might Address

- A general overview of the social-related goals of the focus student
- Description and modeling of basic communication and social support strategies
- Emphasis on the importance of maintaining privacy/confidentiality and using respectful language
- Ideas for how to interact with someone who uses different communication modes
- Suggestions for how students might connect with one another outside of meetings
- Guidance on when to seek assistance from the facilitator
- Any other expectations specific to being part of this peer network

65

Example Peer Network Orientation Agenda

Date: _____ Location: _____ Facilitator: _____

Students attending: _____

Address the following topics with students during the meeting. Support the student with a disability as needed, highlighting common interests and communication preferences.

| Completed | Topic/Activity |
|--------------------------|---|
| <input type="checkbox"/> | <i>Introductions and background:</i> Have students introduce themselves, share their strengths and interests, and participate in a fun introductory activity as desired. |
| <input type="checkbox"/> | <i>Discuss goals:</i> Share the overall goals of social group (e.g., to get to know each other and to connect throughout the school day) and the role of the facilitator. |
| <input type="checkbox"/> | <i>Address any support and communication strategies:</i> Explain and model any strategies effective for conversing and/or working with the student with a disability. |
| <input type="checkbox"/> | <i>Address confidentiality:</i> Discuss the importance of maintaining privacy and using respectful language. |
| <input type="checkbox"/> | <i>Other expectations:</i> Review any other expectations related to the network. |
| <input type="checkbox"/> | <i>Schedule social contacts:</i> Review class schedules to find natural opportunities for students to connect and identify ways to purposefully seek each other out. |
| <input type="checkbox"/> | <i>Schedule regular meeting:</i> Schedule a time and place that works for the peer partners, the student with a disability, and the facilitator. |
| <input type="checkbox"/> | <i>Discussion and questions:</i> Discuss what students are excited about, any concerns, questions, and what they hope to gain from this experience. |

Reflections on the orientation meeting: _____

66

4. Supporting Students as They Work Together

- How will the team communicate about future lessons?
- Who will adapt materials?
- Who will train and give feedback to the students and their peer partners?
- Who will collect data on IEP goals and social progress?
- Who will model support strategies?
- What is the plan for dealing with inappropriate behavior of the peer partners or the student with disabilities?

67

PACKERS *Strategies to facilitate peer interactions*

| | |
|-----------------------------|---|
| Proximity to peers | Is the student close to and facing toward peers? Does the student have similar materials as peers? |
| Access to device | Is the device on and ready to be used? Are appropriate messages programmed in the device? |
| Create opportunities | Are the student and peers working together? Can the student and peers talk about shared experiences? |
| Keep monitoring | Are peers involving the student in class activities? Do the student and peers understand each other? |
| Encourage students | Do the student and peers know they are doing a good job? Tell student and peers how and why they are doing a good job! |
| Reduce support | Can peers provide natural supports to the student? Step back, fade prompts, and facilitate independence. |
| Score interactions! | Does the student talk more with peers using the device? Is the student getting to know more peers in the class? |

From Chung, Y., & Carter, B. W. (2013). Promoting peer interactions in inclusive classrooms for students with speech-generating devices. *Research and Practice for Persons with Severe Disabilities*, 32, 94-109.

68

Facilitation Strategies

- Modeling ways for students to initiate, maintain, and extend conversations
- Demonstrating how to converse with someone using an augmentative or alternative communication devices
- Highlighting shared interests, strengths, experiences, or other similarities among students
- Teaching and prompting critical social interaction skills (e.g., greeting classmates, requesting help, refusing support)
- Redirecting peers' questions and comments away from the adult and to the student with disabilities (and vice versa)

69

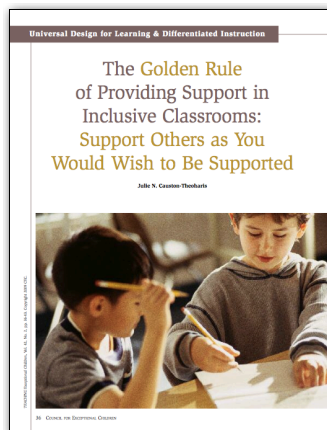
Facilitation Strategies (continued)

- Interpreting the communicative intent of particular behaviors, as well as suggesting appropriate responses
- Highlighting students' strengths and contributions to small-group and other projects
- Assigning classroom responsibilities requiring frequent interaction, such as small-group assignments and cooperative projects
- Ensuring students sit together and remain in close physical and social proximity
- Asking specific peers to provide particular support

Sources: Causton-Theoharis & Malmgren, 2005; Downing, 2005; Ghore, York-Barr, & Sommerness, 2002

70

A Couple of Great Articles to Share with Paras



<http://www.kcdsg.org/files/content/Golden%20Rule.pdf>

71

Roles During Peer Network Meetings [PN]

- Determine how the student's social goal will be addressed
- Ensure an appropriate activity is planned
- Encourage the student and peers to attend meetings
- Be present during meetings and ensure everyone is included and participating
- Check in with the group and answer any questions
- Encourage members to connect with each other outside of the meetings
- After each meeting, reflect and make adjustments as needed
- Complete the optional Peer Network Weekly Checklist
- Provide feedback to the peers and student outside of the meeting

72

Selecting Network Activities [PN]

- Be age-appropriate (e.g., instead of coloring cartoons, make posters for events)
- Be interesting to all members and can possibly include a student's "perseverative" interests (if appropriate)
- Have a (valued) role for everyone
- Provide multiple opportunities for interaction
- Allow interaction modes appropriate for the student
- Be practical to implement in the location and available time

73

5. Reflecting on the Impact of Peer Supports

74

Classroom Observations

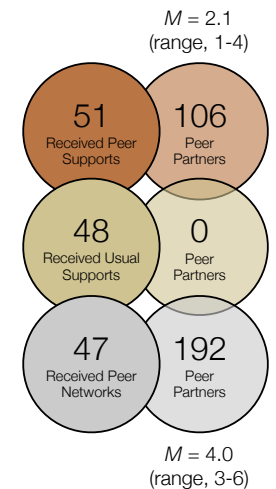
- Initiations, responses, and social interactions
- Augmentative and alternative communication system use
- Appropriateness and relevance of conversation topics
- Affect of the student and his or her peers
- Proximity of peers and adults to the student
- Social supports exchanged by the student and his/her peers
- Individualized education program goal progress
- Reciprocity of interactions
- Social and communication skill use
- People involved in social interactions
- Perceived quality of interactions
- Social participation
- Academic engagement

"You can observe a lot by watching."
-Yogi Berra

75

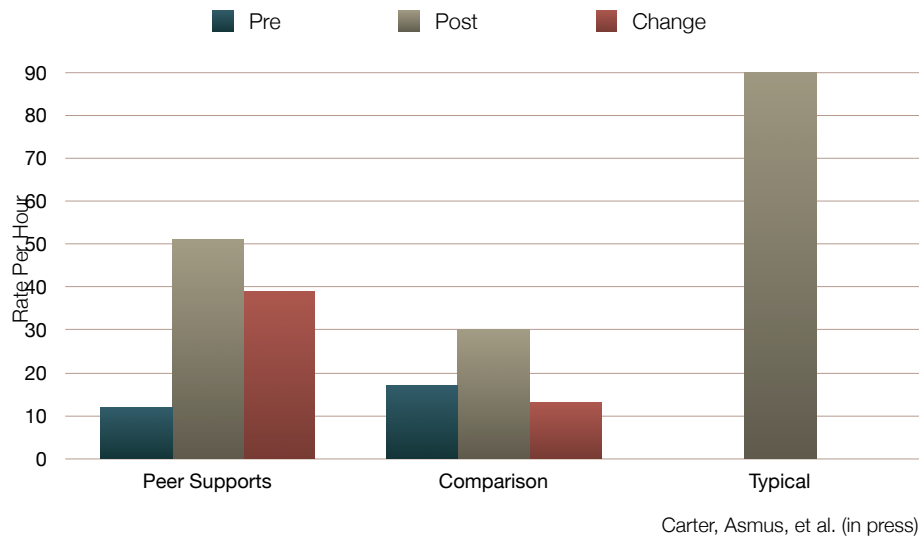
Peer Partner Project Study Participants

- **146** high school students with severe disabilities
 - Students who (a) have a primary or secondary label of intellectual disability or autism, (b) are enrolled in at least one general education class with some adult support, or (c) have been eligible for the alternate assessment or have a moderate/severe intellectual disability.
 - 68% European American, 14% African American, 5% Asian American, 3% Latino/a, 9% other ethnicities
 - 36% female, 64% male
- **298** peers without disabilities
 - 74% European American, 9% African American, 4% Asian American, 5% Latino/a, 5% other ethnicities
 - 69% female, 31% male
 - Average grades of peer partners: 66% As, 21% Bs, 9% Cs, 2% Ds, 3% Fs



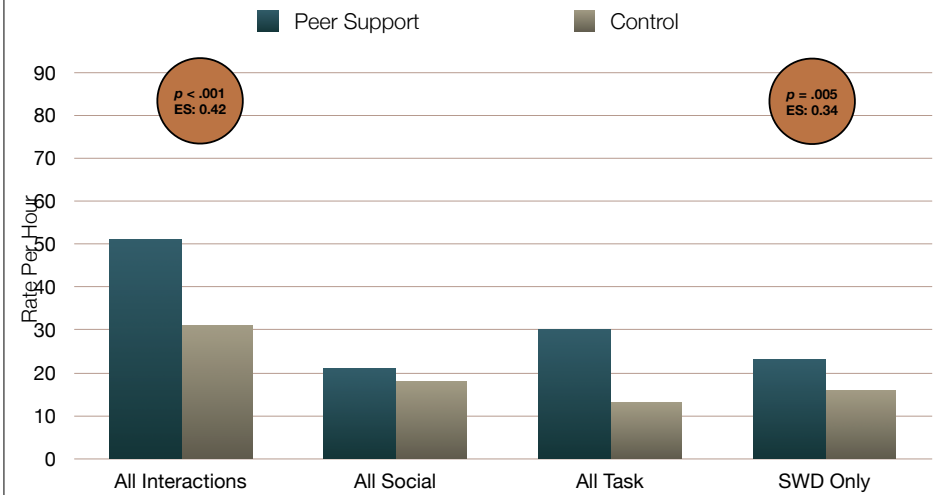
76

All Peer Interactions [PS]



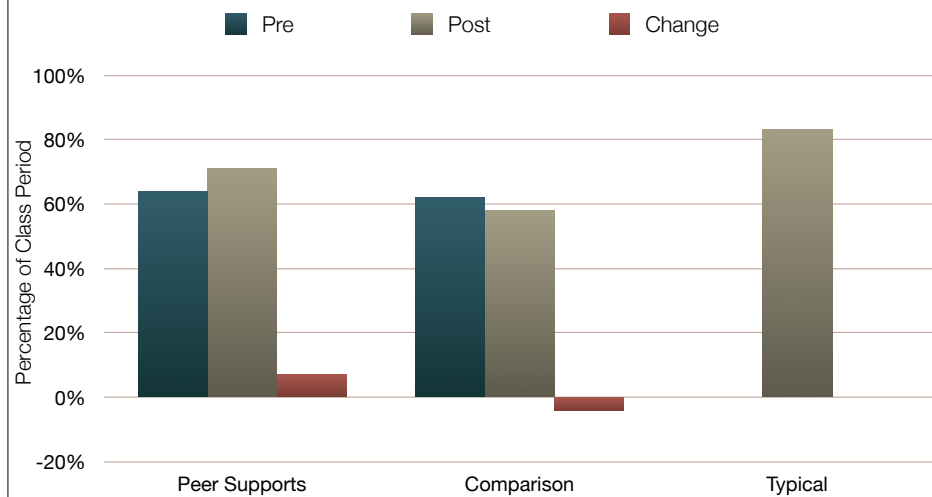
77

Classroom Observations (Post) [PS]



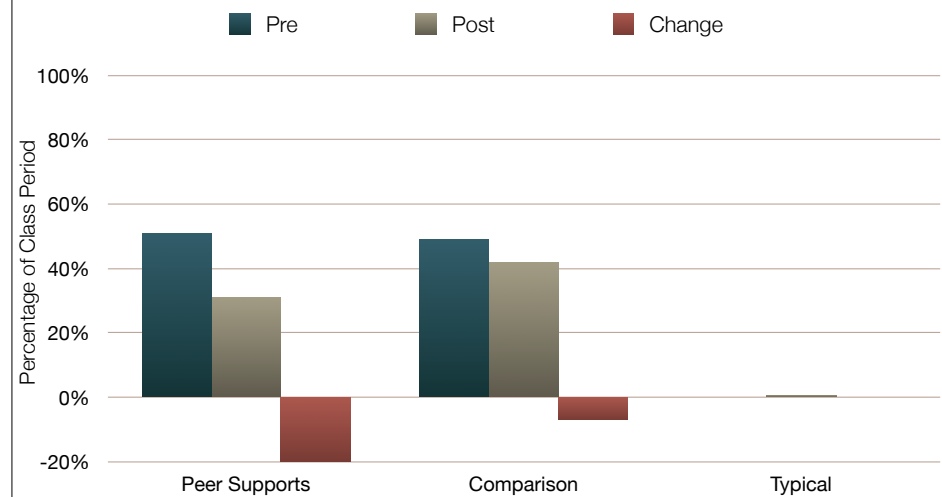
78

Academic Engagement [PS]



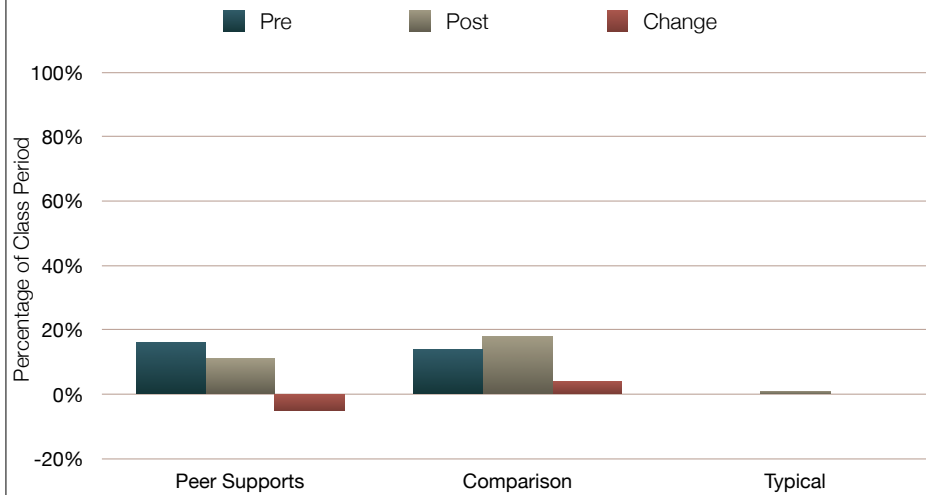
79

Adult Proximity [PS]



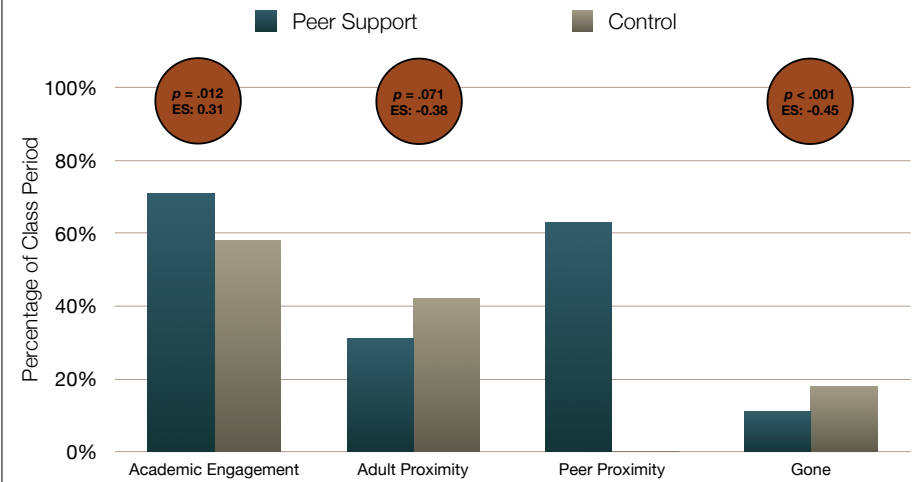
80

Gone from the Classroom [PS]



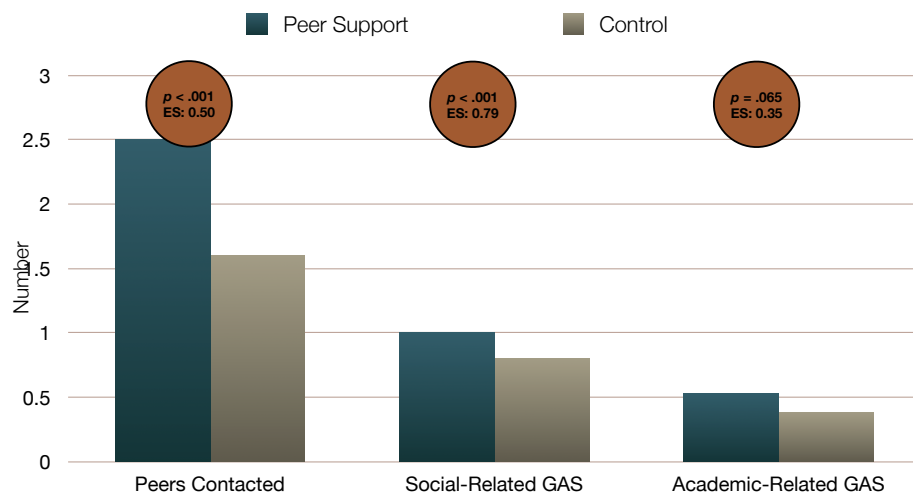
81

Classroom Observations (Post) [PS]



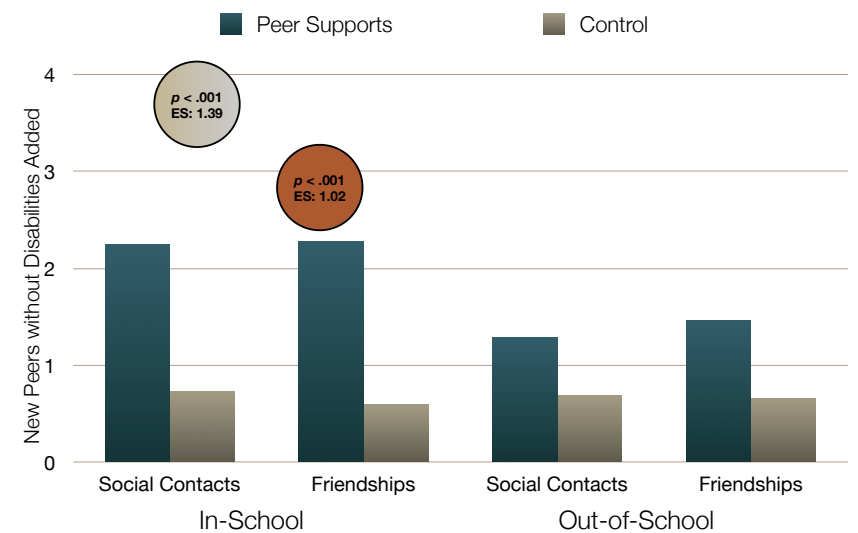
82

A Few Other Measures (at Post) [PS]



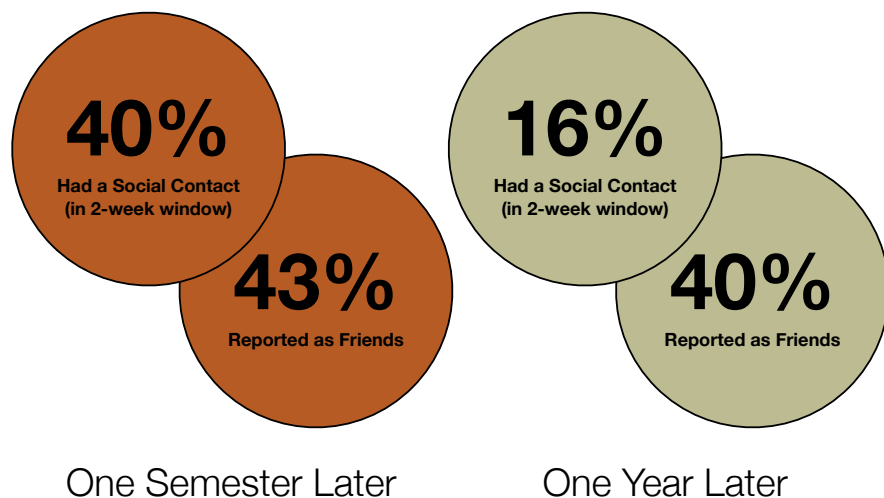
83

Recent Social Contact and Friendship Gains [PS]



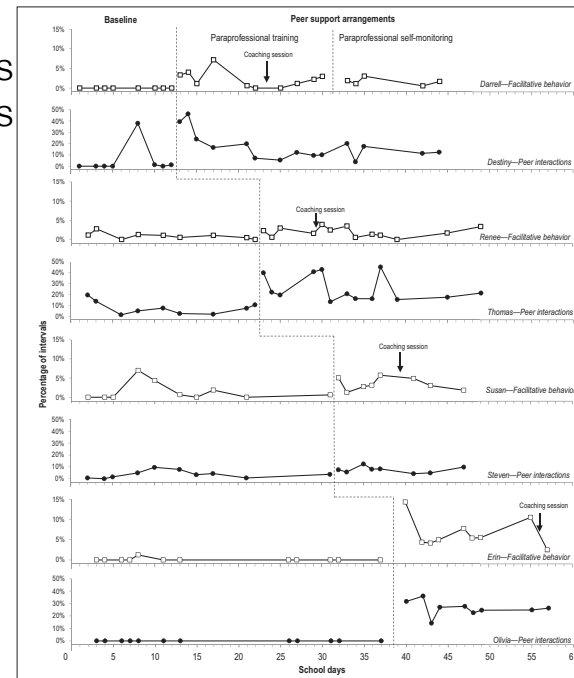
84

One Semester and One Year Later... [PS]



85

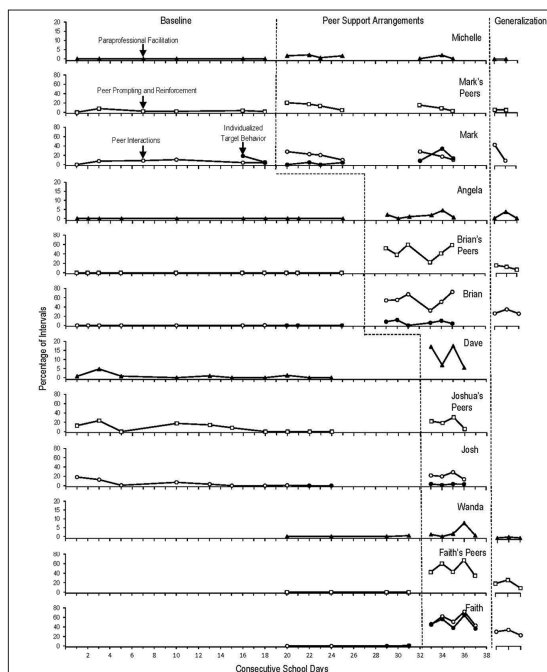
When Teachers Equip Parapros [PS]



Brock & Carter (in press)

86

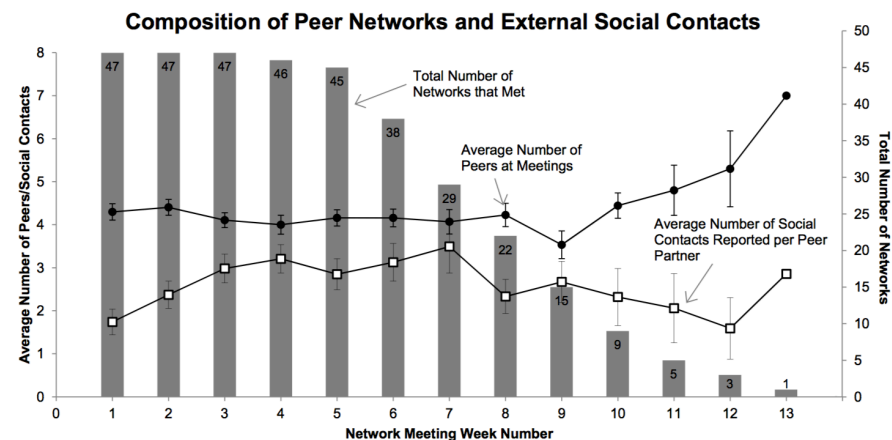
When Teachers Equip Parapros [PS]



Brock, Biggs, et al. (in press)

87

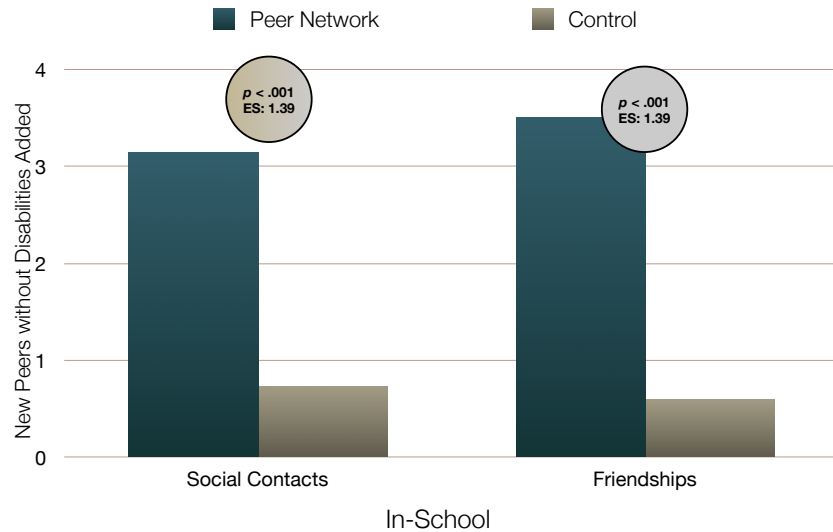
Peer Network Implementation [PN]



Asmus, Carter, et al. (submitted)

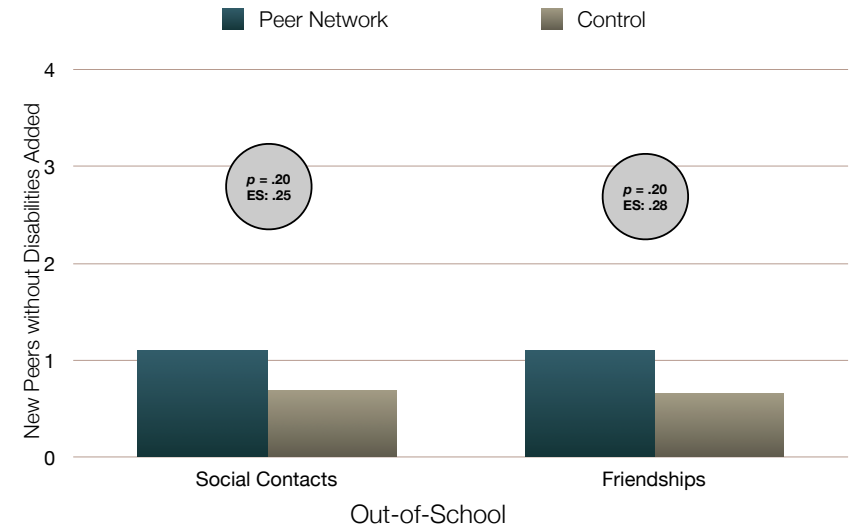
88

Recent Social Contact and Friendship Gains [PN]



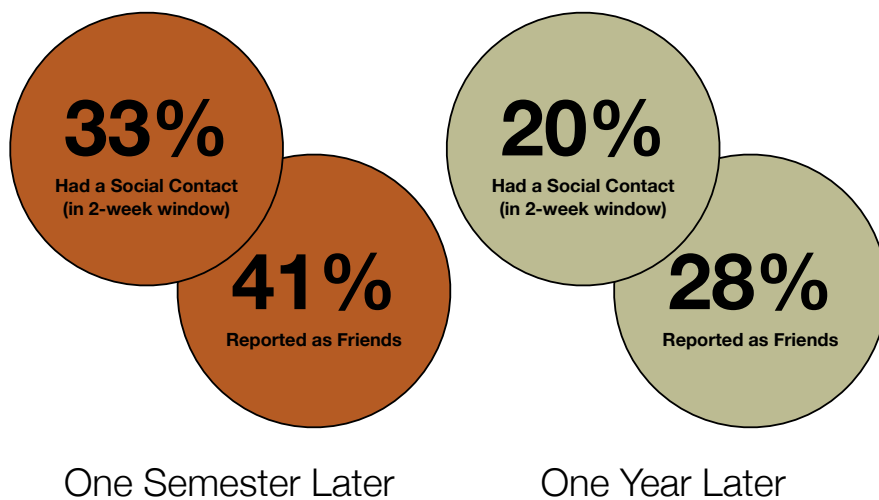
89

Recent Social Contact and Friendship Gains [PN]



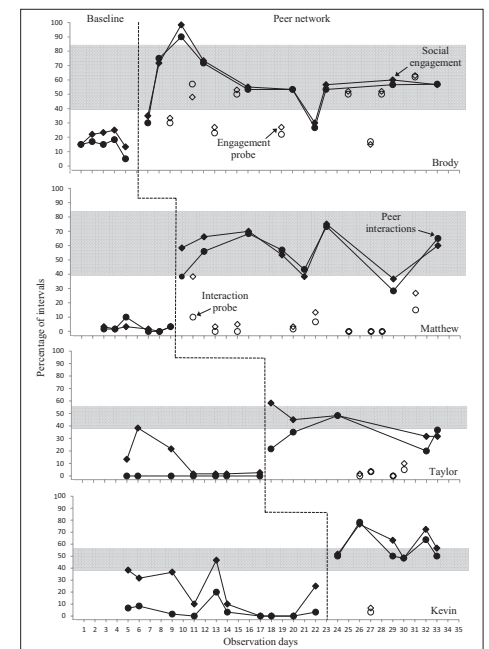
90

One Semester and One Year Later...



91

In an Advisory Class [PN]

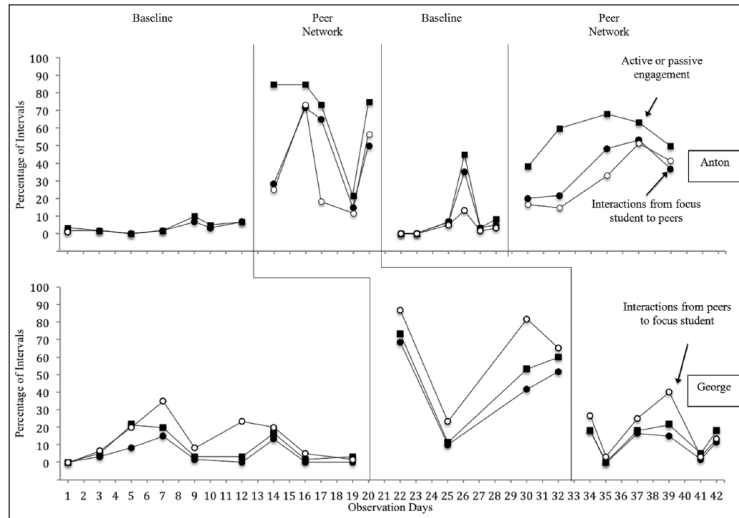


Hochman, Carter, et al. (in press)

Figure 1. Percentage of intervals in which focus students were socially engaged with peers (closed circles).

92

In an Advisory Class [PN]



Gardner, Carter, et al. (2014)

Figure 1. Percentage of intervals in which four students were actively or passively engaged (closed circles) or interactions from focus student to peers (open circles).

93

Conversations with Students with Disabilities

- Are you enjoying spending time with ____? Why or why not?
- What are some of the things you do together?
- What help do you find most helpful? Least helpful?
- What have you learned from working with ____?
- Do you consider ____ to be a friend?
- Would you like to continue working with ____? Why or why not?

94

Student Feedback Form

Name: _____ Semester: _____

1. What did you like about spending time with your peer partners?
2. What did you not like about spending time with your peer partners?
3. Would you like to continue spending time with your peer partners?
4. Have you made new friends? Who?
5. What other types of support would you like to receive?
6. What other school activities would you like to be part of?
7. Are there other students in the school you would like to get to know?

Other Comments or Feedback:

95

Students with Disabilities Feedback

| Example Questions | Peer Support |
|--|---|
| Do you have friends at school? | 90% yes 4% no 2% unsure 4% unclear |
| Did you like spending time with your peer partners? | 94% yes 2% unsure 4% unclear |
| Are ____ [names of peer partners] your friends? | 94% yes 2% unsure 4% unclear |
| Would you like to keep hanging out with ____ [names of peer partners]? | 92% yes 4% unsure 4% unclear |

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Conversations with Peers Providing Support

- How would you describe your experiences?
- Did you enjoy serving in this role? In what ways?
- What things have been going really well? Not so well?
- In what ways have you benefited from this involvement?
- What changes have you noticed in your partner, if any?
- Has this been a beneficial experience for your partner?
- What additional help would you like to be effective in this role?

97

Peer Feedback Form

Name: _____ Semester: _____

1. What aspects of being a peer partner have you enjoyed the most?
2. What have you found to be most surprising or challenging part of this experience?
3. What have you learned about yourself—or about others—from this experience?
4. In what ways have you seen your partner benefit from being part of this experience?
5. What advice would you have for other students in your school who might be thinking about becoming a peer partner?
6. How can school staff better support you in this role?

Other Comments or Feedback:

98

Conversations with Students with Disabilities

- Are you enjoying spending time with ____? Why or why not?
- What are some of the things you do together?
- What help do you find most helpful? Least helpful?
- What have you learned from working with ____?
- Do you consider ____ to be a friend?
- Would you like to continue working with ____? Why or why not?

99

Student Feedback Form

Name: _____ Semester: _____

1. What did you like about spending time with your peer partners?
2. What did you not like about spending time with your peer partners?
3. Would you like to continue spending time with your peer partners?
4. Have you made new friends? Who?
5. What other types of support would you like to receive?
6. What other school activities would you like to be part of?
7. Are there other students in the school you would like to get to know?

Other Comments or Feedback:

100

Conversations with Peers Providing Support

- How would you describe your experiences?
- Did you enjoy serving in this role? In what ways?
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- In what ways have you benefited from this involvement?
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- Has this been a beneficial experience for your partner?
- What additional help would you like to be effective in this role?

101

Peer Feedback Form

Name: _____ Semester: _____

1. What aspects of being a peer partner have you enjoyed the most?
2. What have you found to be most surprising or challenging part of this experience?
3. What have you learned about yourself—or about others—from this experience?
4. In what ways have you seen your partner benefit from being part of this experience?
5. What advice would you have for other students in your school who might be thinking about becoming a peer partner?
6. How can school staff better support you in this role?

Other Comments or Feedback:

102

Conversations with Educators and Paraprofessionals

- What is your overall impression of peer support strategies?
- How would you describe the experiences of students?
- How effective have peers been at providing support?
- What strategies do these peers still need to learn?
- What concerns (if any) do you still have?
- What sort of assistance would be most helpful for you?
- What have been the benefits to students with disabilities? To their peer partners? To other students? To school staff?

103

Paraprofessional Feedback Form

Name: _____ Semester: _____

1. In what ways did peers with and without disabilities support and interact with one another?
2. What went especially well? Why?
3. What challenges did you experience (if any)?
4. What differences have you noticed for students with disabilities?
5. What differences have you noticed for participating peers?
6. How would you describe the relationships students are forming?
7. What additional resources, assistance, or training do you need to support students well as they spend time and work together?

Other Comments or Feedback:

104

General Educator Feedback Form

Name: _____ Semester: _____

1. In what ways did peers with and without disabilities support and interact with one another in your class?
2. What went especially well? Why?
3. What challenges did you notice (if any)?
4. What differences has this made for students with disabilities?
5. What impact has it had on participating peers?
6. In what ways has this experience impacted your views on inclusion and instruction?
7. What additional resources, assistance, or training do you need to support students well as they work together in your classroom?

Other Comments or Feedback:

105

Conversations with Parents

- What does your child tell you about working with his or her peers in this classroom?
- What have you noticed that suggests your child is enjoying this experience?
- Does your child describe his or her peers as friends?
- Is your child connecting with his peers outside of school, by phone, e-mail, or in person?

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Other Markers of Impact

- Are your students spending more time in inclusive classrooms?
- Are your students connected to more clubs and extracurriculars?
- Are more staff connected to students with significant disabilities?
- Are more resources available to support rigor, relevance, and relationships?
- Is the culture of your school becoming more welcoming and inclusive?

107

6. Facilitating Interactions Beyond the Classroom

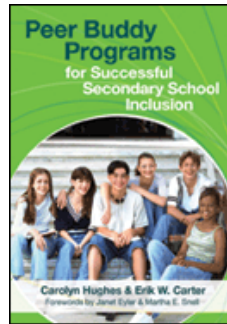
“Formal efforts to create more welcoming school cultures, expand the quality of opportunities students with and without disabilities have to get to know and spend time with one another, and strengthen the social skills and friendships of all students”

Peer Partner Programs

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Peer Partner Programs

1. Laying the Groundwork
2. Identifying Students
3. Equipping Students to Support and Spend Time with Each Other
4. Connecting at Regular Meetings or Events
5. Sustaining and Expanding the Program



www.brookespublishing.com/carter
<http://www.kypeertutoring.org>

109

A Few Themes From This Work...

- 💡 **Relationships** matter!!!
- 💡 **Relationships** require support
- 💡 **How** matters as much as **where**
- 💡 Good support strategies should be good for **everyone**
- 💡 Doing things **differently** doesn't always require more resources
- 💡 Strategies should be effective **and** feasible

110