





















































































































Reflecting on Elements that Enhance Peer Interactions and Friendships

	What are we <i>doing well</i> right now in this area?	What could we do <i>better</i> or <i>differently</i> in this area?
Students with and without disabilities participate in shared activities.		
Students with disabilities spend time in close proximity to peers without disabilities.		
Students with disabilities have reliable and relevant communication systems.		
Students with and without disabilities are connected on the basis of common interests.		
Students with disabilities have input into the peers with whom they spend time and interact.		
Students with and without disabilities are provided the information and training they need to enjoy their interactions.		
Students with disabilities receive just enough support from adults to facilitate (but not hinder) peer interactions.		
Adults regularly assess the interaction opportunities and outcomes of students with disabilities and their peers.		

What are the next steps we should take at our school to address these elements well?

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:									

Social Interaction Observation Form

Student: *Sharon Kay*

Week of: *October 15-19*

	Activity/class						
	<i>In the courtyard before school</i>	<i>1st period class</i>	<i>2nd period class</i>	<i>Lunch</i>	<i>3rd period class (math)</i>	<i>Opryland Hotel worksite</i>	<i>Volunteering at the community center</i>
Monday	<i>Marco-A Stephanie-B</i>	<i>Industrial arts Jessica-C</i>	<i>Student council Mica-C Shirley-C Amanda-B</i>	<i>Erik-C</i>	<i>Briana-C Liz-B Janice-C</i>	<i>Caleb-A</i>	<i>Scott-C Robert-C Marjie-B</i>
Tuesday	<i>Travis-A</i>	<i>Physical education</i>	<i>Library aide</i>	<i>Erik-C</i>	<i>Liz-B Emily-A</i>	<i>Michael-A</i>	<i>Scott-C Gerald-B</i>
Wednesday	<i>Leslie-B</i>	<i>Industrial arts Toni-C</i>	<i>Student council Mica-C Terry-B Pat-C</i>	<i>Erik-C</i>	<i>Gretchen-C Janice-A</i>	<i>Casey-B</i>	<i>Scott-C Robert-B Phyllis-C</i>
Thursday		<i>Physical education</i>	<i>Library aide</i>	<i>Erik-C</i>	<i>Briana-C</i>	<i>Jennifer-A</i>	<i>Scott-C Volunteer-B Gerald-C</i>
Friday	<i>Klassing-B</i>	<i>Industrial arts Jessica-B Toni-C</i>	<i>Student council Mica-C Terry-C Amanda-C</i>	<i>Erik-C</i>	<i>Briana-B Janice-C</i>	<i>Leah-B</i>	<i>Scott-B Marjie-C Robert-C</i>

Record each interaction with a general education peer by listing the name of the peer and the estimated length of the interaction.
(Key: A = less than 1 minute; B = 1-5 minutes; C = more than 5 minutes)

Social Interaction Observation Form

Student: _____

Week of: _____

	Activity/class						
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Record each interaction with a general education peer by listing the name of the peer and the estimated length of the interaction.

Key:

Communication Opportunity Worksheet

Activities/ Opportunity	How do peers interact with one another and participate?	What can _____ do to interact and participate with his peers?	What can <u>you</u> do to facilitate John's interactions and participation?
<i>Arriving to class</i>	<ul style="list-style-type: none"> • Say hi to each others • 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 • _____

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, E. 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.



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.

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

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"> • Talk quietly with his peers (when it is okay with the teacher) • Pass out worksheets or other materials to the class (if there are any that day) • Listen and respond to Ms. Hale as she does attendance • Boot up his laptop, if he will be taking notes in class 	<ul style="list-style-type: none"> • Ask Brad about his day or upcoming school events • Help Brad pass out any worksheets • Make sure Brad has all of the same materials for class, such as a book, worksheets, lab materials, etc. • Help Brad get out his notebook, pen, paper, etc. for class 	<ul style="list-style-type: none"> • 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 • Make sure Brad has the same materials as his classmates, such as a book, any worksheets, paper, pencil, lab materials, etc. • Look through the materials quickly to see if there are any things that could be adapted readily

When there are lectures or whole group instruction...

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

When there are small group or lab activities...

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

When there is independent seatwork...

Brad could...	Peers could...	The facilitator could...
<ul style="list-style-type: none"> • Listen to Ms. Hale as she presents instructions to the class • Work with the facilitator to finish the worksheet or other activity • When other peers are done, ask them for help completing his work 	<ul style="list-style-type: none"> • Before beginning your own work, make sure Brad has all of the materials he needs for the activity • 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 • Encourage Brad with lots of positive feedback such as "Awesome, you got the answer to number ten!" 	<ul style="list-style-type: none"> • Make sure Brad has the same materials as his classmates for the activity • 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? • Is there an alternative activity Brad could complete? • Let the peers know when they are doing a great job supporting Brad

At the end of class...

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

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...

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

When there is independent seatwork...

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

At the end of class...

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



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 rectangular area defined by a dashed black line, intended for students to write 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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Helping keep their assignments and class materials organized

Reminding them how to follow established classroom routines

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Motivating and encouraging them when they get frustrated

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



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:

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?" <AU2></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); Ghore, York-Barr, and Sommersness (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:					

Example Social-Related Measures

Social-related outcomes	Definitions	Examples
Social interactions	One student acknowledging another using verbal or nonverbal communicative behaviors, such as gestures, pointing, or using an augmentative and alternative communication device	Elena used her AAC device to ask for help from her peers, comment on her group's project, and excuse herself from the classroom
Conversational initiations	New comments preceded by at least 5 seconds without an interaction or reflecting a change in conversational topic	Although she usually responded to her classmates when they ask her questions in science class, Aloura infrequently started conversations without prompting from her teacher
Appropriate interactions	Interactions typical of other peers in the same setting, or responses generally corresponding to an initiation in meaning and tone	Samuel's conversations were occasionally inappropriate to the math class, particularly when he talked about children's television shows
Positive affect	Smiling, laughing, relaxed body position, or making positive remarks	Elena's facial expressions suggest that she enjoyed her interactions with Oscar, but not with Thomas
Interaction quality	Overall judgment of interaction satisfaction based on students' affect, reciprocity, and topics discussed, ranging from <i>low</i> to <i>high</i>	The art teacher described Aloura's interactions with her classmates as being of fairly high quality, though somewhat less equally balanced than those typical of other students in the class
Interaction partners	People with whom the student is interacting, such as classmates, peer supports, other students with disabilities, paraprofessionals, or teachers	During lunch, Samuel tended to interact with three of his closest friends—Edgar, Lisa, and Carolyn
Social contacts	Interactions within the context of an activity lasting at least 15 minutes	Although most of Elena's interactions were relatively brief, she typically had 3-4 extended interactions each school day
Peers contacted	Total number of <i>different</i> peers involved in social contacts	Aloura primarily interacted with two students (Kara and Nicole) in art class, but she occasionally worked with Audrey and Kimber
Social support	Providing information, access to others, material aid, emotional support, help with decisions, or companionship	Samuel's peer supports primarily helped him complete his class assignments and encouraged him because he is having a tough day
Peer proximity	Sitting directly next to or within 3 feet of a classmate	Although Elena sat directly next to two of her classmates for half of the class period, she worked with her paraprofessional for the rest of the time to the side of the classroom
Social networks	The number of peers who are considered to be a "friend" by the student and with whom he or she has had contact in the recent past	Aloura has four friends with whom she spends most of her time
Membership	Having access to valued social roles and the symbols of belonging	Samuel is considered by others to be a leader within the comic book club
Social status	The number of classmates who identify a student as a close friend or "most liked" peer	More than half of her classmates consider Elena to be a friend

Adapted from Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies for improving all students' social lives and learning*. Baltimore: Paul H. Brookes, p. 88.

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:

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:

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:

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:

Parent Feedback Form

Child's Name: _____

Semester: _____

- 1. What does your child tell you about the peers he is getting to know at school as part of this project?**

- 2. What have you noticed that suggests your child is enjoying (or not enjoying) this experience?**

- 3. Is your child connecting with his peers outside of school, by phone, e-mail, or in person?**

- 4. Does your child describe his or her peers as friends?**

- 5. How can we better share with you about the social connections your child is developing at school?**

- 6. What additional resources or information could we provide to help you facilitate social and community connections for your son or daughter with a disability?**

Other Comments or Feedback: