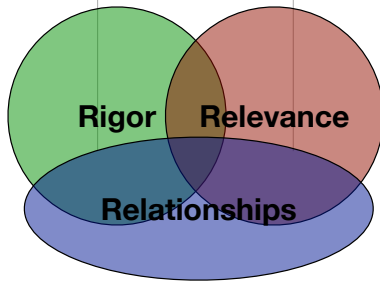


Promoting Relationships and Learning

Through Peer-Mediated Interventions: Practical Strategies with Strong Evidence

Erik W. Carter | Vanderbilt University



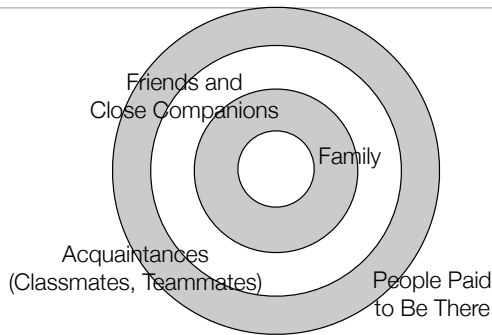
1

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** and **paraprofessionals** play in this process?

2

The Relationships of Students with Autism



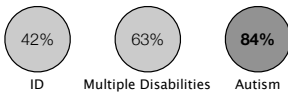
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Indicators of Friendships and Peer Relationships During Middle and High School

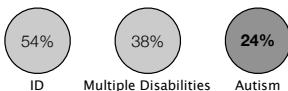
Frequently **see friends** outside of school:



Never or rarely **receive phone calls from friends**:



Get together with friends outside of formal groups at least once per week:



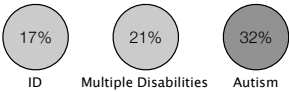
Source: Wagner, Cadwallader, Garza, & Cameto (2004)



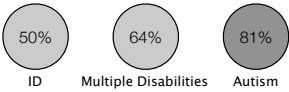
4

Relationships During Elementary School

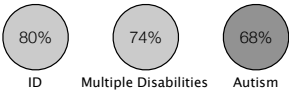
Never visited with friends during the previous year:



Never or rarely receive phone calls from friends:



Invited to other children's social activities during the previous year:



www.seels.net

Fostering Social Connections and Communication

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

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 (2010-2014)

1. Shared Activities

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



At Your School...

- Are students with and without disabilities present in the **same places**?
- Are students with and without disabilities there at the **same times**?
- Are students with and without disabilities engaged in the **same activities**?

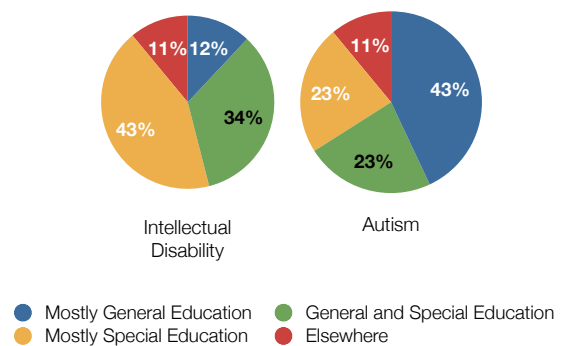
9

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	👎	👎	👎

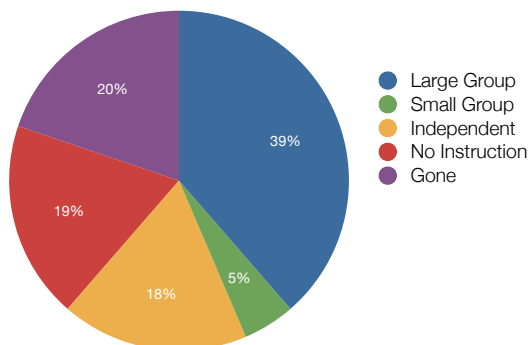
10

A Picture of General Education Participation In Pennsylvania...



11

Not Even Present In the Classroom...



Source: Chung, Carter, & Sisco (2012)

12

2. Proximity to Peers

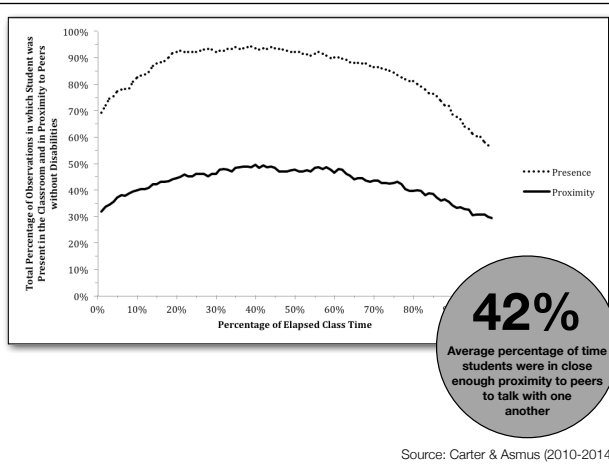
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Source: Chung, Carter, & Sisco (2012)

0

Number of peer interactions
when students are NOT in
proximity to peers

13



14

3. Communication Access

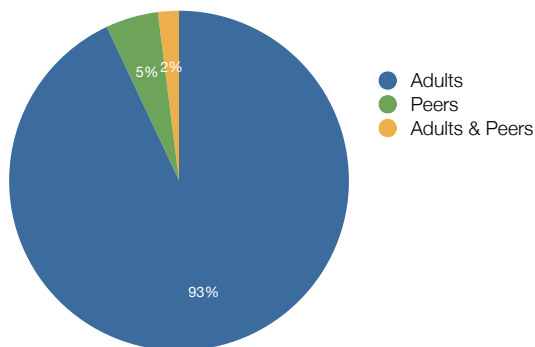
Source: Chung, Carter, & Sisco (2012)

60%

Average percentage of time students were NOT in proximity to their AAC device

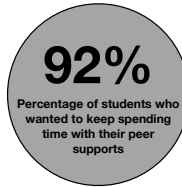
15

With Whom Do Students Interact?



16

4. Common Interests & Motivation



Source: Carter & Asmus (2010-2014)

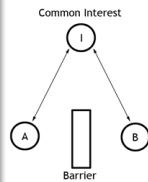
17

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)? _____	



18

5. Prepared Peers (and Students with Disabilities)



Source: Carter & Asmus (2010-2014)

19

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?

20

6. Just Enough Support

>60%
Percentage of time students
are directly next to a
paraprofessional in
inclusive classes

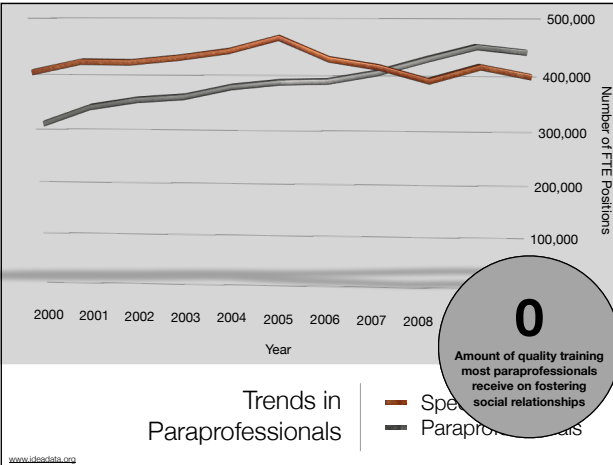
Source: Chung, Carter, & Sisco (2012)

21

Trends in Paraprofessionals

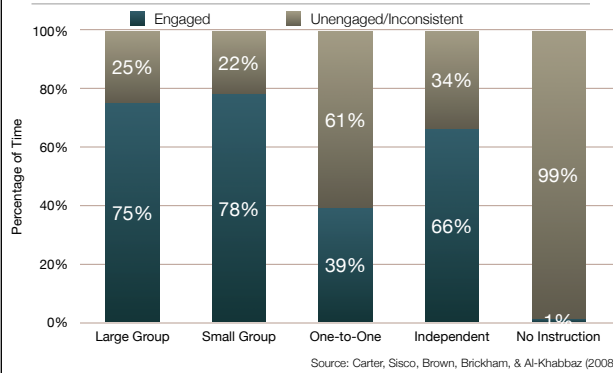
— Special Education
— Paraprofessionals

0
Amount of quality training
most paraprofessionals
receive on fostering
social relationships



22

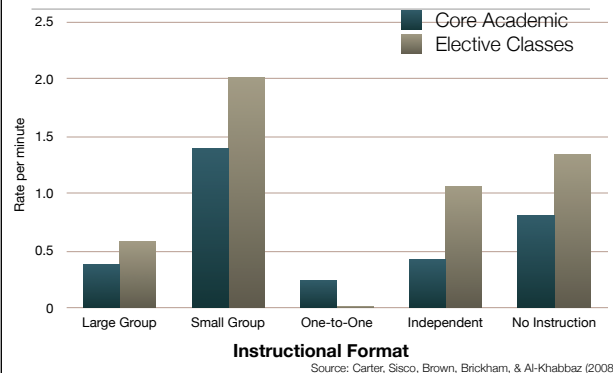
Are Students Academically Engaged?



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

23

Interaction Rate by Instructional Arrangements



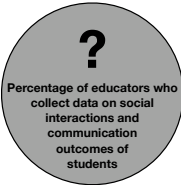
Source: Carter, Sisco, Brown, Brickham, & Al-Khabbaz (2008)

24

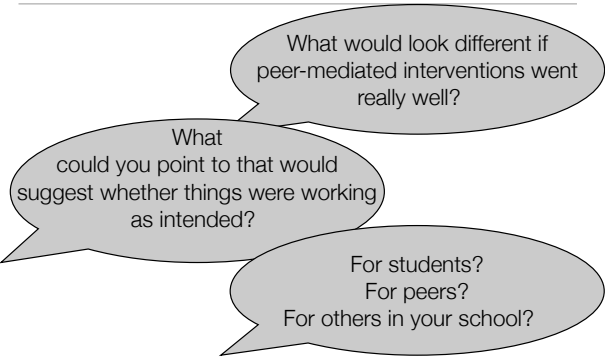
Can the student converse and participate...

- ...on his or her own?
- ...if given the right technology or adaptive equipment?
- ...if provided with some additional skill instruction?
- ...if shown how to use basic self-management strategies?
- ...with help from a peer, classmate, or co-worker?
- ...with *occasional help* from a special educator, job coach, service provider, or other paid staff?
- ...with *ongoing help* from a special educator, job coach, service provider, or other paid staff?

7. Data-Driven Reflection and Refinement



What impact do you expect these interventions to have?



Example Social-Related Outcomes		
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, Alana 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 low to high	The art teacher described Alana'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, nonprofessionals, or teachers	During lunch, Samuel tended to interact with three of his closest friends—Edgar, Lisa, and Cawley.
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 different peers involved in social contacts	Alana 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	Alana 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. 36.

	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 (midA)</i>	<i>Opportunity/other workplace</i>
Monday	<i>Mace-A Stephanie-B</i>	<i>Industrial arts Jessica-C</i>	<i>Student council Mace-C Stevie-C Amado-B</i>	<i>Eric-C</i>	<i>Brian-C Liz-B Janice-C</i>	<i>Scott-C Robert-C Majie-B</i>
Tuesday	<i>Travis-A</i>	<i>Physical education</i>	<i>Library aide</i>	<i>Eric-C</i>	<i>Liz-B Emily-A</i>	<i>Michael-A Scott-C Garold-B</i>
Wednesday	<i>Leslie-B</i>	<i>Industrial arts Tara-C</i>	<i>Student council Mace-C Terry-B Pete-C</i>	<i>Eric-C</i>	<i>Gretchen-C Janice-A</i>	<i>Scott-C Robert-B Phyllis-C</i>
Thursday		<i>Physical education</i>	<i>Library aide</i>	<i>Eric-C</i>	<i>Brian-C</i>	<i>Janet-A Scott-C Volunteer-B Garold-C</i>
Friday	<i>Kassidy-B</i>	<i>Industrial arts Jessica-B Tara-C</i>	<i>Student council Mace-C Terry-C Amado-C</i>	<i>Eric-C</i>	<i>Brian-B Janice-C</i>	<i>Scott-B Majie-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)

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Are there people who...

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

30

Reflecting on Elements that Enhance Peer Interactions and Friendships

	What are we doing well right now in this area?	What could we do better or differently 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.		

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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***

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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

Adults as Facilitators of Social Connections

PACKERS Strategies to facilitate peer interactions	
Proximity to peers	<ul style="list-style-type: none">Is the student close to and facing toward peers?Does the student have similar materials as peers?
Access to device	<ul style="list-style-type: none">Is the device on and ready to be used?Are appropriate messages programmed in the device?
Create opportunities	<ul style="list-style-type: none">Are the student and peers working together?Can the student and peers talk about shared experiences?
Keep monitoring	<ul style="list-style-type: none">Are peers involving the student in class activities?Do the student and peers understand each other?
Encourage students	<ul style="list-style-type: none">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	<ul style="list-style-type: none">Can peers provide natural supports to the student?Step back, fade prompts, and facilitate independence.
Score interactions!	<ul style="list-style-type: none">Does the student talk more with peers using the device?Is the student getting to know more peers in the class?

From Olney, T., & Kertler, E. W. (2013). Promoting peer interactions in inclusive classrooms for students with speech-generating devices. *Research and Practice for Persons with Severe Disabilities, 42*, 16-19.

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

Launching Peer Support Arrangements

Where do you begin?

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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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?

Classroom Activities Assessment

Class: _____ Student: _____
Teacher: _____ Team: _____

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

Continued >



Source: Carter, Cushing, & Kennedy (2009)

Social and 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 you do to facilitate _____'s interactions and participation?
Arriving to class	<ul style="list-style-type: none">Say hi to each otherTalk about school eventsGet materials ready	<ul style="list-style-type: none">Say hi to his/her peersShare about his day using SGDGet 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 usePrompt him/her to use SGD to talk about his/her day
During lecture	<ul style="list-style-type: none">Listen to the teacherAsk the teacher questionsAsk each other questions quickly and quietly	<ul style="list-style-type: none">Attend to the teacherUse SGD to answer questionsHelp teacher distribute materials	<ul style="list-style-type: none">Prompt him/her to look at the teacherMake sure that he/she has same materialPre-program messages in his/her SGD
During small-group activities	<ul style="list-style-type: none">Ask question and discuss ideasWork collaboratively on group projects	<ul style="list-style-type: none">Work with his/her peers and share responsibilities for the groupMake comments about others' ideas using SGD	<ul style="list-style-type: none">Encourage peers to ask him/her questionsMake sure the SGD has appropriate messages to make comments
During individual work	<ul style="list-style-type: none">Borrow materialsAsk questions and check answersComplete worksheets	<ul style="list-style-type: none">Borrow materials from peersAsk peers for help	<ul style="list-style-type: none">Encourage him/her to ask peers for helpPrompt peers to check answers with him/her
During break/free time	<ul style="list-style-type: none">Chat about TV shows, after-school or weekend plansShare jokes and tease each other	<ul style="list-style-type: none">Ask peers questionsShare a joke using his/her SGD	<ul style="list-style-type: none">Facilitate conversations through sharing common interests between John and his peers
Leaving the class	<ul style="list-style-type: none">Share jokes and tease each otherSay goodbye, walk with friends	<ul style="list-style-type: none">Say goodbye to peersShare with peers about his/her plans for the day	<ul style="list-style-type: none">Model saying goodbye to peersEncourage him/her to ask peers about their plans

Source: Chung & Carter (2013)

- 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
- Prompting 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

41

Source: Carter, Asmus, & Moss (2014).

42

A hand holding a white mug with the text: "What you do every day matters more than what you do once in a while". The background is a blurred green plant.

43

- Student preferences
- Similar ages
- Interpersonal skills and willingness to learn
- Expressed interest
- Consistent attendance
- Shared interests
- Existing social networks

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Avenues for Identifying Peer Supports

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

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Example Questions for Prospective Peer Supports

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

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3. Orienting Peers Without Disabilities to Their Roles

- 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?

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Example 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
- Promoting class participation
- Student motivation and feedback
- When to seek assistance
- Discussion and questions

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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?

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)

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: Cauton-Therrien & Malmgren, 2005; Downing, 2005; Ghem, York-Barr, & Sommerme, 2002

Academic Supports from Peers

Academic-related supports	Examples
Helping check the accuracy of assignments	
Sharing notes, assisting in taking notes (including guided)	
Sharing other class materials (other than notes)	
Paraphrasing/rephrasing lectures or class discussions	
Prompting him/her to contribute a question/ idea during discussion	
Explaining a key concept or how to solve a specific problem	
Writing down answers given orally or with a communication device	
Providing instructions on how to complete a class activity	
Reviewing class content to ensure understanding	
Helping him/her participate in a group activity	
Encouraging/reinforcing academic performance	
Reading aloud a section of a book or assignment	
Modifying or adapting assignments	
Other	

Social and Other Supports from Peers

Social-related supports	Examples
Prompting him/her to interact with other classmates	
Encouraging other classmates to interact with him/her	
Making formal introductions to other classmates	
Explicitly teaching specific social-related skills	
Prompting use of an aided communication device	
Reinforcing social/communication attempts	
Other supports	
Helping him/her self-manage own behavior	
Redirecting him/her when he/she is off-task	
Giving advice or providing emotional support	
Helping student keep assignments or class materials organized	
Helping student pass out class materials	
Explaining or demonstrating specific classroom rules	
Explaining class/activity schedule	

Social Interaction Observation Form

Student: Sharon Kay

Week of: October 18-19

	Activity/class					
	In the courtyard before school	1st period class	2nd period class	Lunch	3rd period class (mid A)	Opryland Hotel/worksite
Monday	Mica-C Stephanie-B	Industrial arts Jessica-C	Student council Mica-C Shirley-C Aminda-B	Eric-C	Brian-C Lisa-B Tanya-C	Scott-C Robert-C Majie-B
Tuesday	Travis-A	Physical education	Library aide	Eric-C	Lisa-B Emily-A	Michael-A Scott-C Garold-B
Wednesday	Leslie-B	Industrial arts Tara-C	Student council Mica-C Terry-B Pete-C	Eric-C	Gretchen-C Tanya-A	Scott-C Robert-B Phyllis-C
Thursday		Physical education	Library aide	Eric-C	Brian-C Tanya-A	Scott-C Volunteer-B Garold-C
Friday	Kassidy-B	Industrial arts Jessica-B Tara-C	Student council Mica-C Terry-C Aminda-C	Eric-C	Brian-B Tanya-C	Scott-B Majie-C Robert-C

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)

A Couple of Great Articles to Share with Paras

Universal Design for Learning & Differentiated Instruction

The Golden Rule of Providing Support in Inclusive Classrooms: Support Others as You Would Wish to Be Supported

John H. Gardner/Thinkwell

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Paraeducators' Roles in Facilitating Friendships Between Secondary Students With and Without Autism Spectrum Disorders or Developmental Disabilities

Anthony S. Bennett and Deborah P. Gossling

As the number of students with disabilities who are placed in general education classrooms continues to rise, the need for effective strategies to support social and academic success for these students is becoming increasingly apparent. This article discusses the role of paraeducators in facilitating friendships between students with and without disabilities. The authors provide a review of the literature on social skills training and social support for students with disabilities, and discuss the importance of paraeducators in implementing these strategies in the classroom. The authors also provide a list of strategies for paraeducators to use in facilitating friendships between students with and without disabilities.

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5. Reflecting on the Impact of Peer Supports



Classroom Observations

- Nature of students interactions with peers
- Types of conversational skills
- Modes of communication
- Persons involved in interactions
- Time in which students are engaged academically
- Time in which students work on activities aligned with the general curriculum
- Time in which students are working with a one-to-one adult support

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

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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?

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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:

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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?

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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:

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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?

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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:

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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:

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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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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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Discussion



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Online Resource

A screenshot of a video titled "STARTING POINTS AND POSSIBILITIES" showing a woman speaking. The video includes a list of reflection questions: "Where are the rigorous and relevant learning opportunities in your schools and community?", "What opportunities do students have to develop supportive relationships with their peers?", "What supports would most help students with severe disabilities benefit most from these existing opportunities?", and "Are there new opportunities that should be developed or existing ones that should be expanded?".

STARTING POINTS AND POSSIBILITIES

Promoting **Inclusion Learning** and **Relationships** for Students with Complex Needs

ERIK W. CARTER
Session 1

REFLECTION QUESTIONS

- Where are the **rigorous** and **relevant** learning opportunities in your schools and community?
- What opportunities do students have to develop supportive **relationships** with their peers?
- What **supports** would most help students with severe disabilities benefit most from these existing opportunities?
- Are there **new opportunities** that should be developed or existing ones that should be expanded?

14:43 / 19:25

<http://www.pattan.net/Videos/Browse/Training%20Series/Starting+Points+and+Possibilities+-Promoting+Inclusion+Learning+and+Relationships+for+Students+with+Complex+Needs>

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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

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