



Peer to Peer Program - Student with ASD Data

Complete this form for students with ASD participating in an established peer to peer support program. If possible, select students who have not participated in a peer to peer support program previously. Report baseline data for the semester before starting the program. End of year data is reported at the end of the school year or the most recent semester.

General Information

Reporting Period: ☐ Baseline ☐ End of Year *Complete one form at the beginning of the year and one form at the end of the school year		Date Completed:	
Name of person completing form:			
Email address of person completing form:			
RCN:		ISD:	
District:		Building:	
Enter the Target Student Code using the following information: - The code is used instead of a name so that personally identifiable information is not included in this form. - It is very important that this code is correct to link the baseline and end of year data. Code: First letter of district name, student first and last initial, grade level #, birth month # - Example Information: Elm District, Jose Alvarez, 3rd Grade, July - Example Code: EJA37			
Target Student Code: _____			
*Parent permission form required to submit this data to START. Retain this form in the student's file at their school.			
Grade: ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ post high		Target Student Gender: ☐ Female ☐ Male ☐ Non-binary	
Target Student Race/Ethnicity: ☐ American Indian or Alaska Native ☐ Asian ☐ Black or African American ☐ Hispanic or Latino/Latina ☐ Middle Eastern or North African ☐ Multi-racial ☐ Native Hawaiian or Other Pacific Islander ☐ White			
Classroom Environment and Teaching Assessment – Revised (CETA-R) completed for student's classroom? ☐ Yes ☐ No		Info on the CETA-R can be found at: http://www.gvsu.edu/autismcenter/ in Resources	

Student Data Profile

Learning Setting	☐ In school full-time ☐ In school less than full-time Reason for in school less than full-time: ☐ In school less than full-time due to an IEP decision for a reduced school day ☐ In school less than full-time and receiving intervention services outside the school setting during the school day (e.g., Applied Behavior Analysis) ☐ Other: _____
Attendance	<i>Reported at end of year only</i> Number of school days missed for the year: _____ days as of _____ date *Absences for illness, appointments, vacations, or other excused reasons. Does not include suspensions.
Educational Environment	Percentage of time target student is currently in general education per the IEP: ☐ 80% or greater ☐ 60-79% ☐ 40-59% ☐ Less than 40% ☐ None, classroom in general ed building ☐ None, separate facility
Participation in State Assessment	What Michigan state assessment did the student participate in during the most recent year? ☐ Standard State Assessment ☐ MI-ACCESS ☐ Not age-eligible for standard state assessment.
IEP Goals	List two IEP goals 1. _____ <i>Reported at End of year:</i> ☐ Met goal ☐ Moderate progress ☐ Minimal progress 2. _____ <i>Reported at End of year:</i> ☐ Met goal ☐ Moderate progress ☐ Minimal progress
Academic Involvement	IEP Course of Study: ☐ Diploma ☐ Certificate ☐ Not determined
	Is the general education curriculum the primary focus of instruction? ☐ Yes ☐ No
	Does the student receive grades in general education classes? ☐ Yes ☐ No <i>Reported at End of year:</i> If yes, what is the student's GPA? _____

Independence	Percentage of time student receives direct paraprofessional support throughout the day when in a school building: ☐ <10% ☐ 10-29% ☐ 30-49% ☐ 50-69% ☐ 70-89% ☐ >90%
	What is the student's level of daily independence during each of these activities, when in a school building?
	Arrival and departure ☐ alone or with a peer ☐ direct adult support
	Navigating hallway ☐ alone or with a peer ☐ direct adult support
	Using the restroom ☐ alone or with a peer ☐ direct adult support
	Obtaining and eating lunch ☐ alone or with a peer ☐ direct adult support
	Has the student taken driver's training? ☐ Yes ☐ No or ☐ Not old enough Does the student have a driver's permit or license? ☐ Yes ☐ No or ☐ Not old enough
Social Interaction	Is the student supported by a peer to peer program during the school day? ☐ Yes, all day ☐ More than half the day, less than all day ☐ Less than half the day ☐ No
	How many hours per day is target student in immediate proximity with typical peers (e.g., same classroom, playground, table at lunch) ☐ all day ☐ 5-6 hours ☐ 3-4 hours ☐ 1-2 hours ☐ <1 hour ☐ none
	How many peers are assigned to the target student daily? ☐ >12 ☐ 10-12 ☐ 9-10 ☐ 7-8 ☐ 5-6 ☐ 3-4 ☐ 1-2 ☐ none
	How often does the student eat lunch with non-disabled peers? ☐ Always ☐ 3-4 times per week ☐ 1-2 times per week ☐ Never
	How many friends does the student have? *Friend defined as - enjoy spending time together, spend time together regularly, both identify each other as a friend. ☐ >10 ☐ 7-9 ☐ 5-8 ☐ 3-4 ☐ 1-2 ☐ None
School Engagement	Frequency of extra-curricular activities (e.g., sports, clubs, dances) with non-disabled peers in the most recent school year: ☐ Daily ☐ Weekly ☐ Monthly ☐ 1-2 per Semester ☐ None
	What school activities is the student involved in? ☐ Band, orchestra, chorus, choir, or other music group ☐ School play or musical, drama club ☐ Student government ☐ Academic honor society (such as NHS or BETA club) ☐ School yearbook, newspaper, or literary magazine ☐ Academic clubs (such as debate, foreign language, or science clubs) ☐ Hobby clubs (such as art, computers, photography, or chess) ☐ Social activism club (such as an environmental or political club) ☐ Vocational or professional club (such as DECA, FTA, FHA, or FFA) ☐ Sports team or athletic club ☐ UCS/Youth Activation Committee ☐ Service-learning or volunteer experiences ☐ Other school activities <i>not</i> listed above: _____ ☐ Not involved in any school activities

Challenging Behavior	Number of suspensions or times sent home from school (removals) for challenging behavior within the past month: ☐ None ☐ 1-2 ☐ 3-5 ☐ 6-10 ☐ >10 Number of behavioral incidents (e.g., disruptions, aggression) requiring removal from the classroom within the past month? ☐ None ☐ 1-2 ☐ 3-5 ☐ 6-10 ☐ >10
Self-Advocacy	Did the student attend their most recent IEP? ☐ Yes ☐ No If so, for what amount of time ☐ <50% ☐ >50% ☐ Did not Attend
	Has the student participated in presenting to peers about ASD? ☐ Yes ☐ No *For students 8th grade and above Did the student take the assessment(s) for the development of the EDP? ☐ Yes ☐ No
Family Engagement	Is the student / family and school team working on goals established by the START passport? ☐ Yes ☐ No
	Was a family member involved in the development of any of the student's support plans (e.g., behavior plan, self-management systems)? ☐ Yes ☐ No
Employment and Employment Preparation	For students age 14 or older, which of the following activities has the student been involved in: ☐ Paid Integrated Employment ☐ Integrated Internship / Apprenticeship ☐ Community Job Sampling ☐ Integrated Ongoing Volunteering ☐ Technical School ☐ None Has the student taken driver's training? ☐ Yes ☐ No ☐ Not old enough Does the student have a driver's permit or license? ☐ Yes ☐ No ☐ Not old enough