Beyond Lunch and Recess
Elementary Peer to Peer Support Programs

START Conference
April 28, 2014

Introductions
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A Guidance Document for Developing a Peer to Peer Support Program at the Elementary Level
14 Steps Needed to Move Elementary Peer to Peer Support Beyond Lunch and Recess

Missing Socialization Opportunities
Using Cross-Age/Same Age Supports
P.E., Music, and Art Peer to Peer Supports

Elementary Peer to Peer Support Programs

It's All About Understanding The Elementary School Schedule for Students in Cross Categorical and ASD Programs

Example for this Presentation Student with ASD Integrated ½ Day - 4th Grade

The team must understand how the elementary schedule is constructed
Elementary Schedule

• Organized into Three Parts:
  – AM
  – Lunch and Recess
  – PM

• Integration Opportunities Organized Around AM or PM

• Specials – Cross Age Peers for Specials
  Opposite Integration Opportunity

| AM Schedule | Kindergarten: Amy and Robert  
| 9:00 - 11:40 | 1st Grade: Theo and Wendell  
| Lunch/Recess | 11:40 - 1:00  
| PM Schedule | 1:00 - 3:40  
| Lower Elementary Lunch | 11:40 - 12:20  
| Lower Elementary Lunch | 12:20 - 1:00  
| Upper Elementary Lunch | 12:20 - 1:00  
| Upper Elementary Lunch | 11:40 - 12:20  
| Lower Elementary Integration | AM Schedule: Student’s Names and Grades:  
| Kindergarten: Amy and Robert  
| 1st Grade: Theo and Wendell  
| 2nd Grade: Mark and Ryan  
| 3rd Grade: Dan and Russell  
| 4th Grade: Brian and Eric  
| 5th Grade: Greg and Emily  
| Physical Education | Music | Art  
| Non-Integration Special Time PM | M/W – 1st Grade: Bob/Eric 1:00  
| | 2nd Grade: Theo/Wendell 2:00  
| | 3rd Grade: Emily/Greg 10:30  
| | 4th Grade: Mark/Ryan 3:00  
| | 5th Grade: Emily/Greg 9:30  
| Non-Integration Special Time AM | M/W – 1st Grade: Bob/Eric 9:30  
| | 2nd Grade: Theo/Wendell 10:00  
| | 3rd Grade: Emily/Greg 2:00  
| | 4th Grade: Mark/Ryan 3:00  
| | 5th Grade: Emily/Greg 9:30  

Grade Level

Special Times

| Grade Level | Kindergarten | 2nd Grade | 3rd Grade | 4th Grade |
| PE | M/W 1:00 | M/W 10:00 | M/W 2:30 | M/W 9:30 |
| Music | Th 3:00 | Th 10:30 | Music Th 10:00 | Music Th 10:30 |
| Art | 10:00 | 3:00 | 2:00 | 10:30 |

| Grade Level | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade |
| PE | M/W 2:00 | M/W 10:00 | M/W 2:30 | M/W 9:30 |
| Music | Th 10:00 | Music Th 10:30 | Music Th 2:00 | Music Th 2:30 |
| Art | 10:00 | 3:00 | 2:00 | 10:30 |
How Schedule Works

- 6 students with ASD at the Lower Elementary Level
- 6 students with ASD at the Upper Elementary Level
- 50% of day Integration into General Ed Classroom
- Lunch, Recess and Opposite Integration Specials
- Student with ASD may additional time with his grade level peers with support from Cross Aged Peers.

Student with ASD
Integrated ½ Day - 4th Grade

The team determines which teachers classroom will support the development of the peer to peer support program for the student with ASD.

Brian has ASD and is Integrated ½ Day - 4th Grade

Student with ASD: Brian
Grade: 4th Grade
General Education Teacher: Mr. Conklin
Special Education Teacher: Mr. Smith
Physical Education Teacher: Mr. Ware
Art Teacher: Ms. Brown
Music Teacher: Mr. Muller
The team determines when in the schedule the student with ASD requires Peer to Peer Support.

Brian requires Peer to Peer Support

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Location</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>7:30-7:45</td>
<td>Locker</td>
<td>FDP Support Required</td>
</tr>
<tr>
<td>Ind. Work</td>
<td>8:45-9:15</td>
<td>ASD Classroom</td>
<td>FDP Support Required</td>
</tr>
<tr>
<td>Group Work</td>
<td>9:30-10:00</td>
<td>ASD Classroom</td>
<td>FDP Support Required</td>
</tr>
<tr>
<td>recess</td>
<td>10:15-10:30</td>
<td>Playground</td>
<td>FDP Support Required</td>
</tr>
<tr>
<td>Group Work</td>
<td>10:30-11:15</td>
<td>ASD Classroom</td>
<td>FDP Support Required</td>
</tr>
<tr>
<td>Ind. Work</td>
<td>11:15-11:45</td>
<td>ASD Classroom</td>
<td>FDP Support Required</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:45-12:15</td>
<td>Playground</td>
<td>FDP Support Required</td>
</tr>
<tr>
<td>Lunch (Buddies)</td>
<td>12:15-12:45</td>
<td>Lunchroom</td>
<td>FDP Support Required</td>
</tr>
<tr>
<td>Reading (Buddies)</td>
<td>1:45-2:45</td>
<td>Gen. Ed Classroom</td>
<td>FDP Support Required</td>
</tr>
<tr>
<td>Science</td>
<td>1:45-2:15</td>
<td>Gen. Ed Classroom</td>
<td>Paraprofessional</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2:30-3:00</td>
<td>Gen. Ed Classroom</td>
<td>Paraprofessional</td>
</tr>
<tr>
<td>Dinner Meeting</td>
<td>3:15-3:45</td>
<td>Gen. Ed Classroom</td>
<td>FDP Support Required</td>
</tr>
<tr>
<td>Departure</td>
<td>3:45-4:15</td>
<td>Locker</td>
<td>FDP Support Required</td>
</tr>
</tbody>
</table>

The team provides sensitivity awareness training and a brochure to recruit the peer to peer supports in the 4th and 5th Grade Classes.

Student with ASD
Integrated ½ Day - 4th Grade

Student with ASD
Integrated ½ Day - 4th Grade
Recruitment – Peer to Peer Supports for Brian

There are three 4th Grade Classrooms and three 5th Grade Classrooms in the building Brian attends. Each classroom has 28+ students. Mr. Elliott, Ms. Miller, and Mr. Conklin teach the 4th grade classes. Mrs. Dunlap, Mrs. Otto, and Mr. King teach the 5th grade classes. All 4th and 5th grade classes received sensitivity training along with specific information about Brian and how the ASD impacts him. Eighty-four 4th Grade students were given permission slips for participation in the Peer to Peer Support Program, 74 permission slips were returned from peers. Eighty-nine 5th grade students were given permission slips to participate in the Peer to Peer Support Program, 40 permission slips were returned from peers. Many of the 5th Grades are peer to peer support students for another student.

3 4th Grade Classrooms 74 permission slips were returned from the 84 4th Grade Students
Mr. Elliott – 25 Peer to Peer Supports
Ms. Miller – 25 Peer to Peer Supports
Mr. Conklin – 24 Peer to Peer Supports

3 5th Grade Classrooms 40 permission slips were returned from the 89 5th Grade Students
Mrs. Dunlap – 20 Peer to Peer Supports
Mrs. Otto – 10 Peer to Peer Supports
Mr. King – 10 Peer to Peer Supports
Student with ASD
Integrated ½ Day - 4th Grade

The team assigns a set of peers from one classroom to support the Student with ASD during the arrival time and departure time.

Same-age Peer to Peer Support at Arrival – Ms. Miller’s 4th Grade Class

Ten students from Ms. Miller’s class are assigned to be the arrival peer to peer supports. Brian and the peer will enter the building, go to their lockers and then go to the ASD classroom and play one Wii game (Brian’s favorite). At the end of the first 9 weeks, the alternate will become the primary peer and the primary peer will become the alternate. Arrival schedule will be posted in Ms. Miller’s classroom and the ASD classroom. The arrival peer is the alternate departure peer to peer support.

Arrival Schedule Posted in Mr. Miller’s 4th Grade Classroom

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Go to Lockers</th>
<th>Student’s Name</th>
<th>Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Laser Hockey</td>
<td>Daniel</td>
<td>Karen</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Tanks</td>
<td>Luisa</td>
<td>Kyla</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Charge</td>
<td>David</td>
<td>Kelly</td>
</tr>
<tr>
<td>Thursday</td>
<td>Fishing</td>
<td>Jennifer</td>
<td>Stephen</td>
</tr>
<tr>
<td>Friday</td>
<td>Shooting Range</td>
<td>Michael</td>
<td>Stewart</td>
</tr>
</tbody>
</table>
Student with ASD
Integrated ½ Day - 4th Grade

The team recruits a cross aged peers from the alternative high school

Alternative High School Student Assigned to Special Education Classroom

Cross-age Peer in the ASD Classroom – Alternative High School

Levy is a cross-age peer who attends the alternative high school. Levy is scheduled as a peer support during 2nd hour, which is a 1 ½ hour block from 8:45-10:15. Levy is assigned to Mr. Smith’s ASD classroom every day 2nd hour. Mr. Smith will develop and post a daily schedule for Levy so he understands the expectations of a peer to peer support.

<table>
<thead>
<tr>
<th>ASD Classroom</th>
<th>TV Commercial</th>
<th>O</th>
<th>O</th>
<th>O</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levy</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>

Student with ASD
Integrated ½ Day - 4th Grade

The team assigns a set of peers from one classroom to support the Student with ASD during the morning and lunch recess
Same-age Peer to Peer Support at Recess – Mr. Elliott’s 4th Grade Class

All 4th graders have morning recess at 10:15 – 10:30. Fifteen students from Mr. Elliott’s class support Brian at recess. The three peer supports assigned to recess will be the peers during morning and lunch recess. Each three person team is rotated by morning and lunch recess so one peer will be a peer to peer support for both morning and lunch recess weekly unless one of the three person team is absent. The recess schedule is rotated weekly also. The recess schedule is posted in Mr. Elliott’s and the ASD classroom.

Morning and Lunch Recess Schedule

Morning Recess Schedule

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Student Name</th>
<th>Student Name</th>
<th>Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
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<td>Wednesday</td>
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<tr>
<td>Thursday</td>
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<td></td>
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</tr>
<tr>
<td>Friday</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Lunch Recess Schedule

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Student Name</th>
<th>Student Name</th>
<th>Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Wednesday</td>
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<td></td>
<td></td>
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<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student with ASD

Integrated ½ Day - 4th Grade

The team assigns a set of peers from one classroom to support the Student with ASD during lunch.
**Same-age Peer to Peer Support at Lunch – Ms. Miller’s 4th Grade Class**

Fourth grade students are allowed to sit where they want in Lunch. Fifteen students from Ms. Miller’s 4th Grade Class are peer to peer support students for Brian during Lunch. The peers are assigned once a week including an alternate in case one student is absent. At the 9 week card marking period the schedule will rotate allowing the alternate to be the primary peer and one of the primary peers becomes the alternate. The lunch schedule will be posted in Ms. Miller’s class and the ASD Classroom.

**Lunch Schedule Posted in Ms. Miller’s 4th Grade Classroom**

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Student’s Name</th>
<th>Student’s Name</th>
<th>Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Lisa</td>
<td>Emily</td>
<td>Steve</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Kent</td>
<td>Bruce</td>
<td>Natalie</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Rick</td>
<td>David</td>
<td>Chris</td>
</tr>
<tr>
<td>Thursday</td>
<td>Britta</td>
<td>Alan</td>
<td>Kim</td>
</tr>
<tr>
<td>Friday</td>
<td>Sue</td>
<td>Jon</td>
<td>Robert</td>
</tr>
</tbody>
</table>

**Student with ASD Integrated ½ Day 4th Grade**

The team assigns the peers from the Students’ with ASD General Education Classroom to support Silent Reading (Reading Buddies).
In Class Peer to Peer Supports During Reading 
Buddies – Mr. Conklin’s 4th Grade Class

Mr. Conklin has silent reading directly after lunch 
each school day. Ten students from his class are 
assigned to Brian as a peer to peers supports during 
silent reading; one student as direct support and the 
other student as the alternate. The peer to peer 
support for silent reading schedule will rotate weekly 
so the alternate will become the direct support and 
the direct support will become the alternate every 
other week. The schedule will be posted in Mr. 
Conklin's classroom.

Reading Buddies Schedule is Posted in 
Mr. Conklin’s 4th Grade Classroom

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Student’s Name</th>
<th>Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Aubrey</td>
<td>Josh</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Lezon</td>
<td>Brad</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Jillan</td>
<td>Ted</td>
</tr>
<tr>
<td>Thursday</td>
<td>Eric</td>
<td>Cameron</td>
</tr>
<tr>
<td>Friday</td>
<td>Kinsey</td>
<td>Nicki</td>
</tr>
</tbody>
</table>

Student with ASD
Integrated ½ Day - 4th Grade

The team assigns the peers from 
the Students' with ASD General 
Education Classroom for Support Class
In Class Peer to Peer Supports During Support – Mr. Conklin’s 4th Grade Class

Mr. Conklin has a support/homework time each day. This time is established to support students in his class that need additional instruction in specific classes. The student’s in Mr. Conklin’s class can either get additional support or work on assigned homework. Any peer to peer support student who does need additional support in specific classes can volunteer to support Brian during this time. A schedule will be posted in Mr. Conklin’s Classroom for Support. The paraprofessional assigned to Brian will check with peer to peer support students and determine the peer directly after Social Studies.

Support Schedule is Posted in Mr. Conklin’s 4th Grade Classroom

Paraprofessional will develop the support schedule everyday directly after Social Studies. She will post in classroom.

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Classwork or Homework</th>
</tr>
</thead>
</table>

Student with ASD Integrated ½ Day - 4th Grade

The team assigns the peers from the Students’ with ASD General Education Classroom for Class Meeting
In Class Peer to Peer Supports at Class Meeting – Mr. Conklin’s Class

Mr. Conklin has a class meeting near the end of the school day. Ten students from his class are assigned to Brian as a peer to peers supports during the class meeting; one student as direct support and the other student as the alternate. The class meeting will schedule will rotate weekly so the alternate will become the direct support and the direct support will become the alternate every other week. The schedule will be posted in Mr. Conklin’s classroom.

Class Meeting Schedule is Posted in Mr. Conklin’s 4th Grade Classroom

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Student’s Name</th>
<th>Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Emma</td>
<td>Michael</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Amanda</td>
<td>Allison</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Drew</td>
<td>Mark</td>
</tr>
<tr>
<td>Thursday</td>
<td>Kyle</td>
<td>Alex</td>
</tr>
<tr>
<td>Friday</td>
<td>Justin</td>
<td>Jason</td>
</tr>
</tbody>
</table>

Student with ASD
Integrated ½ Day - 4th Grade

The team assigns a set of peers from one classroom to support the Student with ASD during the arrival time and departure time.
Departure Schedule Posted in Mr. Miller’s 4th Grade Classroom

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Go to Lockers</th>
<th>1 Wii Play Game</th>
<th>Student’s Name</th>
<th>Alternate Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Shooting Range</td>
<td>Karen</td>
<td>Daniel</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Charge</td>
<td>Kayla</td>
<td>Lisa</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Tapes</td>
<td>Kelly</td>
<td>David</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Laser Hockey</td>
<td>Stephen</td>
<td>Jennifer</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Fishing</td>
<td>Stewart</td>
<td>Michael</td>
<td></td>
</tr>
</tbody>
</table>

Student with ASD Integrated 1/2 Day - 4th Grade

The team obtains the specials schedule of the 4th Grade Class the Student with ASD is integrated

Brian’s 4th Grade Classroom Special’s Schedule

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Special</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Art</td>
<td>1:25 - 1:50pm</td>
</tr>
<tr>
<td>Monday</td>
<td>Physical Education</td>
<td>2:00 - 2:30pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Art</td>
<td>9:30 - 10:00am</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Physical Education</td>
<td>10:35 - 11:05am</td>
</tr>
<tr>
<td>Thursday</td>
<td>Music</td>
<td>9:30 - 10:00am</td>
</tr>
<tr>
<td>Friday</td>
<td>Music</td>
<td>2:15 - 3:35pm</td>
</tr>
</tbody>
</table>
Student with ASD
Integrated ½ Day - 4th Grade

The team determine what specials are not during his scheduled integration time, to determine peer to peer support needed

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Brian's 4th Grade Special's Schedule

Mr. Conklin's 4th Grade Specials Schedule

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Special</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Art</td>
<td>1:25 - 1:55pm</td>
</tr>
<tr>
<td>Monday</td>
<td>Physical Education</td>
<td>2:00 - 2:30pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Art</td>
<td>9:30 - 10:00am</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Physical Education</td>
<td>10:35 - 11:00am</td>
</tr>
<tr>
<td>Thursday</td>
<td>Music</td>
<td>9:30 - 10:00am</td>
</tr>
<tr>
<td>Friday</td>
<td>Music</td>
<td>2:35 - 3:05pm</td>
</tr>
</tbody>
</table>

| Wednesday       | Art     | 9:30 - 10:00am  |
| Wednesday       | Physical Education | 10:35 - 11:05am |
| Thursday        | Music   | 9:30 - 10:00am  |

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Peer to Peer Support Schedule for Student with ASD Integrated ½ Day in 4th Grade

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Location</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
<td>8:40 - 8:45</td>
<td>Locker</td>
<td>Mrs. Miller's Class</td>
</tr>
<tr>
<td>Ind. Work</td>
<td>8:45 - 9:30</td>
<td>ASD Classroom</td>
<td>Paraprofessional</td>
</tr>
<tr>
<td>Group Work</td>
<td>9:30 - 10:15</td>
<td>ASD Classroom</td>
<td>Paraprofessional</td>
</tr>
<tr>
<td>Recess</td>
<td>10:15 - 10:30</td>
<td>Playground</td>
<td>Mr. Elliott's Class</td>
</tr>
<tr>
<td>Group Work</td>
<td>10:30 - 11:15</td>
<td>ASD Classroom</td>
<td>Paraprofessional</td>
</tr>
<tr>
<td>Ind. Work</td>
<td>11:15 - 11:40</td>
<td>ASD Classroom</td>
<td>Paraprofessional</td>
</tr>
<tr>
<td>Recess</td>
<td>11:40 - 12:10</td>
<td>Playground</td>
<td>Mr. Elliott's Class</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:10 - 12:40</td>
<td>Lunchroom</td>
<td>Ms. Miller's Class</td>
</tr>
<tr>
<td>Reading/Building</td>
<td>12:40 - 1:00</td>
<td>Gen. Ed Classroom</td>
<td>Mr. Conklin's Class</td>
</tr>
<tr>
<td>Science</td>
<td>1:00 - 1:45</td>
<td>Gen. Ed Classroom</td>
<td>Paraprofessional</td>
</tr>
<tr>
<td>Social Studies</td>
<td>1:45 - 2:30</td>
<td>Gen. Ed Classroom</td>
<td>Paraprofessional</td>
</tr>
<tr>
<td>Support</td>
<td>2:30 - 3:10</td>
<td>Gen. Ed Classroom</td>
<td>Mr. Conklin's Class</td>
</tr>
<tr>
<td>Class Meeting</td>
<td>3:10 - 3:30</td>
<td>Gen. Ed Classroom</td>
<td>Mr. Conklin's Class</td>
</tr>
<tr>
<td>Departure</td>
<td>3:30 - 3:40</td>
<td>Locker</td>
<td>Mrs. Miller's Class</td>
</tr>
</tbody>
</table>

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Example of a Student with ASD
Integrated ½ Day - 4th Grade

Brian's Schedule

Date: ____________

Activity | Time in Class | 2 mistakes allowed | Commercials
--- | --- | --- | ---
Arrival to School | Go To Brian's Locker | Hang Up Back Pack | Hang Up Coat | Go To LINK Locker | Go to Room 104
ASD Classroom | B did work assigned by teacher | Commercial = Scratch O | Mistake = Scratch
TV Commercial | Recess | Go to Brian's Locker | Get Jacket | Go Outside with LINKS
Recess | ASD Classroom | B did work assigned by teacher | Commercial = Scratch O | Mistake = Scratch
TV Commercial | Lunch | Silent Reading | Brian Read with LINK | Commercial = Scratch O | Mistake = Scratch
Science | TV Commercial | Social Studies | B Sat at Desk | B Listened to Teacher | Commercial = Scratch O | Mistake = Scratch
Class Meeting | Support | B Sat with LINK | Commercial = Scratch O | Mistake = Scratch
Departure | Go to Brian's Locker | Get Coat and Backpack | Go to LINK Locker | Go to Room 104

The Rules
I raise my hand in class.
I sit in my seat while teachers teach.
I scratch off circle if I sing Commercials.
It's OK if I make a mistake.
Adults can say "NO" to something, that's OK.

Student with ASD is Integrated
Full Day in General Education

First… the team must determine when in the schedule the student with ASD requires Peer to Peer Support.
What if Student with ASD is Integrated Full Day in General Education

• The Younger the Student with ASD (Kindergarten and 1st Grade) more utilization of Cross Aged Peers

• Utilize Cross Aged Peers – Middle and High School Peers and Alternative Education Peers for Specials, Academic Instruction, Lunch and Recess
  – Middle, High and Alternative Peers will be scheduled everyday by class period (i.e. everyday 2nd hour)
  – Must have a check in/check out procedure from building to building

What if Student with ASD is Integrated Full Day in General Education

• The Younger the Student with ASD (Kindergarten and 1st Grade)

• Utilize Same Aged Peers
  – Rotation of Peer to Peer Support Students
  – Two Peers Monday – Lunch
  – Two Different Peers Monday – Recess
  – Same for Rest of the Week
  – Total of 20 peer to peer supports during the week for one student for Lunch and Recess

What if Student with ASD is Integrated Full Day in General Education

• The Younger the Student with ASD (Kindergarten and 1st Grade) more utilization of Cross Aged Peers

• Utilize Cross Aged Peers – 3rd, 4th and 5th Graders
  – Lunch Recess
  – Academic Instruction – Teacher Permission Only
  – Specials – Teacher Permission Only
What if Student with ASD is Integrated Full Day in General Education

- 2nd, 3rd, 4th, and 5th Grade Student with ASD (Can also use Cross Age Peer to Peer Supports)
- Utilize Same Aged Peers
  - Rotation of Peer to Peer Support Students
  - Two Peers Monday – Lunch
  - Two Different Peers Monday – Recess
  - Total of 20 peer to peer supports during the week for one student for Lunch and Recess
  - Specials – Rotation with Support of Specials Teacher
  - Academics – Rotation with Support of G.E. Teacher

Get Creative in Scheduling!

- Use alternate as primary and primary as alternate
- Rotate…Rotate…Rotate
- Use Peer to Peer Supports from one class for one support time (Arrival/Departure)(Recess)
- Down Time in General Education Classrooms
- Talk to Principal and General Education Teachers
- Make this part of school culture
- GO GET KIDS…GO GET KIDS…GO GET KIDS

Example of 1st Grade Student with ASD Integrated Full Day
Allegan AESA / Martin Peer to Peer

Getting into a routine

• Let kids get used to the school and daily schedule of your room first

• Then you can start getting ready for PEER to PEER to start!

Sensitivity Training – in Handout

• Give all grades a general overview of Autism
  – Repetitive Behaviors
    • Hand Flapping, Rocking, repeating phrases, etc.
  – Sensory Systems
    • Noise sensitivity/use of headphones, visual, pressure, etc.
    • Sensory Room
    • Brief Sensory Stimulation
      (http://gvsu.edu/autismcenter/spelling-tests-103.htm)
  – Communication
    • various levels of communication, PECS, visuals vs. verbal
    • First/Then Boards
    • Break Cards
  – Assessed their prior knowledge
  – Help clarify what was accurate
    • “They tend to learn slower”
6th Grader Volunteers

- 11 Students begged me and bugged me to help out with our kids as soon as possible
- Did a more specific sensitivity training for both 6th grade classes with permission slips
- Rearranged our schedule for them to help in our room
- They volunteered their lunch recess and the first and last 15 minutes of their day to help out

Peer to Peer during 6th Grade Lunch Recess 11:55-12:15
At this time, the peers will walk into our room and help the students with their chosen activity. If the students have a toy out, the peers will play with them. This is a quiet time so the 6th graders need to keep their voices calm when playing with the students.

<table>
<thead>
<tr>
<th>Students</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Ashton</td>
<td>Baker</td>
<td>Jordan</td>
<td>Jaden</td>
<td>Faith</td>
<td>Freddye</td>
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<tr>
<td>Maddy</td>
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<td>Baker</td>
<td>Carina</td>
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<td>Carina</td>
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<td>Jamin</td>
<td>Baker</td>
<td>Jordan</td>
<td>Jaden</td>
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<tr>
<td>Blythe</td>
<td>Carlos</td>
<td>Ashley</td>
<td>Jamin</td>
<td>Blythe</td>
<td>Jordan</td>
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<tr>
<td>Kaya</td>
<td>Kaya</td>
<td>Carina</td>
<td>Ashley</td>
<td>Jamin</td>
<td>Blythe</td>
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<tr>
<td>Aryan</td>
<td>Freddye</td>
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<td>Faith</td>
<td>Freddye</td>
<td>Kaya</td>
<td>Carina</td>
<td>Faith</td>
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<tr>
<td>Fill in</td>
<td>Jaden</td>
<td>Faith</td>
<td>Freddye</td>
<td>Kaya</td>
<td>Carina</td>
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</table>

Peer to Peer during the end of the day 2:45-2:55
At this time, the peers will come into our room and help the student pick up their mail, throw trash away, etc.

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<th>Students</th>
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<td>Kaya</td>
<td>Carina</td>
<td>Freddye</td>
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<tr>
<td>Trey</td>
<td>Faith</td>
<td>Owen</td>
<td>Freddye</td>
<td>Carina</td>
<td>Ashley</td>
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<tr>
<td>Avery</td>
<td>Jaden</td>
<td>Faith</td>
<td>Owen</td>
<td>Kaya</td>
<td>Blythe</td>
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</tbody>
</table>
Who to start with?

• 10 Students in our room

• Chose students by their need and who would be the buy in for the staff to help promote the program
  – Alyssa loves peers
  – Trey and Alyssa didn’t get along together

Prepare Gen. Ed. Classes for new student

• More specific sensitivity training about the students who are going to be in their class

• Examples
  – Hair pulling
  – Wears a hat
  – Jumping up and down
  – Chewy
  – Loves to talk

• Tell them what they can do in these situations, but remember they are still just FRIENDS, not TEACHERS
Permission Slips

- Every student got a permission slip and told them to show their parents
- It was also a Sensitivity training for parents to know what was going on in our school
- They only had a few days to return the permission slip back in
Schedule

• Alyssa Lunch 11:10-11:40, Recess 12-12:30
• Between the 11:40-12 time frame – came back to my room
• Peer would come get her for recess at 12
• Trey Lunch 11:15-11:40, Recess 11:40-12:10

Alyssa’s Same age Peer to Peer Support during Lunch
The following 2nd grade students have signed parental permission to be a peer to peer support for Alyssa during Recess/Lunch. Post schedules in both Mrs. Chamberlain’s Classroom and Mrs. Hardin’s Classroom. Highlight schedule and put color on desk of peer to peer support student’s desk so the student knows what day they are a peer to peer support.

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Student Name</th>
<th>Student Name</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Zoey (R)</td>
<td>Madison (R)</td>
<td>RED</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Sandy (R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Isabelle (R)</td>
<td>Abby (E)</td>
<td>YELLOW</td>
</tr>
<tr>
<td>Thursday</td>
<td>Emma (R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Elizabeth (R)</td>
<td>Gabby (C)</td>
<td>ORANGE</td>
</tr>
</tbody>
</table>

Alyssa’s Same age Peer to Peer support during Recess
The following 2nd grade students have signed parental permission to be a peer to peer support for Alyssa during Recess/Lunch. Post schedules in both Mrs. Chamberlain’s Classroom and Mrs. Hardin’s Classroom. Highlight schedule and put color on desk of peer to peer support student’s desk so the student knows what day they are a peer to peer support.

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Student Name</th>
<th>Student Name</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Sadie (R)</td>
<td></td>
<td>RED</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Rachael (C)</td>
<td>Autumn (C)</td>
<td>YELLOW</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Avery (C)</td>
<td></td>
<td>GREEN</td>
</tr>
<tr>
<td>Thursday</td>
<td>Eliza (C)</td>
<td>Isabella (C)</td>
<td>BLUE</td>
</tr>
<tr>
<td>Friday</td>
<td>Maddy (C)</td>
<td>Ana (C)</td>
<td>ORANGE</td>
</tr>
</tbody>
</table>
Same Age Peers for 4th Grade

- Started with just lunch and recess LINKS
- We paired Trey with 1-2 buddies per activity

Trey’s Peer to Peer Supports

**Trey’s Peer to Peer Support during Lunch**
The following 4th grade students have signed parental permission to be a peer to peer support for Trey during Recess/Lunch. Post schedules in both Mrs. Dickinson’s Classroom and Mr. Russell’s Classroom. Highlight schedules and put color on desk of peer to peer support student’s desk so the student knows what day they are a peer to peer support.

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Student Name</th>
<th>Student Name</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Dillon (D)</td>
<td>Emma (O)</td>
<td>RED</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Harriet (O)</td>
<td>Tommy (O)</td>
<td>YELLOW</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Kaden (O)</td>
<td>Brandon (O)</td>
<td>GREEN</td>
</tr>
<tr>
<td>Thursday</td>
<td>Natalie (K)</td>
<td>Globe (K)</td>
<td>BLUE</td>
</tr>
<tr>
<td>Friday</td>
<td>EK (O)</td>
<td>Jaxon (O)</td>
<td>ORANGE</td>
</tr>
</tbody>
</table>

**Trey’s Peer to Peer Support during Recess**
The following 4th grade students have signed parental permission to be a peer to peer support for Trey during Recess/Lunch. Post schedules in both Mrs. Dickinson’s Classroom and Mr. Russell’s Classroom. Highlight schedules and put color on desk of peer to peer support student’s desk so the student knows what day they are a peer to peer support.

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Student Name</th>
<th>Student Name</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Issa (D)</td>
<td>Emma (O)</td>
<td>RED</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Sage (D)</td>
<td></td>
<td>YELLOW</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Joe (D)</td>
<td>Zachary (D)</td>
<td>GREEN</td>
</tr>
<tr>
<td>Thursday</td>
<td>Karen (D)</td>
<td>Emma (D)</td>
<td>BLUE</td>
</tr>
<tr>
<td>Friday</td>
<td>Jennifer (O)</td>
<td>Aspiring (D)</td>
<td>ORANGE</td>
</tr>
</tbody>
</table>
After 2 weeks of lunch and recess move forward again

• It was time to integrate even more, getting the Alyssa and Trey into gen. ed. even more than lunch and recess.

Schedule

• AM and PM with lunch in between

• Alyssa in 2nd for the AM plus Lunch and Recess – 8:00-12:30

• Trey out for Lunch, Recess and 4th grade in PM – 11:15-2:45

Next Steps Forward

• How can we support them in gen ed. and keep our class under control with 9 other students and 2 staff members?

• Don’t let the small things set up road blocks – I begged and pleaded for a temporary extra hand…. But that didn’t happen

• Think outside of the box – get clever
Para Support

- First month and a half we had para support in the classes with Trey and Alyssa
- WALKIE TALKIES
  - Used Ancillary support to help in our room when we were short staffed during the transition time
  - More dependent at first, but then slowly fade back
  - Trey even started saying "do you have to be here?"

2nd Grade Beyond Lunch and Recess

- Met with General education teacher and principal
- Talked about behavior plan
- Integration times

Alyssa’s Integration Times

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>8:15 9:45 10:40</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8:10 9:45 (music) 10:45 (returning from PE)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>8:15 9:45 (no Spanish) 10:30</td>
</tr>
<tr>
<td>Thursday</td>
<td>8:10 10:00 10:30 (recess)</td>
</tr>
<tr>
<td>Friday</td>
<td>8:15 9:30 10:15 (library)</td>
</tr>
</tbody>
</table>
### Alyssa's Instructional/Compliance Plan

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Step</th>
<th>Examples</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td>Introduce Task</td>
<td>Complete Task</td>
</tr>
<tr>
<td>2</td>
<td>2.</td>
<td>Full credit</td>
<td>Complete Task</td>
</tr>
<tr>
<td>3</td>
<td>3.</td>
<td>Non-Compliance</td>
<td>Noncompliance Task</td>
</tr>
<tr>
<td>4</td>
<td>4.</td>
<td>Non-Compliance</td>
<td>Noncompliance Task</td>
</tr>
<tr>
<td>5</td>
<td>5.</td>
<td>Non-Compliance</td>
<td>Noncompliance Task</td>
</tr>
<tr>
<td>6</td>
<td>6.</td>
<td>Non-Compliance</td>
<td>Noncompliance Task</td>
</tr>
</tbody>
</table>

1. Put shoes on
2. Complete Maze
3. Back to class
Back to Class

• Depending on the time, Alyssa would come back to my room or if it was close to an integration time she would go to 2nd grade again.

• If it wasn’t close to an integration time, she would sit in the hallway and do class work outside of my room with a para or LINK.

• I didn’t want her to come back to my room because I had the “fun stuff”, computer, iPads, less demands academically.

As Para’s Started to fade

• We needed to build more supports for Alyssa in 2nd grade.

• We used her SAME AGE peers to our benefit.

Alyssa’s Same age Peer to Peer support during class

The following 2nd grade students are willing to be Alyssa’s peer to peer support during regular academic time in the classroom. Their job is to help keep Alyssa focus on her academics and help her if she needs help. Post schedule in both Mrs. Chamberlain’s Classroom and Mrs. Hurd/Millikin’s Classroom so the student knows what day they are a peer to peer support.

Monday

- Pick up
  - Lily D5

- Lunch
  - Elle

- Recess
  - Erika/Bella

- WR
  - Amber

- Art
  - Emma F.

- Math
  - Autumn

- Spelling
  - Elliana

- Library
  - Autumn

- Health
  - Autumn

Tuesday

- Pick up
  - Erka D5

- Lunch
  - Isabelle/Ayla

- Science
  - Bella

- Recess
  - Avery

- Snack
  - David S.

- S.S.
  - Kaede

- Math
  - Autumn

- Library
  - Autumn

- Health
  - Autumn

Wednesday

- Pick up
  - Maddie D5

- Lunch
  - Zoey/Madison

- Science
  - Erika

- Recess
  - Saydie

- Snack
  - Ayla

- S.S.
  - Bella

- Math
  - Elliot

- Pick up
  - Avery D5

- Spelling
  - Elliana

- Library
  - Autumn

- Lunch
  - Liz/Gabby

- Science
  - Bella

- Recess
  - Maddie

- P.E.
  - Amber

- Snack
  - Elle

- Math
  - Connor

Thursday

- Pick up
  - Lily D5

- Lunch
  - Sydney

- Science
  - Erika

- Recess
  - Rachel/Autumn

- Snack
  - Elle

- S.S.
  - Bella

- Math
  - Elliot

- Pick up
  - Maddie D5

- Spelling
  - Elliana

- Library
  - Autumn

- Lunch
  - Liz/Gabby

- Science
  - Bella

- Recess
  - Maddie

- P.E.
  - Amber

- Snack
  - Elle

- Math
  - Connor
New Behavior Plan for Alyssa

Moving Past 4th grade Lunch and Recess

- Met with general education teacher and elementary principal
- Talked about behavior plan
- Integration times
Trey's Integration Times

Monday 12:15 1:00 1:55  
1:55 (PE)

Tuesday 12:15 1:00 1:45  
1:45 (Kelsey's)

Wednesday 12:15 1:10 1:45  
1:45 (computer)

Thursday 12:15 1:00 1:55  
1:55 (PE)

Friday 12:15 1:00 1:45  
1:45 (Kelsey's)
After One Week in General Education

- Case Conferences with 2nd and 4th graders
- Delegated it out to other staff (Both START trained)
  - At Risk Specialist
  - OT
- Student led with their questions
  - “What do we do if...”
  - Remind them they treat them like their FRIENDS, what would you do if another friend was doing that

Case Conference #2

- Case Conferences with 2nd and 4th graders after a month of having the students in their classes
- Provided snacks 😊
- Student led again with more questions

Issues the staff addressed at the case conference

- Staying with their LINK, even if they aren’t interested
- Students (Peers or not peers) stare at Trey
- Have students ask Trey questions not Ms. Jessica
- Peers can help Trey in the classroom as well
- Talk to Trey about his interests
- No baby/puppy talk - treat them like their age.
Promoting our LINKS class for CROSS AGE PEERS

- Went to every middle school and high school classroom, promoting our program
- General Sensitivity training
- Videos
- Handed out permission slips again
- All of this was completed before we even had it approved to be a High School Class for credit

Change of Schedules

- High school and Middle school students changed their schedules in December for the next semester to be a part of our program

K-12 Curriculum Counsel

- Getting the High school class approved
- We got the GREEN LIGHT to continue
Cross age LINKS - Scheduling

- DON’T OVER THINK IT!!!
- If a LINK doesn’t work out, we can move them later
- Everyone deserves a chance
- Figure out who needs the support and start there

START

Becca → Andrew
Monica → Jacob
Jason → Tyler
Miakel → Zach
Brandon → Andrew
Becca → Clifford
Gunter → Jacob
Mary → Tyler
Alison → Zach
Isaac → Andrew
Mikel → Sam
Zoe → Jacob
Maja → Jacob
Caitlin → Zara
William → Clifford
ZoeYrae → Tyler
Cross age Peers finally start in January

• 2 day training
  – Used START Materials and Classroom specific examples to show an overview

• 37 Middle School/High School LINKS

• Syllabus
  – Used STARTS generic outline and modified for our program

• Expectations
  – Attendance is important!

• BE A FRIEND!
Middle School High School LINKS

• Earn credit for the course

• Learn about Autism
  – 1 Lecture class a month and 1 case conference a month (for this year)

• Develop a friendship

• Mentor same age peers

Daily Student Sign in Sheet

<table>
<thead>
<tr>
<th>Week of</th>
<th>M</th>
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<th>TH</th>
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</tbody>
</table>

Alyssa/Hannah Maggie/Abbie

DIRECTIONS: Fill out your section. Date: ______

HANNAH
TALLY HOW MANY BREAKS WERE TAKEN
TALLY HOW MANY CHAT BREAKS WERE TAKEN
WHAT SPECIALS DID I GO TO TODAY?
WHAT GAME DID YOU TEACH US TO PLAY AT RECESS? (THURSDAY ONLY)
IF ANY, WHAT PEERS DID I STRUGGLE WITH AND WHY?
WHAT WORK DID WE WORK ON IN ______ GRADE?
Did I do the work? Did I need your help?

4/21/2014
Colt / ETHAN / MARIA

DIRECTIONS: Please fill out this sheet everyday

Date: ______

ETHAN

INITIALS

DID I NEED YOUR HELP TO GET MYSELF UNPACKED? YES NO

WHAT ITEMS DID I BRING IN ON MY OWN?

DID I EAT BREAKFAST? YES NO

DID YOU HAVE TO REMIND ME TO CLEAN UP BREAKFAST

WHEN I WAS FINISHED, DID I ASK TO USE THE COMPUTER OR READ WITH WORDS OR MY COMMUNICATION BOOK?

HOW MANY QUESTIONS DID I ANSWER CORRECTLY ON MY OWN FOR CALENDAR?

WHAT DID I DO IN THE JUMPSTART ROOM?

HOW LONG WAS I ON THAT MACHINE?

MARIA

WHAT DID I DO IN THE JUMPSTART ROOM? ______

HOW LONG WAS I ON THAT MACHINE? ______

WHAT CAROL LETTERS DID I IDENTIFY?

WHAT LOWERCASE LETTERS DID I IDENTIFY?

HOW MANY CAN I COUNT ON MY OWN? ______

WHAT BOOK DID I READ ME TODAY? ______

DID I BUILD ANYTHING AT PLAY CENTER? YES NO

WHAT WEBSITES DID WE VISIT? ______

WHAT NEW WEBSITE OR YOUTUBE VIDEO DID YOU SHOW ME? ______

DID I LIKE IT? YES NO

IF EITHER OF YOU HAVE QUESTIONS PLEASE WRITE THEM ON THE BACK OF THIS PAGE
### Mentoring Same Age Peers

- Teaching the same age peers how to help out their friend
  - Teaching them to play a new game at recess
  - Friendly reminders to stay quiet
  - Social cues – “we don’t kiss at school”
  - Showing them how to help in specific situations
Quotes from the LINKS

• I absolutely love this class, it’s probably my favorite part of the school day. There’s always something different to work on or try to achieve and I like that… I think they’re a lot like any other kids, they like to cuddle, read, play and go on the computer like anyone else their age, and I don’t think I would have realized any of that if not for this class. Links is super fun and I’m happy that I’m a part of this program!

• My LINK has taught me so much already… I have learned that we’re all alike in a lot of ways. In the future, I will always keep in mind the ways we are alike :

Quotes from the LINKS

• I love spending time with my link he is very heartwarming! He is always happy unless told no (but we all get upset when told no). He will very well communicate with me with his book. I honestly can’t wait till we get a very good relationship!

• I honestly look forward to going to LINKS class. I learn something new EVERY single day… He is opening my eyes even more, making me see and think differently in the most positive way. LINKS is amazing.

Quotes from the LINKS

• I have learned a lot throughout this experience, knowing that these kids are exactly like everybody else! I love going to class everyday knowing that I am going to have a good day hanging out with my link. This experience has had a lot of impact on my life, and I’m never going to forget this!

• I love this program. I feel like I’m creating a friendship with my link, I always look forward to going to that class every day, it always makes my day so much better if I am having a bad day. I have learned a lot so far, like how to get them to work and a lot of about how they like to work.
Thank You for Your Time
"Beyond Lunch and Recess – Elementary Peer to Peer Support Programs"
Erin Gauthier & Amy Silsbe - Allegan AESA and Maureen Ziegler – START

### INTENDED OUTCOMES

<table>
<thead>
<tr>
<th>Intended Outcomes</th>
<th>1 Not at all</th>
<th>2 Somewhat</th>
<th>3 Good</th>
<th>4 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of the difference between same and cross aged peer to peer support students</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Identify the key components for finding, training and maintaining peer to peer supports at the elementary level.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Demonstrate insight into the elementary school building schedule and how the schedule impacts the development and implementation of peer to peer support programs</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

### RELEVANCE OF CONTENT

<table>
<thead>
<tr>
<th>Relevance of Content</th>
<th>1 Not at all</th>
<th>2 Somewhat</th>
<th>3 Good</th>
<th>4 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>This information made me think about opportunities for students with ASD to access general education settings and curriculum at the elementary level in a new way.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>I can use this information in my everyday planning and work.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

### USEFULNESS OF MATERIALS

<table>
<thead>
<tr>
<th>Usefulness of Materials</th>
<th>1 Not at all</th>
<th>2 Somewhat</th>
<th>3 Good</th>
<th>4 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The materials for this presentation were useful.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

### ONE MINUTE TAKEAWAY

List what jumped out at you today? How will this information help you think about your work?

________________________
________________________
________________________

### OTHER COMMENTS / IDEAS / SUGGESTIONS:

________________________
________________________
________________________