Peer to Peer Support

4th Grade Example

Brian spends ½ day in a program for students with ASD from 8:40-11:40 and he has the opportunity for integration into his 4th Grade General Education Class from 1:10pm-3:40pm. The data collected daily shows that Brian is spending 47 minutes each afternoon in a general education class. When Brian is not successful in the general education class, he returns to the ASD Program

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

**Brian’s Typical Daily Schedule**

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| **Activity** | **Time** | **Location** | **Support** |
| Arrival | 8:40 – 8:45 | Locker | P2P Support Required |
| Ind. Work | 8:45 – 9:30 | ASD Classroom | P2P Support Required |
| Group Work | 9:30 – 10:15 | ASD Classroom | P2P Support Required |
| Recess | 10:15 – 10:30 | Playground | P2P Support Required |
| Group Work | 10:30 – 11:15 | ASD Classroom | P2P Support Required |
| Ind. Work | 11:15 – 11:40 | ASD Classroom | P2P Support Required |
| Recess | 11:40 – 12:10 | Playground | P2P Support Required |
| Lunch | 12:10 – 12:40 | Lunchroom | P2P Support Required |
| Reading (Buddies) | 12:40 – 1:00 | Gen. Ed Classroom | P2P Support Required |
| Science | 1:00 – 1:45 | Gen. Ed Classroom | Paraprofessional |
| Social Studies | 1:45 – 2:30 | Gen. Ed Classroom | Paraprofessional |
| Support | 2:30 – 3:10 | Gen. Ed Classroom | P2P Support Required |
| Class Meeting | 3:10 – 3:30 | Gen. Ed Classroom | P2P Support Required |
| Departure | 3:30-3:40 | Locker | P2P Support Required |

**Mr. Conklin’s 4th Grade Specials Schedule**

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| **Day of the Week** | **Special** | **Time** |
| Monday | Art | 1:25 - 1:55pm |
| Monday | Physical Education | 2:00 – 2:30pm |
| Wednesday | Art | 9:30 - 10:00am |
| Wednesday | Physical Education | 10:35 – 11:05am |
| Thursday | Music | 9:30 – 10:00am |
| Friday | Music | 2:35 - 3:05pm |

Brian can present with challenging behavior including:

* Blurting out favorite TV Commercial Jingles
* Leaving classroom activities when not engaged
* Pushing adults away when demands are placed
* Crying if Brian perceives others think he made a mistake

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 Graders are peer to peer support students for another student.

**Same-age Peer to Peer Support at Arrival – Mr. 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.

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| **Day of the Week** | **Go to Lockers**  **1 Wii Game** | **Student’s Name** | **Alternate** |
| **Monday** | Laser Hockey | Daniel | Karen |
| **Tuesday** | Tanks | Leisa | Kayla |
| **Wednesday** | Charge | David | Kelly |
| **Thursday** | Fishing | Jennifer | Stephen |
| **Friday** | Shooting Range | Michael | Stewart |

**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.

**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.

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| **Day of the Week** | **Student Name** | **Student Name** | **Alternate** |
| Monday | George | Kaitlin | John |
| Tuesday | Hannah | Connor | Hope |
| Wednesday | Lilly | Kelly | Melissa |
| Thursday | Marcus | Amanda | Kayla |
| Friday | Parker | Kiley | Courtney |

**Same-age Peer to Peer Supports 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 to 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 classroom and the ASD Classroom.

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| --- | --- | --- | --- |
| **Day of the Week** | **Student Name** | **Student Name** | **Alternate** |
| Monday | John | George | Kaitlin |
| Tuesday | Hope | Hannah | Connor |
| Wednesday | Melissa | Lilly | Kelly |
| Thursday | Kayla | Marcus | Amanda |
| Friday | Courtney | Parker | Kiley |

**Same-age Peer to Peer Supports 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.

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| --- | --- | --- | --- |
| **Day of the Week** | **Student’s Name** | **Student’s Name** | **Alternate** |
| **Monday** | Lisa | Emily | Steve |
| **Tuesday** | Keith | Bruce | Natalie |
| **Wednesday** | Mark | David | Chris |
| **Thursday** | Brynne | Alex | Kim |
| **Friday** | Sue | Jon | Robert |

**Same-age Peer to Peer Supports at Reading (Buddies) – Mr. Conklin’s 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.

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| **Day of the Week** | **Student’s Name** | **Alternate** |
| **Monday** | Aubrey | Josh |
| **Tuesday** | Levon | Brad |
| **Wednesday** | Jillian | Ted |
| **Thursday** | Eric | Cameron |
| **Friday** | Kinsey | Nicki |

A Paraprofessional is assigned during Science because of the differentiation required to the general education curriculum. Because of the number of student’s in Mr. Conklin’s Class that have permission to be peer to peer supports, Brian will participate with his peers in small group activities.

A Paraprofessional is assigned during Social Studies because of the differentiation required to the general education curriculum. Because of the number of student’s in Mr. Conklin’s Class that have permission to be peer to peer supports, Brian will participate with his peers in small group activities.

**Same-age Peer to Peer Supports during Support – Mr. Conklin’s 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.

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| **Student’s Name** | **Classwork or Homework** |
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**Same-age 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

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| --- | --- | --- |
| **Day of the Week** | **Student’s Name** | **Alternate** |
| **Monday** | Emma | Michael |
| **Tuesday** | Amanda | Allison |
| **Wednesday** | Drew | Mark |
| **Thursday** | Kyle | Alex |
| **Friday** | Justin | Jason |

**Same-age Peer to Peer Supports at Departure – Ms. Miller’s 4th Grade Class**

The same 10 Students assigned for Arrival from Ms. Miller’s class are also assigned to be departure peer to peer supports. Brian will meet his peer from Ms. Miller’s Class at 3:30 both students go to their lockers and go to the ASD Classroom and play one WII Play Game (Brian’s Favorite WII Game Disk). At the end of the first 9 weeks, the alternate will become the primary peer and the primary peer will become the alternate. Departure Schedule will be posted in Ms. Miller’s and the ASD Classroom. The departure peer is the alternate arrival peer to peer support.

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| --- | --- | --- | --- |
| **Day of the Week** | **Go to Lockers**  **1 WII Play Game** | **Student’s Name** | **Alternate** |
| **Monday** | Shooting Range | Karen | Daniel |
| **Tuesday** | Charge | Kayla | Leisa |
| **Wednesday** | Tanks | Kelly | David |
| **Thursday** | Laser Hockey | Stephen | Jennifer |
| **Friday** | Fishing | Stewart | Michael |

**Mr. Conklin’s 4th Grade Specials Schedule**

|  |  |  |
| --- | --- | --- |
| **Day of the Week** | **Special** | **Time** |
| Monday | Art | 1:25 - 1:55pm |
| Monday | Physical Education | 2:00 – 2:30pm |
| Wednesday | Art | 9:30 - 10:00am |
| Wednesday | Physical Education | 10:35 – 11:05am |
| Thursday | Music | 9:30 – 10:00am |
| Friday | Music | 2:35 - 3:05pm |

The specials teachers Physical Education - Mr. Ware, Art – Ms. Brown, and Music – Mr. Muller met with Brian’s team to determine the level of support Brian needs in specials. Brian struggles in both Art and Music and the team decided Brian would need the support of a paraprofessional. Mr. Muller explained during Music he would assign two different students from Brian’s Class during each class. Mr. Muller explained he would develop and post the schedule in the Music Class.

Mr. Ware explained that Brian’s Class has Physical Education on Mondays at 2:00-2:30 and Wednesday at 10:35-11:05. Mr. Ware thought he would need the support of a paraprofessional on Monday at 2:00-2:30 because data has shown Brian’s behavior is escalated on most Mondays. Wednesdays, Mr. Ware explained he would like to use peers as his support. Mrs. Dunlap’s 5th Grade Class has Art on Wednesdays at 10:35-11:05. If Ms. Brown would be willing to let one student miss one of her Art Classes per month, a schedule of peer to peer supports could be developed for Mrs. Dunlap’s 5th Grade Class. Ms. Brown agreed.

Twenty of the 32 Student’s in Mrs. Dunlap’s 5th Grade Class have signed parental permission to be a peer to peer support for Brian. 14 of those students will support Brian during Physical Education. The physical education peer to peer support schedule was developed to ensure that none of the student’s from Mrs. Dunlap’s Class would miss more than one Music Class per month. Post the Peer to Peer Support Physical Education Schedule in Mrs. Dunlap’s 5th Grade Class, in the Gym and Mr. Conklin’s 4th Grade Class.

The team supporting Brian needs to develop a peer to peer support model for Music and Art. This should be high priority at bi-monthly team meetings.

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| **Week #** | **Wednesday** | **Alternate** |
| **1st Week** | Steve | Greg |
| **2nd Week** | Jessica | Carrie |
| **3rd Week** | Chris | Mark |
| **4th Week** | Reese | Vince |
| **Changes Needed** |  | |

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| --- | --- | --- | --- |
| **Activity** | **Time** | **Location** | **Support** |
| Arrival | 8:40 – 8:45 | Locker | Mrs. Miller’s Class |
| Ind. Work | 8:45 – 9:30 | ASD Classroom | Cross-age Support |
| Group Work | 9:30 – 10:15 | ASD Classroom | Cross-age Support |
| Recess | 10:15 – 10:30 | Playground | Mr. Elliott’s Class |
| Group Work | 10:30 – 11:15 | ASD Classroom | Paraprofessional |
| Ind. Work | 11:15 – 11:40 | ASD Classroom | Paraprofessional |
| Recess | 11:40 – 12:10 | Playground | Mr. Elliott’s Class |
| Lunch | 12:10 – 12:40 | Lunchroom | Ms. Miller’s Class |
| Reading(Buddies) | 12:40 – 1:00 | Gen. Ed Classroom | Mr. Conklin’s Class |
| Science | 1:00 – 1:45 | Gen. Ed Classroom | Paraprofessional |
| Social Studies | 1:45 – 2:30 | Gen. Ed Classroom | Paraprofessional |
| Support | 2:30 – 3:10 | Gen. Ed Classroom | Mr. Conklin’s Class |
| Class Meeting | 3:10 – 3:30 | Gen. Ed Classroom | Mr. Conklin’s Class |
| Departure | 3:30-3:40 | Locker | Mrs. Miller’s Class |

**Summary**

There is currently 60 4th grade student’s supporting Brian throughout the week. The team supporting Brian must develop consistent ongoing case conferences with the 4th graders supporting Brian. At the initial stages of the peer to peer support program:

1. The team must meet with the peers supporting Brian at Arrival and Departure. There are 10 peers supporting Brian at Arrival and Departure. Schedule a weekly case conference to assist with problem solving and organization around arrival and departure support.
2. The team must meet with the peers supporting Brian at Recess. There are currently 15 students supporting Brian at Recess. Schedule a weekly case conference to assist the peers with problem solving and organization of recess support.
3. The team must meet with the peers supporting Brian at Lunch. There are currently 15 students supporting Brian at Lunch. Schedule a weekly case conference to assist the peers with problem solving and organization of Lunch support.
4. The team must meet with the peers supporting Brian in Silent Reading and the Class Meeting. There are currently 20 students supporting Brian at Silent Reading and Class Meeting. Schedule a weekly case conference to assist the peers with problem solving and organization of Silent Reading and Class Meeting Support.
5. The team must meet with the cross-age peer to peer support from the Alternative High School. Levy needs ongoing contact with the team to understand his role as a peer to peer support in the ASD Classroom. Schedule a weekly case conference to assist Levy with problem solving and organization of the ASD Classroom.

**Training of the Peers Supporting Brian**

The team supporting Brian will need to develop systems to allow Brian to be as independent as possible. The systems will be used as the primary training component for the peer to peer supports students assigned to Brian.

**System Supports May include:**

**Arrival/Departure**

Brian needs a system that allows Brian to be as independent as possible. The systems will be used as the primary training component for the peer to peer supports students assigned to Brian. Below is an example of a Visual Daily Schedule with a Self-Management System to address arrival/departure. During the training of the arrival/departure peer to peer supports Brian need to learn he is going to his locker (follow the self-management system) and then the Peer to Peer Support’s Locker prior to getting to his favorite WII Game.

**T.V. Commercial Talk**

Brian needs a system that allows Brian to be as independent as possible. The systems will be used as the primary training component for the peer to peer supports students assigned to Brian. Below is an example of a Visual Daily Schedule with a Self-Management System to address Brian’s need to talk about TV Commercials. Brian can interrupt with TV Commercial Talk twice during any instructional block and after he has done that twice he returns to the ASD Program. The Peer to Peer Support Students can nudge Brian to scratch off one circle when he engages in TV Commercial Talk.

**Mistakes**

Brian hates to make mistakes. Brian has an uncanny ability to understand when he perceives others think he has made a mistake. Brian can make a mistake twice during any instructional block and after he has made two mistakes he returns to the ASD Program. The Peer to Peer Support Students can nudge Brian to scratch off one triangle when he perceives he has made a mistake.

