At Shiawassee RESD

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Peer 2 Peer Round Table Discussions

A lack of P2P programs at every level
Limited time and resources to gain "buy in"
Check for validity of each program
Add some healthy competition

Rational...Why bring us all together?

Let's get rolling!

Peer 2 Peer
Agenda

• Lunch
• Introductions
• What's happening in your building
• Our GOAL
• Formalization
• Checklist
• Share out

Who are you?
What is your job title?
Where are you from?
What are you doing with P2P?

We recorded each district's response and posted them around the room.
We have students identified who would benefit from peer to peer. Some students may have an assigned "buddy" during part of their day.

During specific activities/times of the day, we have peer to peer supports in place but it is not carried throughout the entire day or for all students who may benefit from P2P.

We have a peer to peer program which offers support throughout a student's day with a number of identified and trained LINK students.

Continued education/training for LINKS
Case conferences
Curriculum/ assessments for credit at HS
Teacher of record

Where do we stand?!

START P2P Goal

Formalization

Michigan Department of Education
Peer Accounting Manual

6-8: PEER-TO-PEER ELECTIVE COURSE CREDIT PROGRAM

Peer-to-peer course credit programs represent one model of 21st Century instructional design that incorporates applied (student-driven) learning in a non-traditional manner.

A peer-to-peer program is a strategy for providing ongoing support and modifying by a mentored peer to a pupil with an individualized education program (IEP). It encompasses both the academic and the social domains. Both pupils benefit.

Certified teachers at appropriate grade levels MUST be teachers assigned to an elective peer-to-peer course credit program. Depending on the optional module(s) implemented, the teachers may be in special education or general education programs.

A) Requirements for Graduation in Membership

1) The pupil must meet pupil membership eligibility requirements pursuant to Section 4 of the State School Act (MCL 380.1605).
2) The pupil must be enrolled and attending on the last day of the membership being claimed pursuant to Section 400 and Section 82 of the State School Act (MCL 380.1608 and MCL 380.1608a).
3) The peer-to-peer pupil must be enrolled in grades 6-12.
4) Curriculum is approved by the local board of education.
5) Instructional objectives are established by the approved peer-to-peer support curriculum content.
6) The peer-to-peer pupil is provided a course syllabus.
7) The peer-to-peer teacher must provide lesson plans and the grading criteria for each peer-to-peer course or credit.
8) The teacher records daily attendance for the peer-to-peer pupil.
9) The teacher records comparative pupil assessment and grading.
Definition

Peer to peer Courses Credit Program represent one model of 21st Century instructional design that incorporates applied (experiential) learning in a non-traditional manner.

A peer to peer program is a strategy for providing ongoing support and modeling from one non-disabled pupil to a pupil with an individualized education program (IEP). It encompasses both the academic and social domains. Benefits are derived by both pupils.

Certified teachers at appropriate grade levels MUST be teachers assigned to an elective peer to peer course/credit program. Depending on the optional model(s) implemented, the teachers may be in special education or general education programs.

Pupil Accounting Rules

Syllabus

Teacher of Record
Teacher of Record responsibilities

Wait!!! Realistically how does this work?

I've got 99 problems and 86 of them are completely made up scenarios in my head that I'm stressing about for absolutely no logical reason.

Teach 2 classes at once?!?!
**Grading/Curriculum**

- Requirement: 1 online module per semester

**Weekly grading sheets**

- "Green card"

- Journals

- Projects

- Final exam

- Quizzes

- Reflection papers

- Case conferences

**Supplemental Curriculum/Grading**

**Syllabus**
### Check list

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify students with ASD &amp; social concerns</td>
<td>Every building has at least one ASD or student with social concerns. Some students with ASD may be hesitant to participate. They can be the LINK student.</td>
</tr>
<tr>
<td>Determine how many LINK students are needed</td>
<td>Identify areas of concern - Natural peers. Ask students who they like to be around or peers that may have things in common with them.</td>
</tr>
<tr>
<td>Natural social times</td>
<td>Lunch, recess, passing times.</td>
</tr>
</tbody>
</table>

### Check list cont.
Checklist cont.

- Obtain Support from building administration
  - Identify benefits for ALL involved
  - Board approval
  - Use template for LINKS class proposal

- Designate two team members to oversee program
  - Staff should be eligible to teach a formalized program
  - Identify other team members that support program

Checklist cont.

- Recruitment
  - Determine format for sharing information
  - Recruiting students

  - Classroom presentations
  - Lunch booth
  - Announcements
  - Videos
  - School newsletter

Checklist cont.

- Permission slips
  - For all LINKS
  - For all peers
  - Provide a brief explanation of the program
  - Briefly lay out benefits to all students
  - Include program staffs' contact information
  - Include photo/video release

  - For use in further recruitment
• Education/Sensitivity Training
  – What is autism?
  – What is P2P?
  – Classroom education
  – Student presentations
  – Sensitivity activities

Checklist cont.

• Brochure
  – Purpose of program
  – What is P2P
  – Staff in charge
  – Student responsibilities
  – Benefits for all
  – Can embed permission slip

Checklist cont.

• Training LINKs
  – What is P2P as a LINK?
  – What is ASD/social learning disability?
  – Content resources include:
    – Online modules and courses on START website
    – Youtube videos
    – Literature/books
  – Picture of target student
  – Positive information
  – Likes or interests of that student
  – Family member information
  – Successful strategies for working with student
  – Communication needs—How to
  – Behavioral concerns

Checklist cont.
• Scheduling
  – Match LINK to peer in all areas of the day
  – School counselors can help with scheduling

• Schedule Monthly activities
  – Get to know you activities
  – Monthly medium of exchange
  – Field trips

Checklist cont.

• Schedule case conferences
  – Monthly
  – Meeting mechanics
  – Always positive/problem solving process
  – Student led meeting
  – Student with the IEP can be included in their own case conference meeting
  – Program support staff can assist teacher of record with conducting conferences

Checklist cont.
Checklist cont.

Fundraising
– T-shirts
– Bowling nights
– Pizza
– Signs for Homecoming
– Flowers, candy or messages sold during lunches
– Sell ribbons or LINKS bracelets
– Bake sales
– Can drive
– Jeans for a cause or dress down day
– % from a night at a local restaurant

Checklist cont.

Marketing/Maintenance
– LINK of the month
– Paper plate awards
– Homecoming parade
– Receptions
– Food
• Special lunches
• Treats
– End of the year banquet
– School awards assembly at end of the year
– LINK advertisement videos
– T-shirts

Checklist cont.

Curriculum for formalized programs (for credit)
– Continued instruction for all LINKS
• Online modules
• Journaling
• Rating scale evaluations
• Essays
• Assessment
• Projects/presentations
– Posters
– Photography
– Videos
YEAH... Reality...HOW?!?

http://www.sresd.org/District/1623-Untitled.htm

Results

Questions??