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Quick Guide - Elementary

Table of Contents

1. Introduction
2. Administration Approval
3. Brochures
4. Permission Slips
5. Program Set Up
6. Scheduling
7. Training
8. Daily
  • Lunch
  • Passes
  • Posted Schedule
9. Forms Completed by Peers
10. Case Conferences
    • Information Sheet
    • Planning
    • Schedule
11. Celebrations
12. After School Activities
13. Fundraising
14. Appendix
    • Elementary support Template
    • 1st Grade example
    • 4th Grade example
Elementary Peer to Peer Support Manual

This manual was designed to assist school personnel in developing an elementary level peer to peer support program, and includes eleven sections:

- Sensitivity Awareness
- Peer to Peer Brochures
- Peer to Peer Set Up
- Peer to Peer Support Training Supplements
- Peer to Peer Case Conferences, Peer to Peer Support Daily
- Peer to Peer Syllabus Examples
- Peer to Peer Curriculum Supplements
- Peer to Peer Course Catalog Description Examples
- Peer to Peer Celebrations and Fundraising Options

The purpose of the Peer to Peer Support Manual is to provide the user with peer to peer support materials used in districts throughout the state of Michigan. The Peer to Peer Support Manual is meant to supplement the START two day Peer to Peer Support Training. The information in the Peer to Peer Support Manual provides examples of how districts are creatively meeting the needs of the peer to peer support students participating in these programs. Peer to Peer Support programs will vary according to the age level of the students who participate in the program and district culture and expectations.

Establishing a peer to peer support program requires the use of forms that promote participation and accountability in the program. Forms are used as a system for recording the peer to peer supports students’ activities within the program. The forms are also used as documentation for students with ASD. There are multiple examples of forms throughout the manual. If you are looking for additional resources, please go to the START Website www.gvsu.edu/autismcenter.

This manual is not all inclusive. Many of these materials may not be necessary for the development of your program and depending on your district or building you may need to add additional materials. This manual was intended to give you a starting point in the development of your peer to peer support program.

By developing and implementing a peer to peer support program, many students, both with and without disabilities, will have the opportunity to grow in ways that you can’t even imagine. Good luck with the development of your program.

The START Staff
## Quick Guide for Developing and Implementing Peer to Peer Support Program
### Elementary Level

<table>
<thead>
<tr>
<th>Date completed</th>
<th>Steps</th>
<th>Where Do I Get Information and What Do I Do</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Creatively name the program. Consider connecting what your school is already doing for behavior, mentoring, etc.</td>
<td>Brochure</td>
</tr>
<tr>
<td></td>
<td>Clearly communicate your plan with administration</td>
<td>Administrative Approval</td>
</tr>
<tr>
<td></td>
<td>Communicate programming with parent(s) of focus child</td>
<td>Permission Slips</td>
</tr>
<tr>
<td></td>
<td>Find Some Kids – Same Age or Older</td>
<td>Peer to Peer Training and Permission Slips</td>
</tr>
<tr>
<td></td>
<td>Provide Sensitivity Training to Potential Peer Supports</td>
<td>Peer to Peer Training</td>
</tr>
<tr>
<td></td>
<td>Provide Brochure with Permission Slip at the Time of Sensitivity Awareness</td>
<td>Peer to Peer Program Set-Up Brochure</td>
</tr>
<tr>
<td></td>
<td>Collect the Permission Slips and Schedule Peers</td>
<td>Peer to Peer Scheduling</td>
</tr>
<tr>
<td></td>
<td>Provide More In-Depth Training to the Selected Peers (Include the Parent of the Student with ASD) Discuss respect and confidentiality with students (“We are discussing real events that have happened and we need to remain respectful of everyone involved.”)</td>
<td>Peer to Peer Training</td>
</tr>
<tr>
<td></td>
<td>Post Peer Support Schedule</td>
<td>Peer to Peer Daily</td>
</tr>
<tr>
<td></td>
<td>Schedule Case Conferences for On-going Communication with Peer to Peer Support Students</td>
<td>Case Conferences</td>
</tr>
<tr>
<td></td>
<td>Listen to Students and their Ideas. The more it is their program, the stronger the program, more ownership on students, more success will be reaped.</td>
<td>Forms Completed By Peers</td>
</tr>
<tr>
<td></td>
<td>Check in Daily with the Peer Supports</td>
<td>Case Conferences</td>
</tr>
<tr>
<td></td>
<td>Provide Incentives while Relationships Are Developing Between the Peers and Student with ASD</td>
<td>Celebrations Afterschool Experiences</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>Fundraising</td>
</tr>
</tbody>
</table>
Administration Approval
An Introduction to the Lapeer Community Schools LINKS Programs

**INTRODUCTION**
- START Grant
- Evidenced Based Practices
- Peer-to-peer support

**DESCRIPTION**
- Peers model typical academic and social behavior in educational environments throughout the school day and provide support for students with ASD to promote independence and socialization. Peers, in return, gain increased skills in organization, responsibility, problem solving, decision-making, and accountability (Carter, Cushing & Kennedy, 2009).

**WHY?**
- Educational programming for students with ASD should include goals for improving social competency with both adults and peers (National Research Council, 2001) and peer-mediated interventions are well-documented as an evidence-based practice for students with ASD (National Standards Project, 2010).
- Peer to peer support allows students with ASD to have regular access to the general education environment and curriculum through peer modeling and mentoring, which leads to greater academic and social success across their school day.
- Peer to Peer support programs can also impact a number of outcomes for typical peers. Several studies have described benefits for students without disabilities who serve as peer supports such as improvements in academic competence, increased awareness and greater understanding of disabilities, and the development of new skills (Carter, Cushing & Kennedy, 2009.)

**OVERVIEW OF LOCAL LINKS PROGRAMS**
- How it began in LCS
  - Murphy
  - LWHS
- Growth of the programs
- Where they are now

The state of Michigan is fortunate to have a comprehensive, well-formulated peer to peer support model, called the LINKS Peer to Peer program, which has been implemented, promoted, and supported by educators, parents, and students for many years. The purpose of peer to peer support programs is to provide increased opportunities for students with ASD to access the general education curriculum and general education students.
**Pairing Links**

- **Elementary**
  - Bus, lunch, recess, specials, classroom

- **Secondary**
  - Based on schedules, needs, and personality

**Training**

- **Elementary**
  - Classroom Autism Awareness
  - Lunch time meetings

- **Secondary**
  - Thursday Training Day
  - Problem Solving
  - Modules

**Video**

**Questions?**
The Top 10 Things Educators Need to Know!

10. Where
- Here at Hamilton Elementary
- Throughout the District
- ECP, Morse, Wattles, Hill, Boulan, Athens

9. Who
ASD is not prejudice. It knows no racial, ethnic or social boundaries.

It doesn’t care how much money you make, what kind of lifestyle you lead, or what your education level is.

Latest Statistics

According to Autism Speaks
1 in 88 children are affected
1 in 54 boys are affected

Autism Speaks is a the nation's largest autism science and advocacy organization, dedicated to funding research into the causes, prevention, treatments and a cure for autism; increasing awareness of autism spectrum disorders; and advocating for the needs of individuals with autism and their families.

Autismspeaks.org

Numbers in Michigan

# of Students with ASD eligibility by Year

Autismspeaks.org
8. WHAT CAUSES AUTISM

- Genetics: The Human Genome Project has identified a genetic marker for one type of autism. However, there is more than one type of autism.
- Vaccines: Much debate exists over the possibilities that Thimerosal, a mercury containing preservation once found in vaccines may have been linked to the rise in Autism. The National Institute of Health has ruled out this theory.
- Diagnosis: Some believe that with the improvement of diagnostic tools, more children are being accurately diagnosed.
- Development of Brain: November 22, 2006: Study (Davidson, Univ. of Wisconsin) confirms reduced size of amygdala in most socially withdrawn individuals with ASD.
  - Starts hyperactive and enlarged
  - Shrinks over time (toxic adaptation) which correlates with length of eye contact and general fear of, withdrawal from, people.

Autism Spectrum Disorder is defined as a biologically based, developmental disorder that consists of deficits of varying degrees in three areas of development:

1. social interaction
2. communication (language development)
3. restrictive or repetitive interests and activities/behavior
4. Considered a spectrum disorder because there can be individuals with very high IQ’s, individuals with very low IQ’s and everything in between.

Social Impairment

- Lack eye contact.
- Needs to be taught verbal interaction.
- Turn taking is difficult.
- Little body contact
- Experience difficulty with novel situations and cannot predict outcomes which makes ALL interactions novel.
- Lack social pragmatics needed for socialization. Idioms, metaphors and slang are not understood.
- Often cannot communicate non-verbally – understand of body language.

No one really knows for sure, however, there is much speculation

- Genetics - The Human Genome Project has identified a genetic marker for one type of autism. However, there is more than one type of autism.
- Vaccines - Much debate exists over the possibilities that Thimerosal, a mercury containing preservation once found in vaccines may have been linked to the rise in Autism. The National Institute of Health has ruled out this theory.
Language/Communication Impairment

- Children can be nonverbal to superior reading and vocabulary skills.
- Nonverbal children can communicate through pictures (communication board)
- Language is rarely used to express personal information.
- Echolalia – repetition of words, phrases or whole dialogs.

Behavior Impairment

- Laughs, cries, or shows distress for no apparent reason.
- Can be aggressive.
- Verbal outbursts
- Insistence on sameness...stepping out of routine can induce a meltdown.

6. WHY DO SOME STUDENTS HAVE MELTDOWNS?

Reasons for Meltdowns

- They don’t have the language skills to communicate what they need. Behavior is communication
- They have a sensory problem.
- Their routine or surroundings have been disturbed.
- They can’t understand the point of view of someone else. (Theory of Mind)
- They have an underlying medical issue.

It is not parenting or bad teaching when you can’t reach a child having a meltdown. Children with ASD have meltdowns to communicate. There are generally triggers. You need to know your child’s triggers.

5. How Can We Support Our ASD Students in General Education?
Research, Data, Law (Not Opinion or Assumptions)

• According to IDEA 97 – children with disabilities (including ASD children) have access to the general curriculum.

• Mainstreaming can be successful when modifications, accommodations, and positive behavior supports are implemented.

• Role modeling by peers has been successful for ASD children.

4. HOW CAN WE ADDRESS THESE NEEDS?

Things You Can Do To Include the ASD Student

• Include the student in parties and/or special times.
• Include the student for field trips, assembly, etc.
• Treat the student like everyone else.
• Make them feel apart of the group, talk to the student, say “Hi” and ask open ended questions.
• Include the student in specific academic areas that would meet the students’ needs.

Why Children With Autism Need to Be Included

• Our goal is create “Tax Payers.”

• To provide the intense social and communication skills needed.

• To provide skills to help children go on to lead quality, productive lives. These skills include those that will help the student be independent.

Things To Keep in Mind

• ASD Is Here to Stay - numbers are increasing

• Programming for Students with ASD will not be without Problems and Incidents.

• Universal Supports Work!

• Research, Data, Law drives our decisions.

Universal Supports

• Visual Strategies and Supports (visual schedules, social stories, cue cards)

• Functional Communication used in all settings. (pictures card, communication boards)

• Peer to Peer

• Accommodations/Modifications

• Appropriate Adult Support- Facilitate independent and socialization
3. HOW DO I CONNECT WITH THE STUDENT WITH ASD?

How do I “bond” with the child?

- It is no different than developing a relationship with any other child.
- Try to understand what interests the child has and connect to them.
- Getting to know the child while respecting the disorder will help in the bonding process.
  - For example, don’t get frustrated with the child’s “odd” behavior. That is the disorder.

2. RESPECT THE AUTISM

How To Respect The Autism

1. Don’t take the behavior personally. The autism always wins!

2. Presume competency.

3. Do not talk about the student in front of him. Part of autism is not being deaf.

4. Have universal supports in place.

Just remember, the student has a problem,

NOT the student is the problem.
1. EDUCATE YOURSELF and USE YOUR TEAM MEMBERS FOR SUPPORT

Websites

http://www.asatonline.org/intervention/treatments_desc.htm - list of interventions and research behind it

http://www.atinternetmodules.org/user_mod.php - teaching modules - you will need to join (no cost) there are modules about AT and writing. I have not had a change to look at them, but look interesting.

BOOKS

• Ten Things Your Student with Autism Wishes You Knew - Ellen Notrohm – Easy to Understand, Quick Read

• 41 Things To Know About Autism - Chantal Sicile Kira
Getting Started...

- Design brochure to go home
- Permission slips
- Building Administration
- Talk to ALL staff – we need you!
- Superintendent on board
- General Education teacher on board
- Contact parent to allow them to own program
- The more support you have, the more successful you will be!

Adapted from START manual (p 52)

Recruiting

- Start slow and small
- Determine if target student should be in the room
- 10 minutes about Peer to Peer and ASD
- Read a story and answer questions (elementary)
- Brochures and Permission

Adapted from START manual (p 53)

Training for Students

- First lunch meeting
  - What do I say? Ask kids what they want
  - Specific ASD Information
  - Logistics – what does it look like for THIS group of students?
  - Answer questions
  - Develop a calendar

- Positive information
  - Likes or interests of target student
  - Family member information
  - Successful strategies for working with student
  - Communication needs – How to
  - Behavioral Concerns
  - Medium of Exchange

Adapted from START manual (p 54)

Maintenance

- Monthly Meetings
  - Case Conference sheet (information for meeting change positive problem solving)
- Include parents – need a voice (help)
- Include target student (socialization)
- Communication
- Meet them for lunch/ recess
- If kids are having fun, they will keep doing it
- Banquet

Adapted from START manual (p 54)

For Peers...

- Patience
- Problem Solving
- Acceptance
- Education
- Empathy
- “Crossing Friendship Lines”
- Willing to share their own differences
- Always asking questions and brainstorming ways to improve

Video

Dan and Jason

#1: How we met
#5: Canada
#7

Adapted from START manual (p 54)
LINK Case Conferences
Weekly or monthly meetings
Problem Solving focus
May include the person with Autism
Teaching support strategies in the case conference that will generalize to general education environment

POSITIVES – CONCERNS – BRAINSTORMING
Adapted from START manual (p 138)
How are we the **SAME**?

How are we **DIFFERENT**?

- Some students are very talkative and may blurt out inappropriate comments and/or at inappropriate times.
- Some students have very strong interest areas.
- Some students have a difficult time understanding social situations.
- Some students may have unusual preferences to objects or materials.
- Some students like when things stay the same.
- Some students struggle when they have to change from activity to activity.

**Andy’s Interests**

- [Angry Birds](#)
- [Digimon](#)
- [Power Rangers](#)
- [My Name](#)

**Hi! My name is Amara.**

I have a very special story to read to you. It is ALL ABOUT ME and something called Autism.

**I also have a dog named Rex. He is a blue heeler.**

I love my family very much and I know they love me too.

This is my family. My mom, my step-dad, my little sister Layla and me.
I like a lot of things but the really special things are:

[Images of toys and a girl]

[Images of more toys and a cartoon]

That's not all. I also love:

[I bet some of you like that stuff too.]

[Images of Disney characters and a cartoon]

Something else about me is I have something called Autism Spectrum Disorder.

[Always Unique, Totally Interesting, Sometimes Mysterious]

[Images of a brain and a cartoon]

You can't see my brain so it is hard to understand what that means. I will try to explain it.

[Images of brain parts: hearing, sight, smell, touch]

I was born with Autism. The doctor's don't know what causes Autism but they do know it is not anyone's fault that I have Autism, it just happens.

[Images of a cartoon dog and a cartoon]

Kind of like some kids are born with allergies or asthma.

[Images of a cartoon clowns and a cartoon]

Some things are harder for me than they are for other kids. Loud noises seem even louder to me and I don't always like to be touched. This is because my eyes, ears, nose, skin, and mouth are more sensitive than other kids.
I have a hard time understanding the social stuff at school. Like my voice is louder than it should be sometimes. I don’t always know when it is OK to make noises and when I need to be quiet.

Cheryl is with me when I get to school until the end of the school day.

I leave the classroom sometimes and go see other teachers. Mrs. B is one of my teachers.

Mrs. B helps me with Math and Reading.

She is Mrs. Moeggenberg, she is my Speech teacher.

She helps me learn how to make sounds and understand what others are saying to me. Sometimes I have a hard time communicating so I will use my hands instead of my words. I don’t mean to hurt you and I am trying hard to use my words to say what I need.

This is Mrs. Stempky, she is my Occupational Therapist.

Mrs. Stempky helps me practice writing, coloring, cutting, and drawing.
Sometimes when I am upset at school I go to a place called Time Away.

Time away is a small room just down the hall where I can calm down and then come back to the classroom.

I am REALLY upset at school, adults have to hold me tight.

When adults hold me tight it feels like a BIG HUG. I am OK when adults hold me tight and after a few minutes I feel better.

These things are different because of my Autism. We are all different and that makes life fun!

Thanks for listening to my story and if you have any questions, please ask!

How can WE help?
Lincoln Links
A Peer to Peer Support Program
Kids Helping Kids to...

What is a LINK?

A LINK is a student volunteer who supports another student in the classroom, during lunch, or at recess to include them in activities and model appropriate interactions.

What are LINK RESPONSIBILITIES?

A LINK participates in the program no more than one day each week. LINKs are there to be positive student models for students who have difficulty (following the rules, being included in games and activities, completing classroom assignments). The LINKs meet periodically to discuss questions, problems and solutions, and celebrate successes.

WHO can be a LINK?

LINKs are selected on a volunteer basis and must have parent and teacher permission to participate in the program.

Activity and Book Suggestions...

Hidden Rules:
5 volunteers – 1 student leaves the classroom.

Paper LINK:
What makes YOU unique?
What are some things that we have in common that LINK us together?

Folding Paper each time a hurtful comment is made.
http://www.gvsu.edu/autismcenter/peer-to-peer-support-2140.htm
Brochures
Be a BUCKET FILLER!

"Link" up and make a difference in the life of someone with Autism!

Make a Difference!

Partners in Supporting Kids

Troy School District
4000 Livernois
Troy, MI 48085

Leonard Elementary School
4401 Tallman
Troy, MI 48085
(248) 823-3300

If you have questions, please contact:

Lisa Carruthers
(248) 823-3322
lcarruthers2@troy.k12.mi.us

Become a LEOPARD

Leonard Elementary School
Troy School District
PEER TO PEER Program

LINK
What is LEOPARD LINK – PEER TO PEER?

A peer to peer support student is a volunteer who supports a student with Autism Spectrum Disorder (ASD) under adult supervision. They provide a friend as well as an extra set of “eyes and ears” as the peer continues on his/her academic and social journey.

How Does It Work?

Each day of the school week, two peer to peer support students (Leopard Link) will be selected to participate in the activities scheduled and be models for the students with ASD. The peer to peer support students will be under the direction of the classroom teacher, Mrs. Carruthers. Peer to Peer Support Students must have parent permission to participate in the program.

Leopard Link Benefits

The peer to peer support program provides many opportunities for general education students, as well as the students with ASD. Students learn to relate to people with different needs and develop an increased understanding of individual differences. Student responsibility is also encouraged.

LEOPARD LINK BENEFITS

ASD Student

- Peer Support
- Socialization Skills
- 1:1 Support
- Age Appropriate Expectations
- Independence

Leopard Link

- Organizational Skills
- Diversity
- Problem Solving
- Collaboration
- Connection to School
- Self Esteem

ALL Students

- Opportunities for learning
- Growth (social, behavioral, and educational)
- Compassion
- Real life experiences
- So much more!
Parent Permission

Your child attended an informational classroom meeting about the LINK program and is interested in becoming a Lincoln LINK! Please sign and return this portion of the brochure so that your child may participate.

My child, __________________________, has permission to be a LINK!

_______________________________
Parent Signature

_______________________________
Date

Benefits of the LINK Program

- Provides opportunities for interaction between LINKs and students with social or learning challenges.
- Students learn to relate to people with different needs.
- Students increase their understanding of individual differences.
- Builds strong communities and schools.
- Students become more responsible.
- Students with challenges learn from their peers in a natural setting.
- The LINK program is focused on student strengths and creating positive school-wide opportunities.

Peer to Peer LINK Support Program

2011-12 Fifth Grade Lincoln LINKs

Lincoln LINKS

LINCOLN ELEMENTARY SCHOOL

616 Connable Avenue
Petoskey, MI 49770
Tel: 231 348-2120
<table>
<thead>
<tr>
<th><strong>What is a LINK Student?</strong></th>
<th><strong>What are Peer to Peer Support Student Responsibilities?</strong></th>
<th><strong>Benefits of the LINK Program</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A LINK is a student volunteer who supports another student in the classroom, during lunch, and/or at recess to include them in activities and model appropriate interactions or encourage positive behaviors.</td>
<td>A LINK student participates in the program no more than one or two days each month. LINKs are there to provide support for a peer in the classroom, at lunch or on the playground, but are not responsible for their peer’s behavior and are always supervised by adults. The students involved in the LINK program will meet periodically with the special education teacher to discuss questions, problems, and solutions, and to celebrate successes. This is done during the school day and will not interfere with classroom instruction.</td>
<td>The LINK program provides many opportunities for all students to learn from each other. Students learn to accept and tolerate differences and challenges and are more willing to provide support and help—as a peer. This program gives friends an opportunity to learn that we all have different challenges and that we can work together to help each other. Students learn to see the strengths of others who have challenges to overcome and to see that everyone can contribute in a positive way to the group and to the community.</td>
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</tbody>
</table>

![]() 2011-12 LINKs having fun at recess!

**Who can become a Peer to Peer LINK?**

LINKs are selected on a volunteer basis and must have parent and teacher permission to participate.

![](image1) 2012 Field Day

![](image2) Mr. Gold and the 2012-13 Fifth Grade LINKs celebrating at an assembly.
WANTED!
Smiling Faces

Murphy Elementary is starting a new program "LINKS"

K-5 students will develop awareness of students with differences and develop an understanding of their role in friendships and peer support.

Benefits of being a LINK
- Students learn to relate to people with different needs
- Students increase their understanding of individual differences
- Builds strong communities in school
- Students responsibility is encouraged
- Students with challenges learn social skills in a natural setting from their peers
- Personal growth

Kids Connecting with Kids to LEARN, GROW & SUCCEED
When you become friends with a person with Autism, you both learn a lot from each other.

Be a Link = Be a Friend!

What we know about ASD (Autism Spectrum Disorder)
- Every 20 minutes a child will be diagnosed with ASD
- 1 in 150 children will be diagnosed with ASD
- 1 in 70 boys will have some type of Autism
- ASD is 4 times more common in boys than girls
- ASD is more prevalent in our society than Aids, Diabetes & Cancer combined!
- ASD is the fastest growing developmental disability
- ASD effects individuals in all parts of the world
- ASD is a lifelong disability
- There is no known cause or cure for ASD

Questions Please contact: Mrs. Etson, Mrs. Corthals, Mrs. Clarkson, Mrs. Miles, Mrs. Yost or Mrs. Batrow at Murphy Elementary School (810) 538-2345
The student enrolled in LINKS will be a mentor, role model, and friend to a student with ASD or other disability. In this role, the LINK student will be with their assigned student with ASD a minimum of once per week during the middle school student’s lunch period. In addition to being a mentor, role model, and friend, they will assist the student with ASD in such things as appropriate classroom behavior, organization of assignments and supplies, and focusing on what the teacher is saying. The LINK student will attend LINK Staffings to discuss the progress of their student with ASD, and contribute ideas on how to more effectively help the student with ASD progress toward his/her goals.

Cooking, gym activities, art, and games will be a few areas that the LINKS may participate in for approximately 30-40 minutes at least once per week.

If you have questions, please contact

Jessica Clark
Moderately Cognitively Impaired Classroom Teacher
Eastern Upper Peninsula Intermediate School District
(906) 478-7931
jessicac@eup.k12.mi.us

Carrie Carr
Autism Spectrum Disorder Specialist
Eastern Upper Peninsula Intermediate School District
(906) 632-3373 x 107
ccarr@eup.k12.mi.us

Angela Craven
School Social Worker
Eastern Upper Peninsula Intermediate School District
(906) 478-7931
acraven@eup.k12.mi.us

Christine Foster
Special Education Supervisor—Rudyard Area Center
Eastern Upper Peninsula Intermediate School District
(906) 478-7931
cfoster@eup.k12.mi.us
The peer to peer support program provides many opportunities for general education students, as well as the students with Autism Spectrum Disorder (ASD). Students learn to relate to people with different needs and develop an increased understanding of individual differences. Student responsibility is also encouraged.

“Students with adequate social skills are more likely to have positive outcomes, while significant social difficulties place the child at risk for developing later problem behaviors (Koegel, Koegel, & Surrat, 1992) and interfere with the development of peer relationships.”

What to expect:
LINK Mentors will be matched with a student with Autism Spectrum Disorder (ASD) and asked to assist them during the designated class with socialization and independence skills. This will occur during the middle school student’s lunch period. We are not asking kids to stop being kids or stop spending time with their peer group, we are asking them to include the students with Autism Spectrum Disorder.

Their commitment is exclusive to the school day during lunch time. Peer mentors will have the opportunity to meet with the facilitators on a monthly basis to evaluate the program and have any questions or concerns answered.
Permission Slips
Autism Spectrum Disorder

April is Autism Awareness Month

- Autism (ASD) is primarily a social disorder. Children’s brains developed differently during development. Brain scans show differences in shape and structure of the brain in children with autism.
- The cause continues to be unknown however, it is clear that it is not caused by poor parenting.
- 1 in every 50 children is diagnosed with Autism and 1 in 54 boys.
- ASD affects four main areas of development: communication, social interactions, sensory functioning, and behavior.
- Most children with Autism are better with adults than with children, adult behaviors are more predictable.
- Some children with Autism are following a specific diet. If you are sending in a snack for the class let the teacher know so she can notify the parent of the child with Autism to bring in a “special” snack so they are not left out.
- Help your child understand that different does not mean “weird” or “bad”, it just means different.
- Children with Autism have a strong interest in one or two areas. For example, dinosaurs, a TV show, trains, telephones, dragons, etc...
- Children on the Autism Spectrum seem to thrive when they are with their peers however, they have a difficult time with friendships.
- Some children with Autism do not communicate verbally so they use pictures to communicate with others.
- Some children have a form of Autism called Asperger’s and these children present themselves differently than students with more traditional Autism.
- Children with Asperger’s tend to:
  1. Talk a lot and sound like a “professor” with all of the information
  2. Seek out friendships but have difficulty with social boundaries and knowing how to make friends. (For example, may call your house several times a day to talk to someone even after they are told the person will not be home)
  3. May be described as “annoying” simply because they don’t understand NOT because they are trying to annoy.

Did you know: Shepherd Public Schools has a Peer to Peer Support Program running to help support students with Autism?

Ask your child if they are part of the Peer to Peer Support Program and what they know about Autism.
Dear Parent or Guardians,

We would like permission to talk to your child’s peers in his or her classroom about Autism Spectrum Disorder (ASD) as well as other special needs. This educational presentation will include general information about ASD as well as addressing specific strengths and weaknesses that your child might be displaying in the classroom.

“Peer to Peer Mediation” is an evidence based practice that has been found to have great impact on outcomes for students with and Autism Spectrum Disorder as well as other disabilities. In essence, typically developing peers learn about autism and how it affects their peer in their classroom so they can best support their friend with autism to build his or her social and communication skills. Allowing peer to peer programming staff to teach students about the unique characteristics of autism is the first step to building effective peer supports.

This informal conversation is very helpful for classmates who are already aware of differences but don’t fully understand them. It is also beneficial to your student as well in that he/she will feel accepted and supported by his peers.

Thank-you for allowing this learning opportunity to occur.

Sincerely,

Carrie Carr, Autism Spectrum Disorder Specialist

________________________________________  __________________________
Parent Signature                                                    Date
Dear Families,

Your son or daughter has expressed an interest in being a “LINK” support for a student in his/her fourth grade classroom. Please encourage them to share the details with you about the presentation they listened to and participated in today! ☺️

Your child would support the student in the classroom approximately 1-2 days per month in the classroom to encourage on-task behavior, and at recess and lunch to encourage and model positive social interactions. All participation would take place during the school day.

If you are in support of your child participating in the Peer to Peer LINK Support Program, please complete the attached form and have your child return it to his/her teacher by the end of the week! ☺️

Thank you for supporting the Peer to Peer LINK Program!

Dear Families,

Your son or daughter has expressed an interest in being a “LINK” support for a student in his/her fourth grade classroom. Please encourage them to share the details with you about the presentation they listened to and participated in today! ☻️

Your child would support the student in the classroom approximately 1-2 days per month in the classroom to encourage on-task behavior, and at recess and lunch to encourage and model positive social interactions. All participation would take place during the school day.

If you are in support of your child participating in the Peer to Peer LINK Support Program, please complete the attached form and have your child return it to his/her teacher by the end of the week! ☻️

Thank you for supporting the Peer to Peer LINK Program!
Dear Parent or Guardians,

Rolland Warner Middle School is excited to introduce the LINKS program. We would like to give your child the opportunity to become a Peer to Peer Support Student working with students with Autism Spectrum Disorder (ASD) and other students who have difficulty with social skills.

The LINKS program is new to Rolland Warner Middle School. It is a support system for students with ASD and other troubles who attend the school. The program involves middle school students who spend time with the students with ASD. Similar programs are established in school districts throughout the state of Michigan and have met with great success. Not only does the program benefit the students with ASD, but parents and teachers alike have reported great benefits to the general education students as well. If your child decides to become a Peer to Peer Support Student, he or she would be working with/under the supervision of Rolland Warner staff. As a Peer to Peer Support, your child would help provide support and act as a participant in the activities scheduled.

As part of the LINKS program, your son or daughter would be a LINK to a student with ASD or other social skill deficits during lunch at predetermined times during the week. We are starting the program only during lunch time, and therefore your child will not miss any instructional classroom time.

If you would like for your child to be a Peer to Peer Support Student for students with ASD, please fill out the information below and return this form to Michele Cook at Rolland Warner Middle School as soon as possible. If you have any questions please contact Melissa Hill at (810)538-1636 or Jen Mailloux at (810)538-1625.

Thank you for your support with the LINKS program.

I give permission for ______________________ who is in ___________________ grade to participate in the LINKS program at Rolland Warner Middle School.

Parent/Guardian Signature____________________________________________
Date _________________________________
Dear Parent/Guardian:

Rolland Warner Middle School is proud to introduce the LINKS program, a peer mentoring social skills group, pairing Rolland Warner students with students with Autism or other students who need extra support socially. The identified Rolland Warner general education students will be trained on Autism and other disabilities that lead to social difficulties, and how it affects your child. These students will learn your child’s strengths, favorite activities, and current challenges with peer relations. The goal of this group is to utilize your child’s strengths to enhance their social experience and cultivate a community of acceptance.

Your child will learn a variety of social communicative skills from their peers. The group will be facilitated by Rolland Warner Middle School staff, while offering your child the opportunity to learn directly from their peers. It will focus on everyday situations that are encountered by middle school students: entering a peer group, initiating conversation, sustaining a conversation, reading social cues, etc.

If you would like your child to participate, we need your permission to share your child’s personal information. Please complete and return this form to Michele Cook at Rolland Warner Middle School ASAP. If you have any questions or concerns, please feel free to contact Melissa Hill (810)538-1636 or Jennifer Mailloux (810)538-1625.

____________________________________________________________________________________

☐ Yes, I want my child to participate in the LINKS program and give permission for the group facilitators to share my child’s personal information.

☐ No, I do not want my child to participate in the LINKS program.

____________________________________________________________________________________

Student Name

____________________________________________________________________________________

Parent Signature ___________________________ Date ________________________________
Program Set Up
*All About Me*

My name is _________________________

I am _________ years old.

My birthday is _______________

I like ______________________________

Sometimes I _________________________

____________________________________

____________________________________
# Timeline Template for LINKS Program Implementation

<table>
<thead>
<tr>
<th>Target Student</th>
<th>Grade/Teacher</th>
<th>LINK Students</th>
<th>Dates</th>
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<tr>
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<td>LINK Introduction (to Staff)</td>
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Action Plan for LINKS Program Implementation

<table>
<thead>
<tr>
<th>Who</th>
<th>Will Do What</th>
<th>By When</th>
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Rudyard Middle School  
LINKS APPLICATION

<table>
<thead>
<tr>
<th>Applicant’s Name:</th>
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<tbody>
<tr>
<td>(Last)</td>
<td>(First)</td>
<td>(Current Grade)</td>
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<tr>
<td>Parent/Guardian:</td>
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<td>(Street)</td>
<td>(City)</td>
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<tr>
<td>Applicant’s Telephone:</td>
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<tr>
<td>(Home)</td>
<td>(Work)</td>
<td>(E-mail Address)</td>
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Overview:

Autism is the fastest growing disability in the USA. The Eastern Upper Peninsula has seen a large growth in the number of students that have been identified with Autism Spectrum Disorder. By completing this application, you are indicating your desire to be considered for the LINKS program. Please turn your application into the Rudyard Area Service Center Office by Friday, February 17th.

Student’s Section:

1. Explain why you think you want to work with students with autism as a mentor/tutor/LINK:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

2. What are your expectations, based on what you know about the LINKS program:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

3. As of right now, this program is only conducted during your lunch time which will require you to be present in the classroom during this time. Are you willing to commit to this at least once per week?

____________________________________________________________________________________

Please Complete the Reverse Side Also ➔
4. Middle School students involved in this program will need to be positive role models for students with autism (and other disabilities) that they will be working with. Please rate your interests in the following areas:

Circle the Number That Best Describes Your Capabilities

<table>
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<tr>
<th>Low</th>
<th>High</th>
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<tbody>
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<td>2</td>
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<td>3</td>
<td>4</td>
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<tr>
<td>5</td>
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</tbody>
</table>

Interest in helping students with disabilities
Willing to learn mentoring skills
Willing to learn new leadership skills
Ability to pass on good social skills

Please rate each area (using 1-4) from what you are most interested (number 1) in mentoring students with to what area you are least interested (number 4) in

Art
Cooking
Gym
Games

5. Teacher recommendation ____________________________  ____________________________________

Print Name                                                                   Signature

Turn in your completed application to the Rudyard Area Center’s office.
If you have any questions, please contact:
Jessica Clark ~ Moderately Cognitively Impaired Classroom Teacher  ~(906) 478 – 7931 ~ jessicac@eup.k12.mi.us
Ann Carey ~ Speech and Language Provider ~ (906) 478-7931 ~ acarey@eup.k12.mi.us
Rachel Byma ~ Special Education Supervisor ~ (906) 478-7931 ~ cfoster@eup.k12.mi.us
Angela Craven ~ School Social Worker ~ (906) 478-7931 ~ acraven@eup.k12.mi.us
Carrie Carr ~ Autism Spectrum Disorder Specialist ~ (906) 632-3373 x 107 ~ ccarr@eup.k12.mi.us

Thanks! We look forward to working with you!
Elementary School
Peer to Peer Program Implementation
Lisa Carruthers, 3rd Grade Teacher, Leonard Elementary School, Troy, MI

Program Requirements: Keep it simple, Keep it DO-able, and Keep it REAL!

Goal: Enhance the lives of all students within classroom

Focus: On ASD child or any child with IEP

Rationale: Within a self-contained classroom, life skills are continuously taught such as tolerance, patience, problem solving skills and communication skills to name a few.

Introduction:

✓ Creatively name the program. Consider connecting what your school is already doing for behavior, character building, etc.
✓ Clearly communicate your programming plan with administration
✓ Communicate programming with parent(s) of focus child
✓ Find a common time to meet with whole class weekly (20 min.)
✓ Set up introductory meeting with class
  o Focus student prepares short PowerPoint presentation (use generic presentation provided if needed)
  o Prepare pamphlet for distribution (see sample)
✓ Collect permission slips (over a few days)

First Meeting:

✓ Discuss and create a "Responsibilities Page" for Links and Peers together as a whole class (see attached)
✓ Introduce Links (2-3) for the week
✓ "Responsibilities Page" rests on desks of Links for the week for visual reminder
✓ Discuss respect and confidentiality with students ("We are discussing real events that have happened and we need to remain respectful of everyone involved to gain the most out of this experience.")
✓ Continue to collect permission slips throughout the program
✓ Listen to students and their ideas. The more it is their program, the stronger the program, more ownership on students, more success will be reaped.

Check in:

✓ Daily with Links and Peer to provide further support
✓ Weekly Debrief - whole class meeting (see attached) to record celebrations, problems, solutions, and goals/reflections/notes
  o Send copy of Debrief home with Peer and Links (directly involved) for parent communication of program
  o New Links are chosen by Peer, prior to meeting, and announced at Debrief
  o Links (2 new and one carries over from previous week for consistency) start the following week
✓ At following Debrief, begin with the goals/reflections/notes section of previous week
Children are the world’s most valuable resource and its best hope for the future.
- John Fitzgerald Kennedy

Peer to Peer Support Program

Shepherd Elementary School
168 E. Maple Street
Shepherd, MI 48883
(989) 828-5998
http://shepherd.edzone.net

If you have questions, contact:
Amy Salogar (989) 828-5998

Autism Spectrum Disorder (ASD)

- 1 in 88 children will be Diagnosed with an Autism Spectrum (ASD)
- ASD is the fastest growing developmental disability
- ASD is 4 times more common in boys than girls
- ASD affects individuals from all racial, ethnic, economic and educational groups
- ASD is a lifelong disability
- There is no known cause for ASD
The peer to peer support program provides many opportunities for general education students, as well as the students with Autism Spectrum Disorder (ASD). Students learn to relate to people with different needs & develop an increased understanding of individual differences. Student responsibility is also encouraged.

Purpose:

What to expect:

Mentors will be matched with a student with Autism Spectrum Disorder (ASD) and asked to assist them during the designated class with socialization and independence skills. We are not asking kids to stop being kids or stop spending time with their peer group, we are asking them to include the students with Autism Spectrum Disorder. Their commitment is exclusive to the school day and that specific class and/or lunch time. Peer mentors will have the opportunity to meet with the facilitator on a monthly basis to evaluate the program and have any questions or concerns answered.

“Students with adequate social skills are more likely to have positive outcomes, while significant social difficulties place the child at risk for developing later problem behaviors (Koegel, Koegel, & Surrat, 1992) and interfere with the development of peer relationships.”
Overview of Peer to Peer Support

- Why is peer to peer support important?
- What do we need to do to start a peer to peer support program?
- Recruitment, Training, and Maintenance
  - http://www.youtube.com/watch?v=2cvGNScztjs&feature=share&list=UL2cvGNScztjs

Why peer to peer support important.

- Prevalence of ASD is now 1:88
- More children with disabilities are being educated in regular classrooms
- Research demonstrates that peer to peer support benefits both sets of peers
- The ultimate goal is for every person to be able to participate in their local community

Peer support vs. Aide support

- Peer support is provided by other students
- Aide support is focused on helping the child with academic skills
- Peer support is free (we can afford free!)
- Aide support costs money

Teaching the Hidden Curriculum

Why social skills matter

Kids will learn what is socially appropriate from other kids!
Peer to Peer Support Programs

Teach general education students about autism spectrum disorders (otherwise kids will form their own conclusions about why students behave a certain way).

Develop tolerance and acceptance with the general education population.

Give students with autism a chance to practice social skills in all settings within the building which helps build social competence.

Types of Peer Support

- Peer befriending or buddy systems
- Peer listening
- Circle of friends
- Peer Mentoring
- Peer Mediation
- Peer Advocacy
- Peer Education
- Peer Tutoring

What Will it Look Like at Kids and Company?

- Present it to the children as "being a friend" or being a "special friend" to another child
- In addition to helping children through these social scenarios, it can also be informal experiences such as Link helping friends with cleaning up, getting coat on, play on playground, etc
- Essentially an Anti-bullying program
- Similar to Conscious Discipline, but more intentional approach

Utilizing Peer Support at Various Grade Levels

- Preschool and Early Childhood
  - Buddy system: being a Friend

- Elementary
  - Peer assisted learning. Paired for reading, writing, spelling, math...

- Junior High and High School
  - Sharing class materials
  - Helping to participate in group activities
  - Sharing class notes
  - Clarifying and explaining class notes
  - Interaction Prompts

Other great peer to peer resources

- Autism Internet Modules (http://www.autisminternetmodules.org/)
- Ohio Center for Autism and Low Incidence Disabilities (http://www.ocali.org/)
- The National Professional Development Center on ASD (http://www.fpg.unc.edu/~autismpdc/)
- National Standards Project (http://www.nationalautismcenter.org/affiliates/)

Parent Resources

- National Association for the Education of Young Children
  - www.cec.sped.org
- The Council for Exceptional Children
  - National Support America
  - www.familysupportamerica.org
- Special Quest
  - www.specialquest.org
- National Children's Bureau publications
  - www.ncb.org.uk
References


References cont.


- Grand Valley State University START (Statewide Autism Resources and Training) [http://www.gvsu.edu/autismcenter/](http://www.gvsu.edu/autismcenter/)

- McConnell, Scott R. (October 2002). Interventions to Facilitate Social Interaction for Young
SCHICKLER ELEMENTARY

LINKS CURRICULUM:

CONNECTING LIVES,
CHANGING HEARTS
LINKS overview

Students with disabilities learn best in settings with positive peers modeling desirable social behaviors and independent living skills. Opportunities for relationship building, self-advocacy, and positive behavior are supported in academic areas.

Students enrolled in the LINKS program work together with students with disabilities on common goals. LINKS students act as peer advocates and mentors for students who require this type of support. They practice communication and problem-solving skills that will be required in post-school experiences. The program provides opportunity for the learning and the application of skills that promote development of healthy individuals, knowledgeable thinkers, life-long learners, and quality producers.

The role of the LINKS student is not a caregiver, teacher, or substitute paraprofessional. This program will help LINKS students to become thinkers, problem solvers, and communicators who are able to successfully interact with a wide variety of human beings.
Week 18................................................................................................................................................. Page 27

Week 19.................................................................................................................................................. Page 28

Appendix A: LINKS Information Sheet.......................................................................................... Page 29

Appendix B: LINKS Permission Slip................................................................................................. Page 30

Appendix C: Data Sheet for LINKS Meetings.................................................................................. Page 31

Appendix D: Monthly/Weekly Invitation to LINKS meeting............................................................ Page 32

Appendix E: End of the Year Party Notification.............................................................................. Page 33
Schickler’s LINKS program was conceived from many different resources and ideas. It is a program to enhance and enrich the social and communication experiences of both typically developing peers and students with disabilities. LINKS helps to mend the bridge between students wanting to play and befriend other students with disabilities, but not knowing what to say or how to approach them. Typically developing children enjoy being around their peers with disabilities, but may have questions, curiosity, and/or be afraid of offending the peer.

Schickler’s LINKS program is based off of Saline Community School’s STAR Program. It also uses information from a variety of resources such as the Michigan Statewide Autism Resources Training (START) initiative, The Get Into It curriculum from the Special Olympics, and from other peer-to-peer programs, like the LINK program. Some of the information, curriculum materials and outlines were also generated from the need that was observed from the students in Lapeer Community Schools and within peer relationships between students with disabilities and their typically developing peers.

The goal of Schickler’s LINKS program is to teach social and communication skills to students with and without disabilities and to build relationships between peers that are within the same grade/age-level starting in elementary school. By using peers as supports, we can establish and strengthen students’ social skills, communication, and independence.
The LINKS program applies and relates to the following Common Core Standards:

**Speaking and Listening**

3.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

3.SL.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

3.SL.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

3.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.
When and How: Suggestions for LINKS

When:
• LINKS works well when the group meets on a weekly or bi-monthly basis, depending on the needs of the target student

• October is generally a good time to start the program, as this gives the students a month to become familiar with their peers in their current grade-level

• It is best to have the program meet during the students’ lunch time, so as to not interfere with classroom instruction. Sometimes, meetings can be held during breakfast, right at the start of the school day, as well

How:
• It is recommended that you consult your building principal and other administrators (i.e., director of special education and district pupil accounting contact) prior to implementing the LINKS program, as it is essential to obtain support and communicate expectations, time requirements, group goals/outcomes, and logistic information (i.e., classroom space, schedules, etc.).

• Peers are selected to participate in the program based on how many students with disabilities will be supported in that grade level.

• Choosing the focus/target students (typically students with disabilities) will help in the process of deciding which classroom teacher(s) to work with.

• Talk with the teacher(s) of the student(s) with disabilities, as they will be a critical link between the program and other school settings. Some of the general education teachers may also be interested in running LINKS for target students within their classrooms.
**Additional Suggestions:**

- At the beginning of each session, have the weekly goals/discussion points displayed, welcome the students, and use the first 5 minutes to review group rules and expectations, lessons from the previous week, or student reflections.

- Reusable name-tags are helpful if there are a lot of support students in the program. Putting them on the counter or table and having the students put them on as they come in is an easy and efficient way to take attendance.

- Consider communicating the weekly/bi-monthly lessons and group progress to the parents each week via email. We found that parents often reply and enjoy knowing what their students are learning. This information could also be included in classroom and/or school newsletters.

- At the beginning of each session, ask students to reflect from the week before and give them an opportunity to ask questions or state concerns.

- Remember to celebrate success monthly, as well as an end of the year celebration! Monthly celebration ideas include LINKS of the Week, candy treats, decorating lockers of target students, as well as LINKS. End of the year celebration ideas include an evening graduation ceremony, a day bowling, or even a trip to the local roller skating rink.

- Also consider planning a pizza party, or special lunch, for the last session to allow students to celebrate, reflect, and enjoy their accomplishments.
Week 1
Weekly Goals:
- Introductions of ourselves and students to each other
- Explain what LINKS stands for and what it is about
- Establish ground rules
- Explain: confidentiality, respect and disability

1. Introduction of yourself:
Introduce yourself to the students by sharing: a). What they teach (i.e., speech-language pathologist, social worker, teacher consultant, school psychologist, etc.), b). why they want to be a part of LINKS, and c). one interesting fact about themselves.

2. Introduction of LINKS students:
Ask each student to introduce themselves to the group by sharing: a). their name, b). what grade they are in (only if you have multiple grades together), c). why they want to be a part of LINKS and d). one interesting fact about themselves.

3. Explain what LINKS stands for and what it is about
Explain the main component of LINKS: to educate students about differences and disabilities and to help students with disabilities learn social and communication skills.

4. Establish ground rules
Talk about and establish ground rules for the group. Have the students discuss/brainstorm what rules they think would be beneficial.

5. Explain: confidentiality, respect and disability
Write the words Confidentiality, Respect, and Disability on the white board and ask the students what they think each word means. After, give the students the formal definitions of these words and compare/contrast their original understanding of the words with the actual definitions.
(These definitions were obtained from dictionary.com)

**Confidentiality**: to keep in strict privacy or secrecy.

**Respect**: to show regard or consideration.

**Disability**: anything that disables or puts one at a disadvantage

6. **Homework:**
   For the next meeting, be prepared to tell about a great moment that happened during your interactions with your target student/LINKS, as well as a question you may have about your role/job.

---

**Week 2**

**Weekly Goals**

- Help the LINKS learn how to best support their target student
- Learn about the similarities and differences between each team member

1. Fill out a get-to-know-you worksheet (or similar activity), in order to allow the students to learn about each other, as well as find commonalities amongst the target student and his/her LINKS

2. Discuss the strengths of each other and how each person’s strengths help build friendships

3. Discuss medium of exchange and how that can be incorporated LINKS/target students are together

4. Review homework: Share a great moment and ask questions
1. How to get a peer’s attention
   Ask the students how to get someone’s attention. Ask how they feel when they try to get someone’s attention and they get ignored, or if someone is trying to get their attention and won’t stop asking them questions. Discuss ways to get a peer’s attention: stand close (talk about personal space), tap on the shoulder if appropriate (discuss how sometimes it is not appropriate to tap someone on the shoulder and how some people do not like to be touched), say the person’s name and when the peer/person looks or responds, ask them to play/if they would like to join the activity.

2. Personal Space
   A very important part of getting and maintaining a person’s attention is keeping and respecting personal space. Have the students pair-up with a peer. Ask them to face each other and stand about three to four yards apart. Next, have one walk toward the other; when the walking friend comes into the standing friend’s personal space, have the standing friend put his/her arm out. Then, ask the students to reverse roles and try the activity again. After both students have had turns, discuss personal space. Note that everyone’s perception of personal space is different, and ask the students how it feels when someone gets too close to them, how they behave/react, etc.

3. Role-playing
   Ask the students to role-play from the beginning of the sequence: getting a peer’s attention, asking him/her to play, and playing a simple ball toss. Do this activity in pairs and/or in small groups.
1. Providing wait-time
Demonstrate through role-play how wait-time is an important component of social interaction between the listener and speaker. Have two instructors role-play the importance of having wait-time by having one instructor ask questions in rapid succession, without waiting for the other instructor to respond. The instructor who was not given time to reply to the questions should look confused and eventually walk away. Discuss wait-time, noting that some peers may need more wait time than others, that we should respond with patience and understanding rather than frustration, and that it can be helpful for students to ask a question such as “Would you like to play with me?” and wait for their peer to respond before “giving up” and walking away.

2. Talking to peers in an appropriate voice
Model talking in a high pitch or “baby” voice, and other voice levels that are not appropriate to talk to peers. Explain that we talk to students with disabilities with respect, and one way we do that is by speaking to them with the same voice we use to talk to other friends. After, ask the students how they should talk to the peers with and without disabilities and allow them to give examples.

3. Providing choices
Model how to give choices when asking a peer to play, explaining that sometimes it can be easier for people to make decisions when given choices.
Week 5

Weekly Goals
- Conversational topics
- Helping with directions during game/activity

1. Conversational Topics
   Ask students to share the topics that they talk about with their friends. Explain that students with disabilities might also share interest in similar topics, and encourage them to discuss their interests with their friends with disabilities (see Appendix for sample conversation topic cards).

2. Helping peers with directions during a game/activity
   Ask students how they feel when someone rushes in and helps them with something they didn’t need help with. Talk about the importance of being/becoming independent, and note that they should nicely ask a peer if they need help with a task before actually providing help. Have students role play asking a peer “Do you need help?” or “Can I help you?” As a group, brainstorm how they could respond if the peer does not want help, yet is doing a task/activity incorrectly.

Week 6

Weekly Goals
- Modeling Social Statements
- Encouraging Social Language

1. Modeling Social Statements
   Ask the students what kind of things they say or talk to their friends about when they are playing. Give examples to help the students generate a list (i.e., “That was a good catch!”-if playing a ball game; “That’s cool”; “I like to play four-square too!”). Talk to them about how they can model these statements around their peers who need help learning phrases during play/activities.

2. Encouraging social language
   Ask the group how they will help the students with disabilities use
some of the statements mentioned above. Assign the students to pairs/ small groups and ask them to practice asking a question to a peer with a disability, such as “Did you like that game?” or “Who would you like to play first base?”, etc. Discuss how STAR students can help teach their peers with disabilities to use social language in different activities and contexts.

Week 7
Weekly Goals
-Play and then discuss how play helps children learn social and communication skills

1. Playing with peers with disabilities
   Discuss activities that the students like to engage in at recess. Have the students talk about which activities they would like to ask their peers with disabilities to play.
   ***Refer to Special Olympics Get Into It Curriculum for activity lessons (https://getintoit.specialolympics.org/).

Week 8
Weekly Goals
-Communication and Problem Solving

1. Define: Communication and Problem Solving
   Activity: Human Knot
   Ask the students get in groups of five to eight students. Have each student fold their arms across their chest and hold the hand of the person beside them. This will essentially make a “human knot”. Ask each group to first attempt to “untie” their knot without using words to communicate. Then, ask the students to try the activity again using their words to help them problem-solve.
Another option is to have the students try to communicate with each other, without speaking. This is a great option if your meetings occur during lunch or breakfast time, and you have limited time to do the Human Knot activity.

Reflection: Was it easier to untie the knot the first time or the second time, and why? When they weren’t able to use words to communicate, how did they problem-solve with their teams? How did they know which way to turn and twist? Did it take the groups longer/shorter to untie the knot than they thought? What kind of words/language did they use with each other? Did anyone become frustrated? How does this relate to when we play with our friends with disabilities?

Week 9
Weekly Goals
-Creative Communication & Problem Solving: Communication & team work

1. Communication and Team Work (you will need a large tarp/sheet for the activity):
Define and discuss team work.
Activity: Group students into two or three groups of 5-10 students. Give each group a large tarp and ask them to unfold it and stand on it with both feet. Explain to the groups that when you tell them to fold their tarps, they must fold their tarps in half without taking their feet off of it (all feet should be on the tarp after it is folded, and students should not step off of the tarp to fold it). Practice this activity with and without using words.
Reflection questions: Who talked? Did anyone not talk? What kinds of words did they use? Did they work as a team? Did they encourage and help each other? How do they use team work when playing a team sport or game or with their friends with disabilities? Did they use encouraging language discussed in week 6?
Week 10
Weekly Goals
-Creative Communication and Problem Solving: Team work, nonverbal language, problem solving

1. Creative communication and problem solving unit concluding activity: Discuss concepts from previous weeks: team work, problem solving and also incorporate information about nonverbal language.
Activity: Divide students into small groups of 5-10. Ask them to form a circle and hold the hand of the person beside them. Next, place a hula hoop between two of the peers (so that their arms are through the middle of the hoop) and ask the students to walk/wiggle through the hula hoop without talking or letting go of their peers’ hands.
Reflection: How did it feel to solve a problem without talking? Did they become more/less frustrated because they couldn’t talk? Did they use facial gestures to communicate? Did they use more “wait-time” as discussed in week 4?

Week 11
Weekly Goals
-Citizenship

1. Citizenship
• Help the students define citizenship.
• Talk about school rules (Be safe, Be respectful, Be responsible) and how they apply to us and our friends.
• Discuss examples of how we show good citizenship skills by following the rules.
• How are we helping others by being good citizens?
Week 12
Weekly Goals
-Citizenship: How are we good citizens at school, home, and in community

1. Citizenship
Review last week's definition of citizenship
Ask the students the following questions:
How are you a good citizen at home?
How are you a good citizen at school?
How are you a good citizen in the community?
How can you be a good citizen to all friends?

Week 13
Weekly Goals
Leadership

1. Leadership
Ask the students to think of leaders they know.
How do they know that person is a leader?
What are characteristics of a leader?
Have any of them ever been a leader?
Compare and contrast a leader and follower
Is it ever good to be a follower? When?

Week 14
Weekly Goals
Leadership

1. Leadership
Ask the following questions to the group, then have them turn to a friend and discuss before sharing as a whole group.
Why do we join groups?
Name three good characteristics of a leader
Compare and contrast examples and non-examples of Good leadership

**Week 15**

**Weekly Goals**

**Leadership**

1. **Leadership**
   Start by having them reflect in pairs or triads how they have been leaders since joining the LINKS group.
   What have they liked about being a leader? What challenges have they experienced in their roles as a leader?
   Ask the following questions:
   What is it like being a leader to their peers?
   Have they had to "stand up" for their friend with a disability, or other friends?
   Compare and contrast being assertive in a positive way vs. being a bully (connect this to the school rules, if applicable)

**Week 16**

**Weekly Goals**

Review of all concepts covered in LINKS

1. **Review:**
   Confidentiality
   Respect
   Disability
   Problem Solving
   Team work
   Citizenship
   Leadership
   Who were some guest speakers?
What jobs did they have?

**Week 17**

**Weekly Goals**
Continue Review

1. Continue Review, Program reflection and additional problem-solving and/or team building activities as needed

**Week 18**

**Weekly Goals**
Reflection Sheet

1. Reflection Sheets
Give students program reflection sheets. Let students know that they can volunteer to read their responses at the end of the year celebration.

**Week 19**

**Pizza Party/Celebration Party!!!**

- Ask for parents to donate money, beverages, paper products, or snacks (carrot sticks, desserts etc) for the celebration party.
- All LINKS students are invited and encouraged to attend
Schickler LINKS
A Peer to Peer Support Program

What is a Peer to Peer Support Student?
A peer to peer support student is a volunteer who supports a student with Autism Spectrum Disorder or another disability, under adult supervision.

Who can become a Peer to Peer Support Student?
Peer to peer support students are selected on a voluntary basis from each classroom at Schickler Elementary. Peer to Peer Support Students must have parent and teacher permission to participate in the program.

What are the Responsibilities of the Peer to Peer Support Student?
A Peer to Peer Support Student participates in the program by following a weekly schedule. He/she will follow the same schedule for the remainder of the school year. Peer to peer support students are there to participate in the activities scheduled and be models for the students to whom they are assigned. The peer to peer support students will be under the direction of Schickler support staff.

Benefits of the Peer to Peer Support Program
The peer to peer support program provides many opportunities for general education students, as well as the students with disabilities. Students learn to relate to people with different needs and develop and increase understanding of individual differences.

Student responsibility is also encouraged.

(Appendix A)
Schickler Elementary School
Peer to Peer Support Program (LINKS)

Dear Parent or Guardian,

Today your child learned about becoming a peer to peer support student (also known as being a Link). Links work with students with Autism Spectrum Disorder (ASD) as well as other students with disabilities. The peer to peer support program is a research-based program which allows students with challenges to learn social skills in a natural setting from their peers. Not only does the peer-to-peer support program benefit students with disabilities, but parents and teachers alike have reported great benefits to the general education students as well. Students learn how to relate to people with different needs and increase their understanding of individual differences.

As part of the Links program, your son or daughter would be a Link to a student with ASD or other social skills deficits during a predetermined time during the week. If your child decides to volunteer as a peer-to-peer support student, he or she would be working with/under the supervision of Schickler staff. If you would like for your child to be a peer-to-peer support student, please complete the information below and return this form to your child’s classroom teacher.

Please return by Friday, Oct. 4th. Thank you for your support with the Links program.

------------------------------------------------------------------------------------------------------------------------

My child ______________________________________________________ who is in ___________________________ Classroom has my permission to participate in Schickler’s peer-to-peer (Links) program for the 2013-2014 school year.

______________________________________________________________  ______________________________
Parent/guardian signature      Date

(Appendix B)
### LINKS MEETING DATA COLLECTION

**Target Student:** ____________________________  **Date:** __________________

### ATTENDANCE:

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### WHAT’S WORKING:

- __________________________
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### WHAT NEEDS IMPROVEMENT:

- __________________________
- __________________________
- __________________________
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### THINGS TO DO:

- __________________________
- __________________________
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- __________________________

(Appendix C)
A LINKS Meeting is scheduled for _____________________________
_________________,  __________________________
at ________________ AM/PM
in the speech room with Mrs. Norman.

Please bring your lunch with you.

If you are hot lunch, please use your FAST pass, so you can get to the meeting quickly.

See you then,
Mrs. Norman

A LINKS Meeting is scheduled for _____________________________
_________________,  __________________________
at ________________ AM/PM
in the speech room with Mrs. Norman.

Please bring your lunch with you.

I will meet you in the hall to hand you a FAST pass, if you need one.

See you then,
Mrs. Norman

A LINKS Meeting is scheduled for _____________________________
_________________,  __________________________
at ________________ AM/PM
in the speech room with Mrs. Norman.

Please bring your lunch with you.

I will meet you in the hall to hand you a FAST pass, if you need one.

See you then,
Mrs. Norman

(Appendix D)
Dear Families,  

May 28th, 2012  

We’ve had a great year with our LINKS, helping 11 of our friends improve social and organizational skills. We are very proud of all of our LINKS and would like to celebrate as a group. On Thursday, May 31st, we are planning a bowling party at Gerlaich’s Bowling here in Lapeer. There will be no cost to your child. We will be leaving the school at 11:30 and returning by 2:00. Our kids will still eat a school lunch here at Schickler (K, 1st, and 4th will eat a ½ hour early). We need the attached permission slip filled out and returned to school before that date in order to allow your child to participate.

Thanks for all of the encouragement you have provided to your child this year and keep an eye out next fall for a new LINKS participation form!

The Schickler LINKS Committee

(Appendix E)
<table>
<thead>
<tr>
<th>Grade/Teacher</th>
<th>LINK Introduction (Staff)</th>
<th>LINK Introduction (Classroom)</th>
<th>Target Student</th>
<th>LINK Mtg. 4/19/12</th>
<th>LINK Mtg. 5/10/12</th>
<th>LINK Mtg. 5/22/12</th>
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<td>5/30/12</td>
<td>Sean</td>
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<td>5/17/12</td>
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**Timeline for Turner LINKS Program Implementation**

- **Introduction (Staff)**: Ross, Aaron, Cole, Wyatt, Jasper, Genevieve, Amyka, Jared, Gordon, Jacob, Lucas, Hunter, Logan, Blake, Isabella, Caitlin
- **Introduction (Classroom)**: Kaidon, Loren, Jesse, Jacob, Sean, Max
- **Mtg.**: 4/3/12, 4/19/12, 5/10/12, 5/22/12, 5/27/12, 5/30/12
- **Celebration**: Kickball and BBQ

**Budget**
- $100 (lunch)
- $100 (dinner)
- $100 (BBQ)

- **31 LINKS**
Needs:
- Arrange LINK Bowling Trip (Carrie);
  - $1.50 per student @ Bowling Alley;
  - Check with St. Ignace OR Sault...ask St. Ignace if we can bring pizza in?
    - Pizza lunch
    - Transportation
    - determine times
    - talk to Rich and teachers
- Talk with teachers about LINK Meeting times (Angela)
- Schedule Parent night for mid-April/Powerpoint pres and dinner for parents of LINK and ASD students (C and A)
- Get Case Conference Sheets to Teachers/A (C) - DONE
- Order Lunch for April 3rd (C) - DONE
- Angry Birds Prizes (A? C?)
- LINKS Parent Night Planning; Have them RSVP (A)
  - Food for Parent Night (C)
- Prep LINK Introductory presentation for Loren (C) - DONE
- Prep LINK Introductory presentation for Jesse (A) - DONE
- Parent Calls to ASD students/Permission Slip (A) - DONE
- Permission Slips for LINK students (A) - DONE
- Follow up on who turned permission slips in... - DONE

Future Data Considerations
- Pre/Post Surveys; Parent survey of ASD student regarding attitudes about school
- Typical Peer ASD sensitivity survey
- Overall attitude about school and peer relations (both ASD student and LINKS)
• Attendance of LINKS
• Behavioral referrals for LINKS – decrease?
Peer to Peer Schedule
**Student, grade, teacher**

**Classroom LINKS:**

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<th>Monday</th>
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**Lunch LINKS:**

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**Recess LINKS:**

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**After School LINKS (Bus or Walk out to parents’ car)**

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**Max’s LINKS**  
Mr. W 1st Hour Social Studies

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<tbody>
<tr>
<td>Dylan and Maddie</td>
<td>Paul and Samantha</td>
<td>Mark and Hailey</td>
<td>Samantha and Mark</td>
<td>Dylan and Hailey</td>
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</table>

LINKS-You guys are awesome with Max, please keep up the great work. Max has a homework sheet in his folder; please fill it out to let us know what Sean needs to work on in Ms. Jessica’s class or as homework.

We need page numbers, due dates and any information you are given from your teacher about assignments, quizzes, tests, projects, etc.

Thank you for all that you do with Max!

Remember that LINKS:  
Are Friends!  
Are Role Models!  
Show...Don’t Tell!
### Turner Howson
5th Grade LINKS
Mrs. Paquin’s Class

<table>
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<td>Jadyn</td>
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<td>Maxwell</td>
<td>Hailey</td>
<td>Allysa</td>
<td>Jadyn</td>
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Next LINK Meeting will be on:

**Thursday, April 19**

Be ready to discuss:

**What your biggest accomplishment as a LINK has been.**

As well as:
- Successes—What went well?
- Difficulties—What were some challenges?
- Ideas—What can LINKS do to best support?

**LINK TIPS!**
- First and foremost, you are a friend!
- You are a role model!
- As much as possible, show...don’t tell!
- Have fun!
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<th>Other</th>
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<td>Ian</td>
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<td>Alicia</td>
<td>Grace</td>
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<td>Olivia</td>
<td>Brayden</td>
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<td>Cortni</td>
<td>Audrey</td>
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<td>Lindsay</td>
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### Pickford LINKS

**April/May 2014**

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**Next LINK Meeting will be on:**

Be ready to discuss:

- First and foremost, you are a friend.
- You are a role model.
- As much as possible, show...don’t tell.
- Have fun!
### Soo Twp. LINKS

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**Next LINK Meeting will be on:**
November 19th at lunch (Bring your lunch)

Be ready to discuss:

- Successes—What went well?
- Difficulties—What were some challenges?
- Ideas—What can LINKS do to best support?

**LINK TIPS!**

- **You are a role model!**
- **As much as possible, show...don’t tell!**
- **Have fun!**
Peer to Peer Training
All about me!
Hi! My name is *. 

I have a very special story to read to you. It is ALL ABOUT ME and something called Autism.
This is my family. My mom, my step-dad, my little sister * and me.
This is my Uncle * and Aunt *.
This is my grandma and grandpa.
I also have a dog named Rex. He is a blue heeler.

I love my family very much and I know they love me too.
I like a lot of things but the really special things are:
That’s not all. I also love:

I bet some of you like that stuff too.
Something else about me is I have something called Autism Spectrum Disorder.
That is a really long way to say my brain developed differently.

You can’t see my brain so it is hard to understand what that means. I will try to explain it.
I was born with Autism. The doctor’s don’t know what causes Autism but they do know it is not anyone’s fault that I have Autism, it just happens.

Kind of like some kids are born with allergies or asthma.
Some things are harder for me than they are for other kids. Loud noises seem even louder to me and I don’t always like to be touched. This is because my eyes, ears, nose, skin, and mouth are more sensitive than other kids.
I have a hard time understanding the social stuff at school. Like my voice is louder than it should be sometimes. I don’t always know when it is OK to make noises and when I need to be quiet.
I really like school but some things about school are hard for me so I have an adult to help me during the day, her name is Ms. Roberta.

Ms. Roberta is with me when I get to school until the end of the school day.
I leave the classroom sometimes and go see other teachers. Mrs. B is one of my teachers.

Mrs. B helps me with Math and Reading.
This is Mrs. Moeggenberg, she is my Speech teacher.

She helps me learn how to make sounds and understand what others are saying to me. Sometimes I have a hard time communicating so I will use my hands instead of my words. I don’t mean to hurt you and I am trying hard to use my words to say what I need.
This is Mrs. Stempky, she is my Occupational Therapist.

Mrs. Stempky helps me practice writing, coloring, cutting, and drawing.
When things are hard for me at school I sometimes need to take a break. When I take a break I might go get my blanket and go to the back of the room. Once I feel more relaxed I will come back and be with the kids.
Sometimes when I am upset at school I go to a place called Time Away.

Time away is a small room just down the hall where I can calm down and then come back to the classroom.
If I get REALLY upset at school, adults have to hold me tight.

When adults hold me tight it feels like a BIG HUG. I am OK when adults hold me tight and after a few minutes I feel better.
I know these things are different about me. Sometimes I scribble when I color. Sometimes I have trouble sitting on the rug. Sometimes I have putty or balls in my hands. These are called “fidgets”.

These things are different because of my Autism. We are all different and that makes life fun!
Please remember that I like school and friends and want to play with kids. Please include me when you are playing and ask me to do fun things.
I will always have Autism but that is just one part of me and it is getting easier for me every day.

Thanks for listening to my story and if you have any questions, please ask!
Our Shepherd Autism Awareness Ribbon
How are we the **SAME**?

How are we **DIFFERENT**?

**STRENGTHS...**

**CHALLENGES...**

- Some students are very talkative and may blurt out inappropriate comments and/or at inappropriate times.
- Some students have very strong interest areas.
- Some students have a difficult time understanding social situations.
- Some students may have unusual preferences to objects or materials.
- Some students like when things stay the same.
- Some students struggle when they have to change from activity to activity.

**Andy’s Interests**

**How can WE help?**
What is a LINK?
A LINK is a student volunteer who supports another student in the classroom, during lunch, or at recess to include them in activities and model appropriate interactions.

WHO can be a LINK?
LINKs are selected on a volunteer basis and must have parent and teacher permission to participate in the program.

What are LINK RESPONSIBILITIES?
A LINK participates in the program no more than one day each week. LINKs are there to be positive student models for students who have difficulty (following the rules, being included in games and activities, completing classroom assignments). The LINKs meet periodically to discuss questions, problems and solutions, and celebrate successes.

BENEFITS of the LINK program
The LINK program provides many opportunities for all students to learn from each other. Students learn to accept and tolerate differences and challenges and are more willing to provide support and help – as a peer. This program gives friends an opportunity to help friends and learn that we all have different challenges. Students learn to see and appreciate the strengths of each other.

- Provides opportunities for interaction between LINKs and students with social or learning challenges.
- Students learn to relate to people with different needs.
- Students increase their understanding of individual differences.
- Build strong communities in the school.
- Students become more responsible.
- Students with challenges learn from their peers in the natural setting.
- The LINK program is focused on students strengths and creating positive school-wide opportunities.

Activity
What makes YOU unique?
What are some things that we have in common that LINK us together?
Many of Sebastian’s challenges occur because he has Autism. Autism, really, is just a different way of thinking...a different way that a brain works!

You can’t catch Autism. Autism is not contagious...but a smile is.
Some people with Autism are sensitive to:
- Noise
- Certain light
- Certain smells

Some children with Autism:
- Talk a lot
- Or
- Don't talk at all
- Or
- Have a hard time looking at people's faces
- Or
- They stare too much.

Some kids with Autism have a hard time playing with friends, even though they want to play.

Most kids with Autism like to talk about... and think about certain things that they like.....

Sometimes the things they like get in the way of school.

Teachers and staff are working really hard at Washington Elementary to assist S.
But...many, many, many smart people have done a lot of research and studies and found that the people who can best help kids with autism learn and grow are...
That's right! You could be one of S's strongest LINKS to success!

• A LINK will be a student who is about S’s age who will support him.
• Most importantly -- a LINK is a good friend!
• A LINK will play and talk about things that S is interested in, and help him discover other fun things, too!
• A LINK might work next to S on a classroom assignment.
• S will need a LINK at recess and lunch and perhaps even some other areas like the classroom or speech.
• The LINKS will meet frequently to talk about what is going well with S, where he’s struggling, and discuss how YOU can help. The LINK meetings are usually pretty fun and treats or special lunches are often involved 😊
• You can volunteer if you are interested. We have applications and permission slips for you to fill out if you are.
• We’ll let you know when the first LINK meeting will be very soon!
STAFF INTRODUCTIONS
- Ms. Malott – School Social Worker
- Ms. Amy – Autism Coordinator
- Ms. Shelly – OT
- Ms. Marta – Speech Therapist
- Mrs. Hatley – School Social Worker

ELEMENTARY STAFF
- Ms. Erin Gauthier – Teacher
- Ms. Nicki – paraprofessional
- Ms. Jessica – paraprofessional

MIDDLE SCHOOL STAFF
- Mr. Clark – Teacher
- Mrs. Simonds – Paraprofessional
- Mrs. V. – Paraprofessional

LINKS INTRODUCTION
- Peer to peer support’s name
- Peer to peer support hour
- Hobbies
- Favorite Class
- Family members
- Why they want to be a peer to peer support for students with ASD

GROUP DISCUSSION ABOUT ASD
- What do you already know about Autism Spectrum Disorder
- Write ideas on the board
INFORMATION ABOUT ASD

- Approximately 1:88
- Rapidly Increasing in Numbers of Students
- 4 times more common in males than females
- Cause is Unknown
- You are born with autism spectrum disorder
- You can't catch it

CHARACTERISTICS OF ASD

SOCIAL SKILL ISSUES

- Difficult developing friends
- Sharing Information
- Misunderstanding of Social Situations
- Reciprocal Social Interactions

COMMUNICATION

- Verbal and Non-verbal
- Talk about Interests (time, SpongeBob, Teletubbies)
- May not seem interested in what peers are talking about
- May say inappropriate words

MOZART AND THE WHALE - BREAKING RECORDS

GIGLI AND BAYWATCH
CHARACTERISTICS OF ASD

INTENSE INTEREST AND REPETITIVE BEHAVIORS

Intense Interest in Certain Topic Areas

Students May Like to Do the Same Thing Over and Over (Ipad, computer – pictures, youtube videos)

Students May Like Things to Stay the Same – Difficult with Transition

THEORY OF MIND

• What I see is what others see.
• What I know is what others know.
• What I feel is what others feel.
• What I believe is what others believe.

STRATEGIES THAT WORK WITH STUDENTS WITH ASD

Visual Schedules
RECESS VISUAL SCHEDULE

Today is Tuesday

At Recess Today I Will

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STRATEGIES THAT WORK WITH STUDENTS WITH ASD

Communication Systems
STRATEGIES THAT WORK WITH STUDENTS WITH ASD

Behavioral Systems

When things are hard for me at school I sometimes need to take a break. The staff may assist me to go there. When I take a break I might need to use a weighted blanket to help me relax. Once I feel more relaxed I will come back and be with the other kids.

BREAK
Sometimes when I am really upset at school, I go to a place called the Chill Room or the staff may help me get there.

The Chill Room is a small room just down the hall where I can calm down and then come back to the classroom when I am ready to work again.

CODE RED
If a staff member says “CODE RED” it is your job to get your student and yourself out of the room.

Elementary – library
Middle school – sensory room
Stay in this room with your student until a staff member comes to get you.

RESPONSIBILITIES OF A PEER TO PEER SUPPORT STUDENT

What is my job as a peer to peer support?

SPECIFIC ROLES OF THE LINKS
Sign in
Check with the adult if your student is absent
Stay with the student you are assigned
Use the communication system provided
Use the visual schedule provided
Use the behavioral system provided
HOW TO FILL OUT DAILY SCHEDULE SHEET

Grab the clipboard for your student
Fill out the sections for the time of day you are with your student
Sign your name on the sheet
Put the clipboard back at the end of the hour
If you are the last LINK of the day, place the daily sheet in the two pocket folder

RULES OF THE PEER TO PEER SUPPORT PROGRAM

1. Always stay with your student
2. Follow the directions from the adults
3. Follow school rules at all times
4. Wear your jacket when you leave the room.
5. You are a Role Model!
6. During a class…follow the drill
7. Fill out student schedule
8. Have Fun

THINGS TO REMEMBER ABOUT BEING A LINK STUDENT

A Lot of Information Was Shared Today…Don’t Worry
The Staff Is Here to Help You
Be Yourself…We Need You to Be Who You Are
The Staff is Excited that You Are A Part of the LINKS Support Program

Grades for LINKS

- Attendance 15% of Grade
- Reporting Absences 10% of Grade
  Must report your absences before 7:30am either by voicemail or email to your TEACHER
- Journaling 20% of Grade
  Daily sheets completed in class
- Reflection Papers based on Assigned Reading 15% of Grade
- Internet activities
- Tests, Quizzes, and Final project 15% of Grade
- Developing Rapport, Communication, Modeling and Initiative 25% of Grade
  Graded everyday on how you work with the students
Getting to Know Jacob

Actually...
Really Getting to Know Jacob

Prepared and Presented by: Carrie Carr – Autism Consultant, EUPISD

Jacob

Strengths
- woodworking
- his dog (Great Pyrenees)
- 4 wheelers/snowmobiles
- walking in the woods
- duck hunting
- fishing

Challenges/Unexpected Behaviors
- transitions

Some Quick Information…
- Autism Spectrum Disorder is sometimes called ASD
- “Classic Autism”
- Asperger’s Syndrome
- Most students with ASD are born with it
- Autism is far more common in 2014 than it was in 2001
- There are more boys than girls with autism
- Some students with autism talk a LOT, and some do not talk AT ALL
- Most students with autism have strong interest areas
- Students with autism often need to learn in different ways
- Kids with an ASD are often very knowledgeable in certain areas
- If you know one person with autism…you know one person with autism – it’s a spectrum

Autism, really, is just a different way of thinking…a different way that a brain works!

Let’s Think About Autism
In Relation to our 5 Senses

Autism, really, is just a different way of thinking…a different way that a brain works!

But...We Actually Have a SIXTH Sense
And We Rely On It Heavily

Our Social Sense

So Why? What’s Up With This?
It’s a Brain Difference

Limbic System
- Refines emotions
- Reads facial expressions
- Releases adrenaline
- Early overgrowth – then shrinks

Amygdala
- Refines emotions
- Reads facial expressions
- Releases adrenaline
- Early overgrowth – then shrinks
People with Autism Have Challenges in Three Areas:

- Social Interactions
- Behaviors
- Communication Skills

Teachers and staff are working really hard here in Cedarville to assist Jacob. But...many, many, many smart people have done a lot of research and studies and found that the people who can best help kids with autism learn and grow are...

**PEERS!**

(Code for: YOU GUYS!)

This brain difference can work well for some people. Which of these famous people (may have) have autism...

- Stephen Spielberg
- Dan Ackroyd
- Bill Gates
- Thomas Edison
- Henry Ford
- Andy Kaufman
- Bob Dylan
- Albert Einstein
- J.R.R. Tolkien
- So much more!

A Perspective....
You could be one of the strongest LINKS to ____’s success!

So, you are wondering, just what is a LINK?

• A LINK will be a student who is about the same age as the student with autism who will support him.
• Most importantly – a LINK is a good friend!
• A LINK will do and talk about things that the student with autism is interested in and help him discover other fun things, too.
• A LINK might work next to the student with autism during the student’s elective – art, cooking, gym, or games.
• The student with autism will need a LINK in the classroom and perhaps eventually during lunch or specials.
• The LINKS will meet sometimes to talk about what is going well with the student with autism, when they might be struggling, and discuss how YOU can help. The LINK meetings are usually pretty fun and treats or special lunches are often involved.
• You can volunteer if you are interested by filling out a survey…

Do You Know What Jacob Most Wants?

Thoughts…?

I can…

I plan to…

Now I get…

This week, I will…

Peer Supports – Olivet Middle School CBS Video
All about * and something called Autism Spectrum Disorder

My family

I like a lot of things but some of my favorites are:

Drawing!!

Something else about me is I have Autism
Autism is a neurological disorder. That means my brain developed and is wired differently.

You can’t see my brain so a lot of people wonder why I do certain things. I will try to explain.

I was born with Autism so you can’t catch it. No one knows what causes Autism but they do know it is not anyone’s fault. Autism just happens like when kids are born with allergies.

Some things are harder for me than they are for other people. I have an adult to help me when things get too hard.

People with Autism are smart and can do all the same things that other people can do. Sometimes it takes a little longer for me to understand and complete my work.

Sarah is awesome but I like to spend time with 6th graders too. Please include me when you are doing stuff at school.

I like things to stay the same

I follow a schedule at school just like all the 6th graders but when the schedule changes, like for a fire drill or an assembly, I have a harder time understanding that.

I have a hard time focusing on my schoolwork.

I am really good at making deals. At the end of each hour if I have done my work I can have a few minutes of free time so you may see me drawing or on the computer.
SOCIAL

I have a hard time understanding the social stuff about school. You guys know when it is OK to do or say something and when you might get in trouble. I don’t always understand that so that gets me in trouble sometimes.

My senses work overtime!

My eyes, ears, nose, skin, and mouth are very sensitive.

You might see me wear earplugs at assemblies or during a fire drill. I do not like certain foods because of the texture. I eat a lot of the same things and always bring cold lunch.

Echolalia

Hearing things and then repeating them at a different time. A lot of people with Autism use echolalia. This is something I do because of my Autism.

Communication!

Sometimes I don’t answer people when they talk to me. When I am in the hallway I am usually thinking about the next thing on my schedule. I may not even hear you. You will hear me “TV talk”, this is called echolalia.

Lead me in the right direction!

I trust other people and think they are always looking out for me so please don’t tell me to do something you know is wrong!

That social stuff is so confusing.

If I see you do or say something I will repeat it but I don’t always know when it is OK to repeat it so this can get me in trouble. I will learn from your behavior.
I know some things are different about me but....

I like to hang out with friends and be part of the group. Help me understand the social stuff about being a 6th grader.

Would you laugh or make fun of someone in a wheelchair?

NO! You can see their challenge. Just because you can’t see my challenge doesn’t mean it’s not there. You shouldn’t laugh or tease people with Autism.

Some people you might know that are believed to have Autism are:

Bill Gates
Steven Spielberg
Albert Einstein
Satoshi Tajiri
Thomas Jefferson

I will always have Autism but that is just part of me!

Any questions......Thanks for listening!
When you see something in front of you, a person with autism might see something different than you. Sometimes their brain interprets things in different ways.

\[
4 + X = 9
\]

Your answer: \(X=5\)

Example 1: What you see

Find \(X\).

4 + \(X\) = 9

Example 2: What you see

Find \(X\).

4 + \(X\) = 9

Their answer: \(X\) is here.

Example 1: What someone with autism might see

Find \(X\).

4 + \(X\) = 9

Ugly Shark

People with autism can have difficulty understanding language and social behavior. April is Autism Awareness Month.
EXAMPLE 2: WHAT SOMEONE WITH AUTISM MIGHT SEE

Goblin shark. A rare, deep sea shark that eats cephalopods and crustaceans near the sea floor. It's elongated, flattened snout is able to sense minute electric fields produced by nearby prey.

BEING A GOOD FRIEND - HOW ARE WE DIFFERENT?

- I enjoy telling kids everything I know about the subjects I find interesting, even if no one else is interested.
- I like to make silly jokes that people don’t always understand or like.
- I feel unhappy when people don’t understand what I am talking about, or think I take too long to finish things.
- It hurts my feelings when kids don’t follow the class rules and I get in trouble for tattling.

WHEN WE GET UPSET - WHAT DO WE DO?

- I need to go out of the room to a quiet place for a “brain break”.
- I need the person to listen to my full explanation, or give me theirs.
- I need to move my body around and engage in my “distracting behavior”.
- You may need to get out of your chair for a minute to get some water.
- You may just need to say, “Stop it!” You may just need an apology.
- You may need to sit quietly and relax. You may need a hug.

KIDS WITH AUTISM CAN’T HELP THEIR DISTRRACTING BEHAVIORS

- Sometimes kids with autism feel the need to repeat the same facts over and over again and you might wonder why!
  - You will see me talk about things that interest me, so I can share what I know well.
- Other times, autistic kids need to do things with their hands or bodies to calm themselves down.
  - You will see me chew my shirt, or pick at my socks, or hear me humming, so I can concentrate. This also helps me when I am upset.

MY LIKES AND DISLIKES - HOW ARE WE THE SAME?

- I like to play video games and sports like soccer and basketball.
- I like to play with friends.
- I like to read.
- I like sweets and milk.
- I like it when people listen to me.
- I don’t like writing.
- I don’t like to practice piano.
- I don’t like many vegetables.
- I don’t like it when people are loud.
- I don’t like it when people are bossy.

AUTISM IS BECOMING MORE COMMON

- Right now 1,600 children in Michigan are diagnosed with some form of autism.
- In 10 years, there will be over 10,000 children diagnosed with autism in Michigan.
- Many kids with autism are in regular classrooms just like you.
- Most kids with autism have unique ways of expressing ideas, and many of them can remember amazing facts, and solve complex problems.
EVEN THOUGH KIDS WITH AUTISM THINK DIFFERENTLY, THEY STILL WANT THE SAME THINGS
We want to have friends.
We want to learn.
We want to have fun.
We want to be independent.
PEER TO PEER SUPPORT
A COLLABORATIVE PROGRAM
MARTIN PUBLIC SCHOOLS AND AAESA

Tasha Frigmanski, MPS Director of Special Education
Amy Silsbe, AAESA Service Coordinator

What is Peer to Peer Support?

• The purpose of peer to peer support programs is to provide increased opportunities for students with Autism Spectrum Disorders (and other disabilities) to access the general education curriculum and general education students.

• Peers model typical academic and social behavior in educational environments throughout the school day and provide support for students with ASD to promote independence and socialization. Peers, in return, gain increased skills in organization, responsibility, problem solving, decision-making, and accountability (Carter, Cushing & Kennedy, 2009).

The Process

□ Martin and AAESA teams trained last year through the GVSU Statewide Autism Resources and Training (START) grant
□ On site Technical Assistance from Maureen Ziegler, START Project
□ School wide sensitivity trainings and education
□ Teachers worked together to set up informal student supports and inclusion opportunities
□ Proposed a Peer-to-Peer (LINKS) Elective class (AAESA teacher of record, Erin Gauthier)
□ Martin School Board approved!

The Numbers

□ 17 Kindergarten through Ninth grade students with disabilities in the AAESA Sensory Communication classrooms
□ 37 Seventh through Twelfth grade Martin students taking the class for an elective credit
□ 11 sixth graders volunteering, as well as many other students in the lower elementary grades

Anticipated Outcomes

□ New friendships!
Anticipated Outcomes

- Increased engagement

Anticipated Outcomes

- New Learning for ALL students

Anticipated Outcomes

- Inclusion Opportunities

What does data show?

Quotes from Martin Students

- 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 Martin Students

- 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 Martin Students

- 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.

Resources/Contacts

- Grand Valley State University Statewide Autism Resources and Training (START)
  www.gvsu.edu/autismcenter
- Tasha Frigmanski: tfrigmanski@alleganaesa.org
- Amy Silsbe: asilsbe@allegnaesa.org

What questions might you have?

THANK YOU!!

We appreciate your support!
Peer to Peer Daily

• Lunch
• Passes
• Schedule
• Responsibilities
September 24, 2013

Welcome LINKS!! 😊

Check the calendar to find out when it’s your day to be a LINK!

**Being a friend to Andy in the classroom:**

- Help him stay on task with his assignments
- Offer a compliment
- Help him problem solve when he is frustrated (morning math, before gym)
- Help him fill out his planner

**Being a friend to Andy during Lunch & Recess:**

- Include Andy in games
- Sit, eat, and talk with Andy at lunch
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<tr>
<td>Ellie</td>
<td>Emma</td>
<td>Jude</td>
<td>Kaleb</td>
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<td>10</td>
<td>Jolie</td>
<td>Mercedes</td>
<td>Chris</td>
<td>Tommy</td>
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<td>Jolie</td>
<td>Mercedes</td>
<td>Chris</td>
<td>Tommy</td>
<td>Joy</td>
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<td>Olivia</td>
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<td>Adrianna</td>
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<td>Brooklyn</td>
<td>Alissa</td>
<td>Makayla</td>
<td>Carley</td>
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</tbody>
</table>
LINKS Fast Pass

LINKS Fast Pass

LINKS Fast Pass

LINKS Fast Pass

LINKS Fast Pass

LINKS Fast Pass

LINKS Fast Pass

LINKS Fast Pass

LINKS Fast Pass

LINKS Fast Pass
Buddy Badge

Buddy Badge

Buddy Badge
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. Blauvelt’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>Dillan (D)</td>
<td></td>
<td>RED</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Hayden (D)</td>
<td>Tommy (B)</td>
<td>YELLOW</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Kaden (D)</td>
<td>Brandon (B)</td>
<td>GREEN</td>
</tr>
<tr>
<td>Thursday</td>
<td>Natalie (B)</td>
<td>Abbie (B)</td>
<td>BLUE</td>
</tr>
<tr>
<td>Friday</td>
<td>Eli (B)</td>
<td>Javan (B)</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. Blauvelt’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>Jenna (D)</td>
<td>Emma (D)</td>
<td>RED</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Gage (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>Jewels (D)</td>
<td>Audreyanna (D)</td>
<td>ORANGE</td>
</tr>
</tbody>
</table>
# LEOPARD LINK PROGRAM RESPONSIBILITIES

<table>
<thead>
<tr>
<th>Leopard LINK</th>
<th>PEER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE YOU!</strong></td>
<td><strong>BE YOU!</strong></td>
</tr>
<tr>
<td>Be respectful</td>
<td>Be respectful</td>
</tr>
<tr>
<td>Invites Peer to play</td>
<td>Invite Link to play; agree to play; suggest another game</td>
</tr>
<tr>
<td>Keep an “eye” out; take break when needed</td>
<td>Ask Link to take break when needed</td>
</tr>
<tr>
<td>Reminders to stay on task</td>
<td>Try to be on task; accept reminders</td>
</tr>
<tr>
<td>Lead by example; be appropriate; make good choices</td>
<td>Be appropriate; think about actions; make good choices</td>
</tr>
<tr>
<td>Ensure Peer gets to class/recess/specials</td>
<td>Get to class/recess/specials on time</td>
</tr>
<tr>
<td>Be a friend (not a brother/sister)</td>
<td>Be a friend (not a brother/sister)</td>
</tr>
<tr>
<td>CLEARLY communicate</td>
<td>CLEARLY communicate</td>
</tr>
<tr>
<td>Ask for help when needed</td>
<td>Ask for help when needed</td>
</tr>
<tr>
<td>Learn from each other</td>
<td>Learn from each other</td>
</tr>
<tr>
<td>HAVE FUN and be SAFE and HAPPY! ☺</td>
<td>HAVE FUN and be SAFE and HAPPY! ☺</td>
</tr>
</tbody>
</table>
Forms completed by Peers

- LINKS Questionnaire
- Monitoring Sheet
- Monitoring Tickets
- Student Input Worksheet
**LINCOLN LINKS**
*December 13, 2013*

<table>
<thead>
<tr>
<th><strong>I LIKE BEING A LINK</strong></th>
<th>😊</th>
<th>😕</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANDY IS FOLLOWING CLASSROOM RULES</strong></td>
<td>😊</td>
<td>😕</td>
<td>😞</td>
</tr>
<tr>
<td><strong>ANDY IS DOING HIS WORK IN THE CLASSROOM</strong></td>
<td>😊</td>
<td>😕</td>
<td>😞</td>
</tr>
<tr>
<td><strong>ANDY IS USING A LUNCHROOM VOICE AND EATING HIS LUNCH</strong></td>
<td>😊</td>
<td>😕</td>
<td>😞</td>
</tr>
<tr>
<td><strong>ANDY IS FOLLOWING THE RULES ON THE PLAYGROUND</strong></td>
<td>😊</td>
<td>😕</td>
<td>😞</td>
</tr>
<tr>
<td><strong>WHEN I AM A LINK, ANDY LETS ME BE HIS FRIEND</strong></td>
<td>😊</td>
<td>😕</td>
<td>😞</td>
</tr>
<tr>
<td><strong>THE LINK MEETINGS ONCE A MONTH ARE HELPFUL</strong></td>
<td>😊</td>
<td>😕</td>
<td>😞</td>
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**Comments:**

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

**Lincoln Links**
*December 13, 2013*

<table>
<thead>
<tr>
<th><strong>I LIKE BEING A LINK</strong></th>
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<th>😕</th>
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</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
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<td>😕</td>
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</tr>
<tr>
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</table>

**Comments:**

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
LINK Wrap Up - Reflections

Please write thorough answers to the following questions. Responses that are especially thoughtful may be used in a video!

1. Why have you enjoyed being a LINK this year?
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

2. What was the greatest success that YOUR LINK had this year?
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

3. What was the best experience that YOU had as a LINK this year?
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

4. Do you think that LINKS is a good program? If so, explain why it’s a good program for you AND the student with special needs:
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

5. What else would you like to say about the LINKS program?
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

Thanks for being a part of the LINKS group this year. We hope that you enjoyed the experience as much as we enjoyed getting to know you better. Have a great summer and we hope to see you next year in LINKS!

~Mrs. Carrie Carr, Mrs. Angela Craven, Mrs. Jessica Clark, and Mrs. Rachel Byma
### LINKS

<table>
<thead>
<tr>
<th>Date</th>
<th>I was scheduled as a LINK for:</th>
<th>1st Recess</th>
<th>Lunch</th>
<th>2nd Recess</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I genuinely invited Kathleen to join my group:</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kathleen joined me:</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td></td>
<td>During our time together we:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I enjoy being a LINK and want to continue:</td>
<td>YES</td>
<td>NO</td>
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<td>During our time together we:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>I enjoy being a LINK and want to continue:</td>
<td>YES</td>
<td>NO</td>
<td></td>
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</tbody>
</table>
Kathleen’s Self-Monitoring System for the LINKS Program

LINKS

Date_________________

My scheduled LINK invited me to join them at (circle all that apply): 1st Recess   LUNCH   2nd Recess

I joined my LINK for (circle all that apply): 1st Recess   LUNCH   2nd Recess

If you didn’t join your LINK, tell us why:__________________________________________________________________
__________________________________________________________________________________________________

I had a good day with my LINKS today: Yes   No

Comments:_________________________________________________________________________________________
__________________________________________________________________________________________________

LINKS

Date_________________

My scheduled LINK invited me to join them at (circle all that apply): 1st Recess   LUNCH   2nd Recess

I joined my LINK for (circle all that apply): 1st Recess   LUNCH   2nd Recess

If you didn’t join your LINK, tell us why:__________________________________________________________________
__________________________________________________________________________________________________

I had a good day with my LINKS today: Yes   No

Comments:_________________________________________________________________________________________
__________________________________________________________________________________________________

LINKS

Date_________________

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I joined my LINK for (circle all that apply): 1st Recess   LUNCH   2nd Recess

If you didn’t join your LINK, tell us why:__________________________________________________________________
__________________________________________________________________________________________________

I had a good day with my LINKS today: Yes   No

Comments:_________________________________________________________________________________________
__________________________________________________________________________________________________
### LINKS

<table>
<thead>
<tr>
<th>Date</th>
<th>We had a positive interaction during</th>
<th>by</th>
<th>I enjoy being a LINK and want to continue: YES NO</th>
</tr>
</thead>
<tbody>
<tr>
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<th>by</th>
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<th>by</th>
<th>I enjoy being a LINK and want to continue: YES NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

---
Please answer the following questions as openly and honestly as possible. If you don’t have an answer, or it’s hard to put into words, just do your best. When we meet again, you can choose to share your answers or keep them confidential.

1. The best experience with Max this month was ______________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

2. Something I wasn’t sure how to handle this month was _____________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

3. I was frustrated this month when ______________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

4. The biggest accomplishment that Max made was ____________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

5. The biggest accomplishment that I have made being a LINK is _________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

6. Are you interested in continuing to be a LINK? __________________________________________________

7. What two suggestions would you give to another LINK when supporting Max?

1.

2.

Thanks! You ARE making a difference!!
Case Conferences

- Information Sheets
- Planning
- Schedule
Case Conference Information Sheet

You do not need to put your name on this sheet. This is an information sharing sheet used to enhance the information presented during this case conference.

Please answer the following questions as openly and honestly as possible. If you do not have an answer or if you have an answer but it is hard to put into words just do your best.

1. The best experience with * this month was when

2. Something I wasn’t sure how to handle this month was

3. I was frustrated by * this month when he

4. The biggest accomplishment that * made while I was supporting him was

5. The biggest accomplishment that I have made being a Peer to Peer Support is

6. Are you interested in continuing to be a Peer to Peer Supporter (Yes or NO) Why or Why not?

7. What three suggestions would you give to the Peer to Peer Supports supporting *

8. In your opinion, is this program beneficial to you and to the student you are supporting?
LEOPARD LINKS - PEER TO PEER  Debrief on ________________

TEAM MEMBERS:  ___________________________________________

<table>
<thead>
<tr>
<th>CELEBRATIONS</th>
<th>PROBLEMS</th>
<th>SOLUTIONS</th>
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<tbody>
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</tbody>
</table>

Goals/Reflection/Notes:

...
Case Conference

Date: _______________________________

Link Class: ___________________________

Positives:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Areas of Concern:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Action Plan:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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<thead>
<tr>
<th>Meeting Date</th>
<th>Class</th>
<th>Time</th>
<th>Activity</th>
<th>Treat</th>
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</thead>
<tbody>
<tr>
<td>September</td>
<td>2nd</td>
<td>4th/5th</td>
<td>Class Introductions</td>
<td>Schedule individually with teachers Carrie and Angela</td>
</tr>
<tr>
<td></td>
<td>6th</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>HS</td>
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<tr>
<td>October</td>
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<td>11:20 – 11:40</td>
<td>Student Introductions</td>
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<td>4th/5th</td>
<td>11:30 – 11:50</td>
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<tr>
<td></td>
<td>6th</td>
<td>11:40 – 12:00</td>
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<tr>
<td></td>
<td>HS</td>
<td>11:48 – 12:05</td>
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<tr>
<td></td>
<td>MS</td>
<td>12:22 – 12:39</td>
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<td>November</td>
<td>2nd</td>
<td>11:20 – 11:40</td>
<td>Case Conferences</td>
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</tr>
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<td>Case Conferences</td>
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<td>April</td>
<td>2nd</td>
<td>11:20 – 11:40</td>
<td>Celebration</td>
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<td>Celebration</td>
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<td>MS</td>
<td>12:22 – 12:39</td>
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</tr>
</tbody>
</table>
Murphy Elementary LINKS
Case Conferencing Notes

Student: ________________________________

What’s working?

What needs improvement?

What can we do?
CASE CONFERENCES SCHEDULE

This was sent out to all teachers monthly to let them know who was excused for Case Conferences. Hand written notes were taken by the SSW and the Teacher.

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<thead>
<tr>
<th>TIME SLOT</th>
<th>S&amp;C STUDENT</th>
<th>MARTIN STUDENTS</th>
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<tbody>
<tr>
<td>8:25-8:45</td>
<td>Tyler</td>
<td>Jaxon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zoey</td>
</tr>
<tr>
<td>8:45-9:05</td>
<td>Allyssa</td>
<td>Hannah</td>
</tr>
<tr>
<td></td>
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<td>Alexa</td>
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<td></td>
<td></td>
<td>Maggie</td>
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<tr>
<td>9:05-9:25</td>
<td>Nathan</td>
<td>Deven</td>
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<tr>
<td></td>
<td></td>
<td>Caylee</td>
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<tr>
<td>9:25-9:45</td>
<td>Layne</td>
<td>Gabby</td>
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<tr>
<td></td>
<td></td>
<td>Kacy</td>
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<tr>
<td></td>
<td></td>
<td>Brittney</td>
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<tr>
<td>9:45-10:05</td>
<td>Zara</td>
<td>Allison</td>
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<td></td>
<td></td>
<td>Will</td>
</tr>
<tr>
<td>10:05-10:20</td>
<td>Jacob</td>
<td>Monica</td>
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<tr>
<td>10:25-10:45</td>
<td>Colt</td>
<td>Ethan</td>
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<td>Maria</td>
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<td>10:45-11:05</td>
<td>Zachery</td>
<td>Mikaela</td>
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<td>11:05-11:25</td>
<td>Trey</td>
<td>Kristina</td>
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<td></td>
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<td>Brandie</td>
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<td>Lunch/Planning</td>
<td>Lunch/Planning</td>
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<tr>
<td>12:20-12:35</td>
<td>Brad</td>
<td>Kylie</td>
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<td>12:40-12:55</td>
<td>Katie</td>
<td>Olivia</td>
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<td>1:00-1:15</td>
<td>Aryan</td>
<td>Hannah</td>
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<tr>
<td>1:15-1:30</td>
<td>Break</td>
<td>Break</td>
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<tr>
<td>1:30-1:50</td>
<td>Maddie</td>
<td>Taylor</td>
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<td>McKenna</td>
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<td>1:55-2:15</td>
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<td>Bethany</td>
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<td>Abbie</td>
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<td>Alexa</td>
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<td>2:20-2:40</td>
<td>Andrew</td>
<td>Becca</td>
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<td></td>
<td></td>
<td>Brandon</td>
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<td></td>
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<td>Jordan</td>
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<td>2:40-3:00</td>
<td>Clifford</td>
<td>Maggie</td>
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<td></td>
<td></td>
<td>Becca</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sam</td>
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</tbody>
</table>
Celebrations

• Certificates
• End of the Year
• Incentives
• LINK of the Week
• Media coverage
• T-Shirts
Certificate of Appreciation

Moran Twp. - Gros Cap LINKS Program

This certificate is awarded to

___________________

In recognition of your valuable contributions to the Moran Township—Gros Cap LINKS Program

Mrs. Carrie Carr

Signature

May 16, 2012

Date

Thank you for your dedication and willingness to ensure that ALL students have positive friends to learn from and interact with every day!
This certificate is awarded to:

Name of Link

June 2013

For supporting people with different needs and helping to promote an increased understanding and acceptance of individual differences.

Mrs. Frey

Miss Scott

Mrs. Bergmann

Mrs. Martins
Certificate of Appreciation

(School Name) LINKS Program

This certificate is awarded to

__________________________________________

In recognition of your valuable contributions to the (School Name) LINKS Program

__________________________________________

Signature                                  Date

__________________________________________

Signature                                  Date

Thank you for your dedication and willingness to ensure that students with autism have positive friends to learn from and interact with every day!
This certificate is awarded to ____________________________

In recognition of valuable contributions to the LINKS Peer to Peer Program for:

_____________________________________________________________

(School Name)

____________________________________________________________________________

_____________________________________

Signature

Date
This certificate is awarded to

____________________________

in recognition of valuable contributions to the LINKS Peer to Peer Program for:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature ___________________________ Date ___________________________
This certificate is awarded to

______________________________________________________________
______________________________________________________________
______________________________________________________________

Signature  Date

in recognition of valuable contributions to the Rudyard LINKS Program for:

______________________________________________________________
______________________________________________________________
______________________________________________________________

______________________________________________________________
This certificate is awarded to

For Participation in the LINKS Program at
Murphy Elementary
2014/2015

Signature

Signature
Certificate of Appreciation

Turner Howson Elementary LINKS Program

This certificate is awarded to

__________________________________________

In recognition of your valuable contributions to the Turner Howson Elementary LINKS Program

__________________________________________  __________________________

Signature Date

Thank you for your dedication and willingness to ensure that students with autism have positive friends to learn from and interact with every day!

__________________________________________  __________________________

Signature Date
End of the year celebration

Academic Showcase

- Martin already does this on a yearly basis
- Each class has an area where they show off the work they have been working on thus far
- I invited all LINKS and LINK parents as well as my students and their parents
- ICE CREAM and EXTRA CREDIT were offered to entice families to come and participate
- The school sent home reminders a month in advance, a week in advance and then one each day the week of (4 days until the academic showcase, etc.)
LINK’s Academic Showcase & Meet and Greet

Who: Sensory and Communication classrooms and LINK students.

Where: Martin Public Schools in room # __________ (Occupational Therapy room).

When: Thursday, April 24th (5:30-7:00pm)

- 5:30-6:00pm: Meet & Great with new Secondary Teacher Lisa Ervin & Principal Rich Okoniewski in room # ________ (Occupational Therapy room)
- 6:00-6:30pm: Ice Cream Social & LINKS Presentation Viewing. Mrs. Ervin will also be available to parents at this time.
- 6:30-7:15pm: LINKS award ceremony

Why: To get a chance to socialize with LINKS students, teachers, and administration. Also, to view the LINKS students final projects which will be in the form of an art project (slideshow, scrapbook, painting, etc.).

If you have any questions please feel free to contact Mrs. Gauthier or Mrs. Ervin at your earliest convenience.

Best regards,


Egauthier@alleganaesa.org  Lervin@alleganaesa.org  ROkoniewski@martinpublicschools.org
LINKS
“Guess”timation
Jar

Thanks for making a difference!
Happy Valentine’s Day, LINKS!
Thanks for all you do!

Moran Township School
Week of: __________________

If you met with your LINK student today at your assigned time, simply tear your name off below and take a guess at the number of candies in the jar!

Thanks so much, LINKS!
You ARE Making a Difference!

<table>
<thead>
<tr>
<th>Name__________________</th>
<th>Guess_________</th>
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<tbody>
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Name__________________     Guess_________
LINK OF THE WEEK

Name:
Date:
Age:
Grade:
    How long have you been a link?
What student do you work with?
What class do you support?
Do you have any brothers or sisters? (Names and ages)
What do you like to do after school?
    My favorite place to eat is...
    Right now I wish I was...
Who is your favorite performer?
After graduation I plan to ...
The car of my dreams is...
One of my hidden talents is
He encourages his LINK to interact with him – through coloring, eating breakfast, playing princesses, etc. Great job, Michael!

Because

Michael Davis in Ms. Morris’ room is the LINK of the week.
Martin school class linking students benefits both

A new elective class at Martin High School offers students the unique opportunity to engage in a variety of activities that not only enhance their academic performance but also foster personal growth. The class, titled "Linking Students to Success," is designed to help students develop social skills, communication abilities, and leadership qualities.

The class is led by Mrs. Johnson, a seasoned teacher with over 20 years of experience. "It's important to provide our students with an environment that encourages them to pursue their interests and passions," she said. "This class allows them to explore different aspects of leadership and teamwork, which are crucial skills for their future success.

During the class, students are paired with younger students to work on various projects. This pairing system not only helps younger students feel more comfortable and involved but also challenges older students to take on a leadership role.

"I've noticed a significant improvement in my confidence and leadership abilities since joining the class," said Mary Smith, a senior at Martin High School. "I used to be shy and didn't feel comfortable speaking in front of a large group, but now I feel more comfortable expressing my ideas and opinions.

The class also includes a community service component, where students are encouraged to volunteer and give back to the community. "This helps them understand the importance of giving back and being a responsible citizen," Mrs. Johnson explained.

For parents, the class has been a great success. "My child is more confident and outgoing since joining the class," said Mr. Johnson, a parent of two students. "I'm proud of how much they have grown and developed.

Overall, the "Linking Students to Success" class has been a great addition to Martin High School's curriculum. It not only benefits the students by providing them with valuable skills and experiences but also contributes to the overall development of the school community.
I'm a Murphy LINK

Design by Parker Duncan
After School Activities
Peer to peer support is teaching general education students about autism spectrum disorders (ASD) and specific students in the building with an ASD. This allows the general education students to develop tolerance and acceptance. Students with ASD can then practice social skills in all educational settings gaining tolerance and acceptance.
How This Evidence-based Therapy Got Started?
- The LEGO® Therapy was developed over 15 years ago after observing that children with autism and other neurobehavioral disorders were naturally attracted to LEGO® when presented with a room full of toys.
- Using LEGO® in a therapeutic way was fun and seemed to naturally reinforce appropriate social behavior.

Why?
- Naturally attracted to LEGOs when presented with a room full of toys
- LEGO can be used in a structured way
- It is fun and can naturally reinforce appropriate social behavior

Who?
- Autism
- Asperger’s Syndrome
- Anxiety
- Depression
- Adjustment Disorders
- ADD and ADHD

Evidence Based Practice
- LEGO® Therapy has been evaluated in research studies. Each study has shown that using LEGO® as a modality for group interaction and communication with peers increased:
  - self-initiated social contact
  - the duration of social interaction in other group settings such as in the playground and school cafeteria
  - improved social competence in general
Getting Started

- 3 Students
- An Adult (or 2)
- Building Project

Everyone has a job!

- Architect
- Supplier
- Builder

Architect

- Looks at the instructions guide
- Lets the supplier know what Lego pieces the builder needs
- Tells the builder how to put the pieces together

Supplier

- Listens to the architect to find out what pieces the builder needs
- Gives the correct pieces to the builder

Builder

- Gets the Lego pieces from the supplier
- Listens to the architect to find out how to put the pieces together

Lego Club
Children “in action”
What do we do?

- Provide support including visuals (as required by each student)
- Model and reinforce social rules based on the needs of the students
- Resolve conflicts by redirecting students, language and negotiation

Skills Practiced

- Joint Attention
- Turn Taking
- Sharing
- Communication Ideas
- Listening to Others
- Collaboration
- Problem Solving
- Compromise
- Team Work
- Shared Enjoyment!

Main Objective

Provide FREE therapy to children that need to increase social skills, direction following, conversational skills, cooperation, problem solving skills and self-regulation.

Murphy - LINKS Lego Club

**Targets:**

- Provide quality therapy and support target students by encouraging participants to practice their best social behaviors while having fun with friends
- 2 Lego Club Sessions per school year
  - Children will meet once a week
  - Each program 8-week session

What we have

- Location
  - Murphy Elementary School - Metamora

- Staffing provided by volunteers:
  - Michelle Etson - School Social Worker
  - Randye Clarkson - Special Education Teacher
  - Caitlin Sarnowski - Speech Pathologist
  - Claudia Leandres - Graduate Student at OU
  - Parents

- Well, we have something else...
Our Children

What do we need?

Supplies
- 16 Lego Sets
- Storage Boxes
- Snacks for the children
- Prize for each child
  - At the end of the 8-week program each child will be awarded with a Lego Kit containing Lego themed school supplies and a small Lego set.

Thank you for helping our students create positive connections and build essential foundations for learning... brick by brick!
PIZZA PARTY! Wednesday January 29 During lunch in Miss Scott’s room!
LINKS Program
links (lingks), v. to unite or connect

A Peer to Peer Approach
Turner Howson Elementary School

Parent’s Night
May 9, 2012

The Turner Howson
LINKS Team

True or False?

1. Autism is a disorder of the eyes and ears.
2. There are 9 students with ASD in Rudyard Schools and the Rudyard Center.
3. Only certain students interact with students who have ASD.
4. LINKS take the place of an adult professional.
5. LINKS is a program that benefits all of the kids involved.

Answers

1. FALSE: Autism is a neurological disorder.
2. FALSE: There are 15 students with ASD being educated in the Rudyard Area Schools and the Rudyard Center.
3. FALSE: All of the students at Turner Howson interact with students who have ASD.
4. FALSE: LINKS are peer friends who help (like any other friend) in addition to the adult professionals a student with ASD needs.
5. TRUE: LINKS is a program that benefits all of the kids involved.
A look at the data trends in the incidence of Autism Spectrum Disorder

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of students found eligible</th>
<th>Total # of Students Eligible for Special Ed. Programs and Services</th>
<th>Percentage of students identified as ASD eligible within Special Ed. Population</th>
<th>Incidence Rate of students with ASD per 10,000 school aged children</th>
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<td>92</td>
<td>1,147</td>
<td>8%</td>
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<td>2010</td>
<td>89</td>
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<td>2001</td>
<td>21</td>
<td>1,096</td>
<td>1.9%</td>
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What is autism?

A brain disorder characterized by impaired social interactions and communication, and by restricted and repetitive behavior.

Continuum of Skills for Individuals with Autism

A WALK IN THEIR SHOES...

Adapted from The Advocate (2003)
EVIDENCE-BASED PRACTICES FOR STUDENTS WITH ASD

24 identified evidence-based practices:

- Functional Communication Training
- Social Skills Groups
- Parent-Implemented Intervention
- Computer-Aided Instruction
- Discrete Trial Training
- Visual Supports

**Peer-Mediated Instruction and Intervention**

- Self-Management
- PECS
- Functional Behavior Assessment
- Pivotal Response Training
- Discrete Trial Training
- Naturalistic Intervention

**Components of LINK Programs**

- Training & Information
- Case Conferences
- Celebrations
- Medium of Exchange

**Why LINKS?**

LINK mentors help the students with ASD just like they would help any peer. The difference is they understand the unique needs of the student with ASD so they know why the student may react different in different situations. The LINKS program lets the adults talk with the peers so we can take away the fear of not understanding.

**Why is a Peer to Peer Model Beneficial?**

- Who can best model age appropriate social and communication skills?
  - It’s not that kids with ASD don’t want to be social…just sometimes lagging the skills on how to be.
  - Kids with ASD have qualities that make for excellent friends!
    - Adults just aren’t cool!
    - LINK Benefits, too!

- LINK mentors help the students with ASD just like they would help any peer. The difference is they understand the unique needs of the student with ASD so they know why the student may react different in different situations. The LINKS program lets the adults talk with the peers so we can take away the fear of not understanding.

- Why is a Peer to Peer Model Beneficial?
  - Who can best model age appropriate social and communication skills?
    - It’s not that kids with ASD don’t want to be social…just sometimes lagging the skills on how to be.
    - Kids with ASD have qualities that make for excellent friends!
      - Adults just aren’t cool!
      - LINK Benefits, too!
**LINKS Interactions**

- PE
- Music
- Library
- Lunch
- Recess
- Assemblies
- General Education Classes
- Special Education Classes
- Computer Lab

**Q&A Panel Discussion**
Your child has been participating in the Links Program, which is just getting started here in the EUP. We are proud of and excited for our students to be a part of a learning experience that is so powerful for all!

We would like to share their successes with all of you.

Please come and join us for Dinner/Desserts On Wednesday May 9th, from 5:30 to 6:30 in the Cafeteria of Turner Howson Elementary School. We will have a brief presentation and have time to answer any questions you may have as well.

Please email Mrs. Craven at acraven@eup.k12.mi.us if you have any questions or concerns.

If you plan to attend, please RSVP by returning the slip below to your child’s teacher by 5/4/12 

___ Yes, my family of ___(number) will be attending Links Parent night

___ No, my family will be unable to attend Links Parent night.

Print name of student ___________________________ Parent Signature ___________________________
**KIDS LOCK-IN**

**MARCH 28, 2014**

**6:00-9:00 P.M.**

**MURPHY ELEMENTARY SCHOOL**

---

**Attention Parents:**

Parents enjoy a night out while your kids enjoy a night in at Murphy Elementary! Students will watch the movie *Frozen*, and snack on pizza, popcorn and a drink.

**Cost:** $10 per student

Children must be current Murphy Elementary students.

---

**Parents:** Complete and return the form and payment to your child’s teacher by

March 21, 2014

(No payments accepted at the door)

Child’s Name: ____________________________

Grade: ____________________________

Child’s Teacher: ____________________________
Fundraising
The LINKS program will be having a bake sale on **THURSDAY, FEBRUARY 6TH** during all lunches to help support the costs of an upcoming sledding event for LINKS program participants and families. This event is being supported not only by the LINKS program but by Corner Pieces, Speaks, and A-Pal, and although it is free for students and families, we are helping to offset the large cost for the above organizations that are making this awesome event happen! The sledding event will be on Monday February 10th (see attached flier).

All bake sale **treats will be 25 cents!**
I'm wearing jeans today to support LINKS!
I'm wearing jeans today to support LINKS!
I'm wearing jeans today to support LINKS!
I'm wearing jeans today to support LINKS!
I'm wearing jeans today to support LINKS!
I'm wearing jeans today to support LINKS!
I'm wearing jeans today to support LINKS!
I'm wearing jeans today to support LINKS!
Laps for LINKS 5K Run/Walk

Please fill out the entire form and make checks payable to:
Lapeer Community Schools

Mail entry and payment to:
Laps for LINKS Run/Walk
CO: Heidi Leadley
3145 W. Genesee St. Lapeer, MI 48446

Or register at https://runsignup.com/Race/MI/Lapeer/LapsforLINKS
*One application per person. No refunds*

Race Date & Location:
Saturday April 26, 2014
Rolland Warner Middle School
3145 W. Genesee St. Lapeer, MI 48446

Race Time:
Day of the race reg. 8:00am
Registration ends 8:45am
5K run/walk will begin at 9:00 am

Entry Fee
5K run/walk with tee-shirt $25.00 (pre-registration)
5K run/walk with tee-shirt $30.00 (day of race registration)
5K run/walk race only (no shirt) $15.00 (pre-registration)
5K run/walk race only (no shirt) $20.00 (day of race registration)

Questions
Call or email Heidi Leadley at
(810) 538-2334 ext. 3366 or hleadley@lapeerschools.org

“LINKS is an educational and humanistic student-to-student support system bolstering the quality of life, relationships and self esteem for students with autism.” –START website

For more information, please visit http://www.gvsu.edu/autismcenter/peer-to-peer-supports-388.htm.

Name:_________________    ____________________________________________
Age: ____________ Gender:__________

Address:____________________________________________  City:____________________State:________Zip:___________

Phone Number:____________________________________________Birth Date: ______________________________________

Email Address: _____________________________________________________________________________________________

T-Shirt Size: please circle one children S  M  L   adult  S  M  L  XL
5K run  [ ]  5K walk  [ ]

Packet Pick up for early registration will be at Rolland Warner Middle School, Thursday and Friday April 24th and 25th from 4:00-7:00 pm.

By signing below you agree to the following. Accept my entry in the 2014 Lapeer Community Schools Laps for LINKS 5K Run/Walk. I hereby state I have conditioned myself to participate in the event I have chosen. I for myself my executors, administrators and assignees, do hereby release and discharge the Lapeer Community Schools Laps for LINKS 5K Run/Walk, it’s officials, it’s sponsors and volunteers from damages, injuries, or expenses occasioned by my participation in Community Schools Laps for LINKS 5K Run/Walk. I also authorize Lapeer Community Schools Laps for LINKS 5K Run/Walk to use my photographs and video tape of my participation in Lapeer Community Schools Laps for LINKS 5K Run/Walk for any and all purposes. By signing my name below, I hereby certify that I have read all the terms and conditions of the release and do intend to be legally bound thereby:

Applicants Signature (Parent signature if participant is under 18)
LINKS is a peer-to-peer program where Rudyard students will be “Linked” up with special needs students. The purpose of the program is to increase socialization and independence skills for students with special needs. There are also many benefits for the LINK typically developing students as they increase their organizational skills and problem solving skills among other areas within the classroom setting.

Previous LINKS activities have included regional events such as Bowling Night, Movie Night, Sledding Activity, and local events such as Linkapalooza (our monthly links celebration), Ice Cream Socials, Pizza Parties, and BBQs. These events are an awesome celebration of our program, however, they cost money.

In order to raise money for our LINKS program, we are holding a “dress down” day this Friday. The money raised will go towards funding our regional and local LINKS activities. Please continue support this awesome program!
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In order to raise money for our LINKS program, we are instituting “LINKS dues”. The cost is $1 per student per year. This money will go towards funding our regional and local LINKS activities. Please continue support this awesome program!
Our Goal

April is Autism Awareness Month! Help spread Autism Awareness and raise funds for the LINKS Program at Murphy. Please come show your support for this important cause by participating, sponsoring or attending our event. This is a family-friendly fun time that you won’t want to miss!

Movie Night

Please join us to watch Wreck-it Ralph in the gym. Children are invited to bring a blanket and a pillow if they would like.

What else?

* Attending children may enter raffle to win 2 movie passes at Lapeer Cinemas.
* Class with highest attendance wins an ice-cream party!
* During the event we will be selling baked goodies and special treats!

Silent Basket Auction

We have received generous donations from local businesses! Please show this flyer to your friends, family and coworkers. Encourage them to come and bid on our fabulous baskets.

Among the items to be auctioned: gift cards from many businesses such as Buffalo Wild Wings, Blind Fish, Sundance Grille, Montana's Rib Chop, Louie's Sports, Hungry Howie's, Baci Salon & SPA, Jacob Family Chiropractic, Milnes Chevy, Friendly Chrysler, Studio One, Metamora Food Land, Kroger and many more! Full list posted at school!

Biggest prize of the night: 2 Hot Air Balloon Ride passes from Sky Adventures!

All proceeds earned will be used for events that directly support Murphy-LINKS.

Come join us and good luck!
May 14, 2013

___________________________
PTO President
Soo Township Elementary School
5788 South M-129
Sault Ste Marie, MI  49783

Dear Ms. McLean and members of the PTO:

______________________________ school has been participating in a peer to peer program for
the past ______ years. This program is an evidence-based intervention that is designed to assist
students with autism and other developmental disabilities gain access to and progress in the general
educational environment. The program “links” typically developing students with students with special
needs in order to mentor them in academics; navigate throughout the school environment; and
understand the social environment of the school while developing friendships. Research has shown that
not only students with special needs benefit from the program but also the typically developing
students. The peers gain skills in academic competence; awareness and greater understanding of
disabilities; development of new skills; increased responsibility; reduction in school behavior referrals;
and increase in attendance rates.

The program is structured and organized in order to ensure success for both groups of students.
General training and information is shared with the peers prior to the initiation of the program to
increase their knowledge of autism, as well as specific skills, interests, and challenges of the student
they are linked with. Case conferences are scheduled on a regular basis to problem-solve through
concerns and/or issues that have arisen. To encourage interaction with the students with special needs,
a process known as medium of exchange is completed on a regular basis, as well. This is designed to
find a common activity or interest between the peers and the student with special needs. Finally, tools
and treats are issued to the peers to acknowledge their hard work and celebrate the friendships they
have developed.

In order to maintain the program and celebrate the accomplishments of all students, the Autism
Team from ____________________________ school is requesting monetary support. This
support will be used to purchase tools necessary for lessons; peer rewards for continued work; and an
end of the year celebration. We appreciate your consideration of this request and thank you for
supporting such a vital program in the building.

With sincere gratitude,
May 19, 2014

___________________________
PTO President
Soo Township Elementary School
5788 South M-129
Sault Ste Marie, MI  49783

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______________________________ school has been participating in a peer to peer program for
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With sincere gratitude,
Appendixes -

• Elementary support Template
• 1st Grade example
• 4th Grade example
Elementary Peer to Peer Support Template

_____ Grade

Description of Student with ASD’s Current Program:

**Student with ASD: _____**

**Grade: _____**

**General Education Teacher: _____**

**Special Education Teacher: _____**

**Physical Education Teacher: _____**

**Art Teacher: _____**

**Music Teacher: _____**

Student’s Typical Daily Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Location</th>
<th>Current Support</th>
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1
Determine where Peer to Peer Supports Can Be Utilized in Student with ASD Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Location</th>
<th>Peer to Peer Support</th>
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Which general education classrooms are selected to recruit same and cross aged peer to peer supports for the student with ASD?

<table>
<thead>
<tr>
<th>Teacher names</th>
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</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Grade</td>
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Provide Sensitivity Awareness Training to the Classes Selected (SEE APPENDIX 1). Provide LINK Brochure to inform parents and obtain permission. (SEE APPENDIX 2)
Once the permission slips are collected for peer to peer supports who attend the building the student with ASD attends, determine the number of peer to peer support students from each class.

The team developing the peer to peer support program for the student with ASD must meet with the general education teachers and decide which class can provide support at the time the student with ASD needs peer to peer support. Determine which days and times each general education teacher is willing to have peer to peer support students leave their regular classroom activities to support the student with ASD.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Day</th>
<th>Time</th>
<th>Peer to Peer Support Class – Teacher’s Name</th>
<th># of Peer to Peer Support Students</th>
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Cross Age Peer to Peer Supports are going to be recruited from:

- The Middle School: [ ] Yes  [ ] No
- The High School: [ ] Yes  [ ] No
- Alternative High School: [ ] Yes  [ ] No

If you are recruiting middle or high school students or alternative high school peers, you must provide Sensitivity Awareness Training to the Cross age Peer to Peer Supports from Middle and High School or Alternative High School. Provide Brochure SEE APPENDIX 3 SPARTAN CREW (Peer to Peer) Secondary to inform parents and obtain permission. SEE APPENDIX 4 FOR AN Example of Sensitivity Awareness Training for Secondary Aged Students.
Once the permission slips are collected for peer to peer support students outside of the building the student with ASD attends, organize the peer to peer support students by class period of attendance.

<table>
<thead>
<tr>
<th>LINK Name</th>
<th>Time</th>
<th>Middle School</th>
<th>High School</th>
<th>Alternative H.S.</th>
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Determine if same age or cross age support will be utilized during the first activity in the student with ASD’s schedule requiring peer to peer support.

To keep the scheduling process manageable, the team should schedule the peer to peer support students from the same class for the same activity.
Cross age peer to peer support students in the same building

Once the team determines if there is same or cross aged support, the team selects the class of peers who will support the student with ASD during the time support is needed. The team then develops the schedule of the peer to peer supports including the rotation of peer to peer supports for this activity. The schedule should be posted in the general education classroom where the same age or cross age students attend.

The Team Must Determine if Cross age support from peer to peer support students outside the building, Cross age peer to peer supports from the same building or Same age peer to peer supports at Arrival

Peer to Peer Support at Arrival –

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Go to Lockers</th>
<th>P2P Support Name</th>
<th>Alternate P2P Name</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
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The Team Must Determine if Cross age support from peer to peer support students outside the building, Cross age peer to peer supports from the same building or Same age peer to peer supports at Recess

Peer to Peer Support at Recess –

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Go to Lockers</th>
<th>P2P Support Name</th>
<th>Alternate P2P Name</th>
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</table>
The Team Must Determine if Cross age support from peer to peer support students outside the building, Cross age peer to peer supports from the same building or Same age peer to peer supports at Lunch

Peer to Peer Supports at Lunch –

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Go to Lockers</th>
<th>P2P Support Name</th>
<th>Alternate P2P Name</th>
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Peer to Peer Supports at Reading (Buddies) –

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<tr>
<th>Day of the Week</th>
<th>P2P Support Name</th>
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Peer to Peer Supports during Support

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Classwork / Homework</th>
<th>P2P Support Name</th>
<th>Alternate P2P Name</th>
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<tbody>
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<td>Monday</td>
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The Team Must Determine if Cross age support from peer to peer support students outside the building, Cross age peer to peer supports from the same building or Same age peer to peer supports at the Class Meeting.

Peer to Peer Supports at Class Meeting –

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>P2P Support Name</th>
<th>Alternate P2P Name</th>
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The Team Must Determine if Cross age support from peer to peer support students outside the building, Cross age peer to peer supports from the same building or Same age peer to peer supports at Departure.

Peer to Peer Supports at Departure –

The departure peer is the alternate arrival peer to peer support.

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Go to Locker</th>
<th>P2P Support Name</th>
<th>Alternate P2P Name</th>
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<td>Friday</td>
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</tr>
</tbody>
</table>

Student’s General Education Classroom 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></td>
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<tr>
<td>Monday</td>
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<td>Friday</td>
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</tbody>
</table>
The Team Must Determine if Cross age support from peer to peer support students outside the building, Cross age peer to peer supports from the same building or Same age peer to peer supports at Specials

Peer to Peer Support Specials Schedule

<table>
<thead>
<tr>
<th>Special</th>
<th>Week #</th>
<th>Day of the Week</th>
<th>Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Week</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2nd Week</td>
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<tr>
<td>3rd Week</td>
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<tr>
<td>4th Week</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Changes Needed</td>
<td></td>
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</tr>
</tbody>
</table>

The Team Must Determine if Cross age support from peer to peer support students outside the building, Cross age peer to peer supports from the same building or Same age peer to peer supports at Specials

Peer to Peer Support Specials Schedule

<table>
<thead>
<tr>
<th>Special</th>
<th>Week #</th>
<th>Day of the Week</th>
<th>Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Week</td>
<td></td>
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<tr>
<td>2nd Week</td>
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<td>3rd Week</td>
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<td>4th Week</td>
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<tr>
<td>Changes Needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Time</td>
<td>Location</td>
<td>Peer to Peer Support Same Age/Cross Age</td>
</tr>
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</tbody>
</table>
Appendixes
Example of ELEMENTARY Sensitivity Awareness Training

Appendix 1

Sensitivity Training Session #1 – Communication

**Age of Students:** Preschool through 3rd Grade

**Staff needed:** A teacher/consultant knowledgeable in autism

**General Education Population:** Preschool students (3 & 4 yrs old) through 3rd grade. Students who are aware of students with autism in the general education setting.

**Materials needed:** None

**Time Allotment:** Approximately 15-20 minutes

Important Issues:

1. Obtain permission from the parent of the student with ASD to discuss autism with other students in the class while referring to their child
2. It is important to name the student because this allows the students to focus in on the student and not try to guess which student it might be.
3. General education students know there is something different about the student with autism. Trying to talk about autism without naming the student just adds to the mystery. Students are much more supportive of a student with autism once they have information about autism.

Important Concepts:

1. An understanding of the unusual stereotypical behaviors of students with autism.
2. An understanding of how difficult it is to communicate without using words.
3. An understanding of the behavior of the students with autism within the classroom.
4. A sense of control for the general education students when they are around students with autism.

Objectives:

1. To give the general education students in the classroom awareness of autism.
2. To provide the general education students an opportunity to develop empathy for students with autism.
3. To allow general education students the opportunity to observe how student behavior changes when communication is impaired.
4. To allow general education students to demonstrate frustration when they are not being understood nonverbally.

Introducing the Activity:

1. General education students in the classroom can either sit at their desk or in a large group setting.
2. The teacher/teacher consultant knowledgeable of autism is introduced to the class.
3. The teacher informs the class he/she is there to help them understand a disability called autism.
4. The teacher then tells the class he/she would like to play a game while he/she is teaching the class about autism.
Sensitivity Training - Activity#1

The teacher explains the rules of the game:
1. The students cannot talk or write any information.
2. The students must let the teacher know they must use the bathroom and it is an emergency.
3. The students must follow the teacher as he/she is speaking.
4. The students cannot exit the classroom while the teacher is speaking.
5. The students can use any method except talking and writing the information to help the teacher understand the need to use the bathroom.

The teacher begins to explain autism in very simplistic terms:
1. You cannot catch autism.
2. Autism is something you are born with.
3. Autism affects more boys than girls.
4. Autism does not have a cure.
5. You cannot die from autism.
6. Some people with autism communicate in different ways: letter boards, picture boards, sign language, augmentative devices, etc.
7. Some people with autism like to do things over and over again because it makes them feel better.

While the teacher is teaching about autism, students are trying to get the teacher’s attention through gestures, movements, noises, pointing, etc. about the need to use the bathroom.

As the students try to gain the attention of the teacher, the teacher is negatively responding to the student behavior:

For example:
“You need to sit down and listen.” “Please don’t disrupt the class”
“Are you sick? Do you need to go to the office?” “Do you need help”
“You are not making any sense” “Why are you acting like that”
“I don’t understand what you need”

As the teacher is teaching, the student’s behavior continues to increase.

The teacher consultant continues to redirect the behavior of the students.

The teacher then tells the group the game is over.
APPENDIX 2

LINK Brochure Elementary
How does it work?

Students who are signed up for the program will be paired with a peer with learning differences in their grade.

Student participants are volunteers in the LINKS program and will miss ½ hour of class each day to work with their peer.

Students will be provided with training prior to the start of the program.

Students will meet one time per month, during the school day, with the program supervisor to problem solve and answer questions.

Students will engage in academic and non-academic activities to build relationships, fostering social skills and independence.

Questions?
Please contact: Emily Molesta
616.887.1743
emily.molesta@staff.spartaschools.org
What is the Peer-to-Peer Support LINKS program?

- The LINK program is designed to assist students with learning differences.
- Students will develop an awareness of students with differences.
- Students will be working with peers with learning disabilities, cognitive impairments, autism spectrum disorders, and physical impairments.
- Students will develop an understanding of the role in friendship and peer supports.
- Students will provide structured support to students with learning differences and various points during the day.

Benefits of Participating In LINKS Program

Provide multiple opportunities for the interaction between general education students and students with social or learning challenges.

Students learn to relate to people with different needs.

Students increase their understanding of individual differences.

Builds strong communities within the school.

Student responsibility is encouraged.

Students with challenges learn social skills in the natural setting from their peers.

Students without disabilities gain self-confidence, empathy and leadership skills.
APPENDIX 3

Example of SECONDARY Sensitivity Awareness Training

Martin Jr. / Sr. School ASD Sensitivity Training

*Pass out notecards and masking tape (put on skin for remainder of presentation)

Introduction

• We’re here today to share a little about autism with you. As we talk and discuss autism today, feel free to ask questions or write down questions on the note cards provided for you.

• Autism Spectrum Disorders, or ASD, include autism and Asperger Syndrome. First, tell me what you think you know about autism and/or Aspergers.

  ◦ confirm things they are correct about
  ◦ guide things they aren’t correct about

<table>
<thead>
<tr>
<th>DEFICIT AREAS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>not talking to talking too much, convo boards</td>
</tr>
<tr>
<td>Behavior</td>
<td>yelling, running away</td>
</tr>
<tr>
<td>Social Skills</td>
<td>touching, socializing being cognitive instead of emotional/natural, theory of mind, not understanding other’s feelings/social cues</td>
</tr>
<tr>
<td>Sensory</td>
<td>headphones, Sensory room, hats</td>
</tr>
</tbody>
</table>

• Strengths of students with autism

  ◦ good memory
  ◦ strong knowledge of certain areas
  ◦ like to have fun

• Without giving names, raise your hand if you know someone with autism.

• Having autism or aspergers can make school really difficult for some students. Next, we are going to give you a little simulation of how a spelling test may feel to someone with autism.

  http://www.gvsu.edu/autismcenter/start-resources-55.htm (give test; stop after 5 words)

• How did this feel? Tell me what made that spelling test difficult?

• What other parts of a school day do you think would be difficult for someone with autism? (Lunch Room- smells, Fire Drills, Loud classes, Changes in routines, Communication- social situation, meeting new friends)

• There is a lot that takes place on any given school day that can be really difficult for someone with autism. What are some ways that you could help?

  • Start conversations
• Include the student
• Help with social skills
• Be a friend!

• Introduce CLIPPERS CONNECT program
  • Clippers Connect is a peer to peer support program that is designed to help students with autism.
  • Students, like yourself, will volunteer to be a LINK to someone with autism and help them out throughout the day.

Closing-

Questions (Give notecards with questions to your teacher)
Spartan Crew

Do you know how to be a good friend?

Do you know how to be a kid?

Do you like to help people?

Do you know how to play at recess?

Do you care about others?

YOU can become a member of Spartan Crew!

Spartan Crew members help classmates with Autism or other special needs learn how to:

- Hang out
- Make friends
- Have fun at recess
- Participate in class
- Be a good student
- Solve problems
- Deal with feelings
- Play games
- Have great school days

Spartan Crew teams get together weekly for lunch meetings, and have monthly activities to help classmates with Autism practice social skills.

Permission Slip

I give my child,

__________________________,

permission to be a Spartan Crew member.

Parent Signature Date

Building: ____________________
Elementary Peer to Peer Support Example – 1st Grade

**Student with ASD:** Michael  
**Grade:** 1st Grade  
**General Education Teacher:** Mrs. Bell  
**Special Education Teacher:** Mrs. Smith  
**Physical Education Teacher:** Ms. Johnson  
**Art Teacher:** Mr. Thompson  
**Music Teacher:** Ms. Vaughn

Michael is a student with ASD integrated full day into Mrs. Bell’s 1st Grade Class. Michael attends all specials with his 1st grade class. A paraprofessional is assigned to the three first grades in the building but because of the high needs of the two students placed in the other 1st grade classrooms; she spends very little time in Mrs. Bell’s Room.

Mrs. Bell stated that Michael does not seem to need direct adult support, but he does require additional support during arrival and departure, class meeting, calendar, share time (carpet area) group work, lunch and math. Ms. Johnson (Physical Education) and Mr. Thompson (Art) also stated having additional support during the time Michael was in their class would be beneficial. Mr. Vaughn (music) explained she did not need an additional support during Music. The team supporting Michael decided to develop a creative peer to peer support program to address Michael’s needs during these times.

Because of how young Michael’s same aged supports are, 1st Grade, Michael’s team decided to use a combination of same age and cross age supports. The cross age supports will include students from 4th and 5th grade classes who attend school in the same building. Because of the location of the school, there is no option of cross age peers from the middle or high school. One alternative high school student is scheduled as a cross age peer for Michael.

Since the team will be using students from a variety of settings, the team had to examine Michael’s schedule to determine where the support is needed.
Michael’s Daily Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Location</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
<td>Coat Room/Desk</td>
<td>P2P Support Required</td>
</tr>
<tr>
<td>Class Meeting</td>
<td>Carpet</td>
<td>P2P Support Required</td>
</tr>
<tr>
<td>Calendar</td>
<td>Carpet</td>
<td>P2P Support Required</td>
</tr>
<tr>
<td>Math</td>
<td>Desk</td>
<td>P2P Support Required</td>
</tr>
<tr>
<td>Recess</td>
<td>Playground</td>
<td>P2P Support Required</td>
</tr>
<tr>
<td>ELA</td>
<td>Desk</td>
<td>N/A</td>
</tr>
<tr>
<td>Lunch</td>
<td>Lunchroom</td>
<td>P2P Support Required</td>
</tr>
<tr>
<td>Recess</td>
<td>Playground</td>
<td>P2P Support Required</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Desk</td>
<td>N/A</td>
</tr>
<tr>
<td>Share Time</td>
<td>Carpet</td>
<td>P2P Support Required</td>
</tr>
<tr>
<td>Science</td>
<td>Desk</td>
<td>N/A</td>
</tr>
<tr>
<td>Departure</td>
<td>Coat Room/Desk</td>
<td>P2P Support Required</td>
</tr>
</tbody>
</table>

Mrs. Bell’s 1st Grade Class 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>Tuesday</td>
<td>Physical Education</td>
<td>10:00 - 10:30am</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Art</td>
<td>1:25 - 1:55pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>Physical Education</td>
<td>10:00 - 10:30am</td>
</tr>
<tr>
<td>Friday</td>
<td>Music</td>
<td>2:35 - 3:05pm</td>
</tr>
</tbody>
</table>

Same Age Peer to Peer Supports – Recess

15 of the 27 students in Mrs. Bell’s first grade class have signed parental permission to be a peer to peer support for Michael during Recess. Post schedule in Mrs. Bells 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.

Michael’s Peer to Peer Support 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>Daniel</td>
<td>Katie</td>
<td>Stephen</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Caleb</td>
<td>Parker</td>
<td>Connor</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Hannah</td>
<td>David</td>
<td>Amy</td>
</tr>
<tr>
<td>Thursday</td>
<td>Cole</td>
<td>Marcus</td>
<td>Kelly</td>
</tr>
<tr>
<td>Friday</td>
<td>Kayla</td>
<td>Emma</td>
<td>Allison</td>
</tr>
</tbody>
</table>
Cross Age Peer to Peer Supports – Arrival/Departure - Mr. Williams 4th Grade

10 of the 32 Students in Mr. Williams 4th Grade Class have signed parental permission to be a peer to peer support for Michael during arrival to school and departure from school. On the day the peer to peer support student is assigned to Michael, he/she will report to Mrs. Bell’s 1st grade class immediately upon arrival. That same student will leave Mr. Williams 4th Grade Class 5 Minutes prior to end of the day and report to Mrs. Bell’s Room to assist Michael with departure. Post Arrival and Departure Schedule in Mr. Williams 4th Grade Class

<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>Dave</td>
<td>Kevin</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Michelle</td>
<td>Eric</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Melissa</td>
<td>Monica</td>
</tr>
<tr>
<td>Thursday</td>
<td>Karen</td>
<td>Jennifer</td>
</tr>
<tr>
<td>Friday</td>
<td>James</td>
<td>Amanda</td>
</tr>
</tbody>
</table>

Cross Age Peer to Peer Supports – Lunch – Mrs. Linder’s 5th Grade

24 of the 34 Student’s in Mrs. Linder’s 5th Grade Class have signed parental permission to be a peer to peer support for Michael. 10 of those students will support Michael during Lunch. In this building the Upper Elementary Students (3rd, 4th and 5th Grade) are at recess while the Lower Elementary Students (Kindergarten, 1st and 2nd Grade) are at Lunch. Two Peer to Peer Support Students will be assigned to Michael each day at Lunch. Peer to Peer Support Students will be missing on recess period per week. Post the Lunch Schedule in Mrs. Linder’s 5th Grade Class

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Student’s Name</th>
<th>Student’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Rebecca</td>
<td>Greg</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Ryan</td>
<td>Natalie</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Robert</td>
<td>Dan</td>
</tr>
<tr>
<td>Thursday</td>
<td>Michelle</td>
<td>Russell</td>
</tr>
<tr>
<td>Friday</td>
<td>Emily</td>
<td>Jamie</td>
</tr>
</tbody>
</table>

Cross Age Peer to Peer – Physical Education – Mrs. Linder’s 5th Grade

24 of the 34 Student’s in Mrs. Linder’s 5th Grade Class have signed parental permission to be a peer to peer support for Michael. 14 of those students will support Michael during Physical Education. Mrs. Linder’s 5th Grade Class has Art scheduled on Tuesday and Thursday at 10:00-10:30. The team met with Ms. Johnson (Physical Education)
and Mr. Thompson (Art) to develop a Peer to Peer Support plan for Michael during Physical Education. The team asked Mr. Thompson if it was possible for these 14 peer to peer support students to miss one Art class per month. Parents were informed and gave consent. Mr. Thompson agreed that was acceptable. The physical education peer to peer support schedule was developed to ensure that none of the student’s from Mrs. Linder’s Class would miss more than one Art Class per month. Post the Peer to Peer Support Physical Education Schedule in Mrs. Linder’s 5th Grade Class.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Week</td>
<td>Tim</td>
<td>Bruce</td>
<td>Rachael</td>
</tr>
<tr>
<td>2nd Week</td>
<td>Jeff</td>
<td>Keith</td>
<td>Carrie</td>
</tr>
<tr>
<td>3rd Week</td>
<td>Amanda</td>
<td>Margie</td>
<td>Jessica</td>
</tr>
<tr>
<td>4th Week</td>
<td>Laurie</td>
<td>Kathy</td>
<td>Chris</td>
</tr>
</tbody>
</table>

Cross Age Support – Carpet Time and Math – Alternative High School

Bryce is a cross age peer to peer support who attends the Alternative High School. Bryce is scheduled as a peer to peer support during 2nd hour which is a 1 ½ hour block from 8:45-10:15. Bryce is assigned to Mrs. Bell’s Class every day 2nd Hour. Mrs. Smith, the special education teacher in collaboration with Mrs. Bell will develop and post a daily schedule for Bryce so he understands the expectations of a peer to peer support in Mrs. Bell’s Class

Additional Peer to Peer Support Needs for Michael

The team will need to continue to develop peer to peer support in Art and in the afternoon carpet time. Until that time, the paraprofessional assigned to the 1st grade classes will support Michael during Art (Monday and Wednesday 1:25-1:55) and during the afternoon carpet time.

Peer to Peer Support Students Supporting Michael

Currently there are 50 peer to peer support students supporting Michael throughout the month. Because there are same age and cross age students involved in the peer to peer support in many different capacities, the team will have to determine how the peers are trained. In the beginning, the team may want to train the peer to peer supports students around the activities they are supporting Michael. Once each group has initial training, the team will determine how to provide ongoing support through case conferences. Just as there is in any newly developed program, adjustments will need to be made to assure the peer to peer support system is working.
Training of the Peers Supporting Michael

The team supporting Michael will need to develop systems to allow Michael 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 Michael.
System supports include:

**Arrival System (Visual and Self-Management)**

Basket to put all of Michael’s belongings in. This will be especially helpful during the winter months; coat, snow pants, lunch bag, hat, mittens, and boots.

_Michael’s Arrival Schedule_

- Go to Desk
Classroom Meeting and Calendar (Carpet square to define space) (Mini Calendar for Michael)

During share time, Michael will sit on a carpet square. The peer assigned to Michael will direct him back to sitting on the carpet square. The peer will also provide Michael with the card below. One side of the card states Michael’s Turn. When Michael is sharing, he will hold the yellow side of the card face up. When another student is sharing the peer supporting Michael will turn the card over which is green and will show Michael it is another student’s turn.

Math (Differentiation to daily assignment, assessments and projects)

**Domino Facts**

For Problems 1 through 7, write 2 addition facts and 2 subtraction facts for each domino.

1. \[\begin{array}{c}
4 \quad 2 \\
2 \quad 4
\end{array}\] \[\begin{array}{c}
6 \quad 6 \\
6 \quad 4
\end{array}\]

2. \[\begin{array}{c}
6 \\
6
\end{array}\] \[\begin{array}{c}
2 \\
4
\end{array}\]

3. 

4. 

---

7
Lunch (Documentation Sheet completed by 5th Grade Students)

Peer to Peer Support - Lunch Information Sheet

The student I am working with is ____________________________

Something fun we did so far is ____________________________

________________________________________________________

________________________________________________________

Do you have any questions about being a peer to peer support student?  
_________________ YES  ____________ NO

If yes, what is the question ____________________________

________________________________________________________

Do you have any concerns about autism spectrum disorder, being a peer to peer support student or working with your student with Autism Spectrum Disorder?  ____________ YES  ____________ NO

If yes, what is the concern ____________________________

________________________________________________________

The best part about working with this student is ________________

________________________________________________________

Peer to Peer Support Student Signature _______________________

Facilitator Signature _________________________________
Recess (Daily Recess Schedule)

Share Time (Carpet square)

During share time, Michael will sit on a carpet square. The peer assigned to Michael will direct him back to sitting on the carpet square. The peer will also provide Michael with the card below. One side of the card states Michael’s Turn. When Michael is sharing, he will hold the yellow side of the card face up. When another student is sharing the peer supporting Michael will turn the card over which is green and will show Michael it is another student’s turn.

Physical Education System

Michael is assigned to the BLUE SQUAD in Physical Education. The peer assigned to support Michael during Physical Education will also be assigned to the BLUE SQUAD and will sit directly in front of Michael. The Peer assigned to Michael will complete the warm up, activities and clean-up in the Physical Education Class as a participant. The role of the peer is to model for Michael the expectations of the class. Since the Peer is older
that the other students in the class there will be a natural gravitation toward Michael because of the peer. The peer presence will increase the engagement of other students with Michael.

**Art System**

Michael is assigned to the RED Table in Art. The peer assigned to support Michael during Art will also be assigned to the RED Table and will sit directly next to Michael. The Peer assigned to Michael will complete the activities and clean-up in the Art Class as a participant. The role of the peer is to model for Michael the expectations of the class. Since the Peer is older that the other students in the class there will be a natural gravitation toward Michael because of the peer. The peer presence will increase the engagement of other students with Michael.
Departure Schedule (Visual and Self-Management)
<table>
<thead>
<tr>
<th>Activity</th>
<th>Location</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
<td>Coat Room/Desk</td>
<td>Mr. Williams – 4&lt;sup&gt;th&lt;/sup&gt; Grade</td>
</tr>
<tr>
<td>Class Meeting</td>
<td>Carpet</td>
<td>Alternative High School</td>
</tr>
<tr>
<td>Calendar</td>
<td>Carpet</td>
<td>Alternative High School</td>
</tr>
<tr>
<td>Math</td>
<td>Desk</td>
<td>Alternative High School</td>
</tr>
<tr>
<td>Recess</td>
<td>Playground</td>
<td>Mrs. Bells – 1&lt;sup&gt;st&lt;/sup&gt; Grade</td>
</tr>
<tr>
<td>ELA</td>
<td>Desk</td>
<td>N/A</td>
</tr>
<tr>
<td>Lunch</td>
<td>Lunchroom</td>
<td>Mrs. Linders – 5&lt;sup&gt;th&lt;/sup&gt; Grade</td>
</tr>
<tr>
<td>Recess</td>
<td>Playground</td>
<td>Mrs. Bells – 1&lt;sup&gt;st&lt;/sup&gt; Grade</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Desk</td>
<td>N/A</td>
</tr>
<tr>
<td>Share Time</td>
<td>Carpet</td>
<td>Paraprofessional</td>
</tr>
<tr>
<td>Science</td>
<td>Desk</td>
<td>N/A</td>
</tr>
<tr>
<td>Departure</td>
<td>Coat Room/Desk</td>
<td>Mr. Williams – 4&lt;sup&gt;th&lt;/sup&gt; Grade</td>
</tr>
</tbody>
</table>
Elementary Peer to Peer Support Example – 4th Grade

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**

<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>P2P Support Required</td>
</tr>
<tr>
<td>Ind. Work</td>
<td>8:45 – 9:30</td>
<td>ASD Classroom</td>
<td>P2P Support Required</td>
</tr>
<tr>
<td>Group Work</td>
<td>9:30 – 10:15</td>
<td>ASD Classroom</td>
<td>P2P Support Required</td>
</tr>
<tr>
<td>Recess</td>
<td>10:15 – 10:30</td>
<td>Playground</td>
<td>P2P Support Required</td>
</tr>
<tr>
<td>Group Work</td>
<td>10:30 – 11:15</td>
<td>ASD Classroom</td>
<td>P2P Support Required</td>
</tr>
<tr>
<td>Ind. Work</td>
<td>11:15 – 11:40</td>
<td>ASD Classroom</td>
<td>P2P Support Required</td>
</tr>
<tr>
<td>Recess</td>
<td>11:40 – 12:10</td>
<td>Playground</td>
<td>P2P Support Required</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:10 – 12:40</td>
<td>Lunchroom</td>
<td>P2P Support Required</td>
</tr>
<tr>
<td>Reading (Buddies)</td>
<td>12:40 – 1:00</td>
<td>Gen. Ed Classroom</td>
<td>P2P Support Required</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>Class Meeting</td>
<td>3:10 – 3:30</td>
<td>Gen. Ed Classroom</td>
<td>P2P Support Required</td>
</tr>
<tr>
<td>Departure</td>
<td>3:30-3:40</td>
<td>Locker</td>
<td>P2P Support Required</td>
</tr>
</tbody>
</table>
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 – 11:05am</td>
</tr>
<tr>
<td>Thursday</td>
<td>Music</td>
<td>9:30 – 10:00am</td>
</tr>
<tr>
<td>Friday</td>
<td>Music</td>
<td>2:35 - 3:05pm</td>
</tr>
</tbody>
</table>

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.
### 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.
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.

<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>John</td>
<td>George</td>
<td>Kaitlin</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Hope</td>
<td>Hannah</td>
<td>Connor</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Melissa</td>
<td>Lilly</td>
<td>Kelly</td>
</tr>
<tr>
<td>Thursday</td>
<td>Kayla</td>
<td>Marcus</td>
<td>Amanda</td>
</tr>
<tr>
<td>Friday</td>
<td>Courtney</td>
<td>Parker</td>
<td>Kiley</td>
</tr>
</tbody>
</table>

**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.

<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>Keith</td>
<td>Bruce</td>
<td>Natalie</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Mark</td>
<td>David</td>
<td>Chris</td>
</tr>
<tr>
<td>Thursday</td>
<td>Brynne</td>
<td>Alex</td>
<td>Kim</td>
</tr>
<tr>
<td>Friday</td>
<td>Sue</td>
<td>Jon</td>
<td>Robert</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Student’s Name</th>
<th>Alternate</th>
</tr>
</thead>
</table>
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.

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

**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.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Aubrey</th>
<th>Josh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Levon</td>
<td>Brad</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Jillian</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>
<tr>
<td>Day of the Week</td>
<td>Student’s Name</td>
<td>Alternate</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>-----------</td>
</tr>
<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>

**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.

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

**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 – 11:05am</td>
</tr>
<tr>
<td>Thursday</td>
<td>Music</td>
<td>9:30 – 10:00am</td>
</tr>
<tr>
<td>Friday</td>
<td>Music</td>
<td>2:35 - 3:05pm</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Wednesday</th>
<th>Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Week</td>
<td>Steve</td>
<td>Greg</td>
</tr>
<tr>
<td>2nd Week</td>
<td>Jessica</td>
<td>Carrie</td>
</tr>
<tr>
<td>3rd Week</td>
<td>Chris</td>
<td>Mark</td>
</tr>
<tr>
<td>4th Week</td>
<td>Reese</td>
<td>Vince</td>
</tr>
<tr>
<td>Changes Needed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<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>Cross-age Support</td>
</tr>
<tr>
<td>Group Work</td>
<td>9:30 – 10:15</td>
<td>ASD Classroom</td>
<td>Cross-age Support</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(Buddies)</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>
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.
### Brian's Schedule

**Date:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time in Class</th>
<th>2 mistakes allowed</th>
<th>2 Commercials</th>
<th>Mini-Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival to School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASD Classroom</td>
<td></td>
<td>△△</td>
<td>△△</td>
<td></td>
</tr>
<tr>
<td>TV Commercial</td>
<td></td>
<td>△△</td>
<td>△△</td>
<td></td>
</tr>
<tr>
<td>Recess</td>
<td></td>
<td>△△</td>
<td>△△</td>
<td></td>
</tr>
<tr>
<td>ASD Classroom</td>
<td></td>
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**Rules:**

- Raise my hand in class
- Sit in my seat while teachers teach
- Scratch off circle if any commercials
- It's OK if I make a mistake
- Adults can say "NO" to something, that's OK.