

## 1<sup>st</sup> Grade – example of Peer to Peer Support System

Student with ASD Name: Michael

Grade: 1st Grade

General Education Teacher Name: Mrs. Bell

Special Education Teacher Name: Mrs. Smith

Physical Education Teacher Name: Ms. Johnson

Art Teacher Name: Mr. Thompson

Music Teacher Name: Ms. Vaughn

Michael is a student with ASD integrated full day into Mrs. Bell's 1<sup>st</sup> Grade Class. Michael attends all specials with his 1<sup>st</sup> 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 1<sup>st</sup> 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, 1<sup>st</sup> Grade, Michael's team decided to use a combination of same age and cross age supports. The cross age supports will include students from 4<sup>th</sup> and 5<sup>th</sup> 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

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

### Mrs. Bell's 1<sup>st</sup> Grade Class Specials Schedule

<b>Day of the Week</b>	<b>Special</b>	<b>Time</b>
Monday	Art	1:25 - 1:55pm
Tuesday	Physical Education	10:00 - 10:30am
Wednesday	Art	1:25 - 1:55pm
Thursday	Physical Education	10:00 - 10:30am
Friday	Music	2:35 - 3:05pm

### **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**

<b>Day of the Week</b>	<b>Student Name</b>	<b>Student Name</b>	<b>Alternate</b>
Monday	Daniel	Katie	Stephen
Tuesday	Caleb	Parker	Connor
Wednesday	Hannah	David	Amy
Thursday	Cole	Marcus	Kelly
Friday	Kayla	Emma	Allison

### **Cross Age Peer to Peer Supports – Arrival/Departure - Mr. Williams 4<sup>th</sup> Grade**

10 of the 32 Students in Mr. Williams 4<sup>th</sup> 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 1<sup>st</sup> grade class immediately upon arrival. That same student will leave Mr. Williams 4<sup>th</sup> 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 4<sup>th</sup> Grade Class

<b>Day of the Week</b>	<b>Student's Name</b>	<b>Alternate</b>
Monday	Dave	Kevin
Tuesday	Michelle	Eric
Wednesday	Melissa	Monica
Thursday	Karen	Jennifer
Friday	James	Amanda

### **Cross Age Peer to Peer Supports – Lunch – Mrs. Linder's 5<sup>th</sup> Grade**

24 of the 34 Student's in Mrs. Linder's 5<sup>th</sup> 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 (3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Grade) are at recess while the Lower Elementary Students (Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> 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 5<sup>th</sup> Grade Class

<b>Day of the Week</b>	<b>Student's Name</b>	<b>Student's Name</b>
Monday	Rebecca	Greg
Tuesday	Ryan	Natalie
Wednesday	Robert	Dan
Thursday	Michelle	Russell
Friday	Emily	Jamie

### **Cross Age Peer to Peer – Physical Education – Mrs. Linder's 5<sup>th</sup> Grade**

24 of the 34 Student's in Mrs. Linder's 5<sup>th</sup> 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 5<sup>th</sup> 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 5<sup>th</sup> Grade Class.

<b>Week #:</b>	<b>Tuesday</b>	<b>Thursday</b>	<b>Alternate</b>
1 <sup>st</sup> Week	Tim	Bruce	Rachael
2 <sup>nd</sup> Week	Jeff	Keith	Carrie
3 <sup>rd</sup> Week	Amanda	Margie	Jessica
4 <sup>th</sup> Week	Laurie	Kathy	Chris
<b>Changes Needed</b>			

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

One Cross Age Alternative High School Student is Schedule Every Day 2<sup>nd</sup> Hour which is a 1 ½ hour Block from 8:45-10:15. Bryce will be assigned to Mrs. Bell's Class every day from 8:45-10:15.

### **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 1<sup>st</sup> 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 support includes:**

**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.

**Michael's Turn**

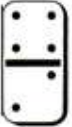
**Friend's Turn**

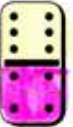
## Math (Differentiation to daily assignment, assessments and projects)


Date \_\_\_\_\_ Time \_\_\_\_\_

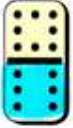
**LESSON 2•6 Domino Facts**

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

1.  +  $\frac{4}{2}$  +  $\frac{2}{4}$  -  $\frac{6}{2}$  -  $\frac{4}{4}$

2.  +  $\frac{6}{4}$  +  $\frac{4}{6}$  -  $\frac{10}{4}$  -  $\frac{6}{6}$

3.  +  $\frac{5}{3}$  +  $\frac{3}{5}$  -  $\frac{8}{3}$  -  $\frac{5}{5}$

4.  +  $\frac{6}{5}$  +  $\frac{5}{6}$  -  $\frac{11}{5}$  -  $\frac{6}{6}$

**Lunch (Documentation Sheet completed by 5<sup>th</sup> 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 \_\_\_\_\_

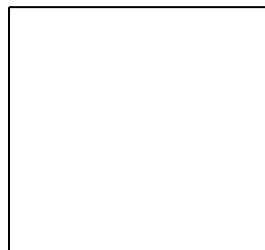
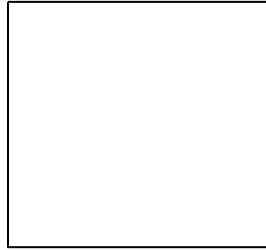


## Recess (Daily Recess Schedule)

Today is

Wednesday

At Recess, I will:



## 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.

Michael's Turn

Friend's Turn

## **Physical Education System**








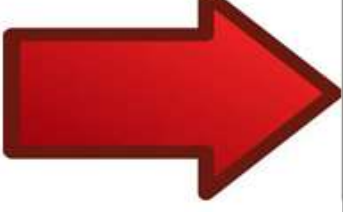








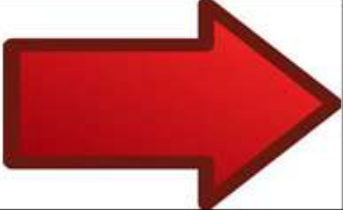

Michael is assigned to the BLUE SQUAD in Physical Education. The peer assigned to support Michael during Physical Education will also be assigned to the BLUE SQUAD and will sit directly in front of Michael. The Peer assigned to Michael will complete the warm up, activities and clean-up in the Physical 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 than 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 than 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)

Michael's Departure Schedule

<b>Activity</b>	<b>Location</b>	<b>Support</b>
Arrival	Coat Room/Desk	Mr. Williams – 4 <sup>th</sup> Grade
Class Meeting	Carpet	Alternative High School
Calendar	Carpet	Alternative High School
Math	Desk	Alternative High School
Recess	Playground	Mrs. Bells – 1 <sup>st</sup> Grade
ELA	Desk	N/A
Lunch	Lunchroom	Mrs. Linders – 5 <sup>th</sup> Grade
Recess	Playground	Mrs. Bells – 1 <sup>st</sup> Grade
Social Studies	Desk	N/A
Share Time	Carpet	Paraprofessional
Science	Desk	N/A
Departure	Coat Room/Desk	Mr. Williams – 4 <sup>th</sup> Grade