HOW DO PEER PARTNERS SUPPORT THEIR CLASSMATE?
Example Academic Supports

- Sitting next to the student during class
- Sharing notes
- Highlighting important information
- Brainstorming answers to questions together
- Inviting the student to join a group
- Making sure the student has a clear role in an activity
- Asking how the students is doing with an assignment
- Asking clarifying questions
- Helping organize assignments and materials
- Reminding the student about classroom routines
- Helping the student check the accuracy of assignments
- Paraphrasing lectures or rephrasing key ideas
- Helping the student self-manage his or her learning
- Offering additional examples of concepts or ideas
- Demonstrating how to complete a particular problem
- Highlighting important information on a worksheet
- Encouraging the student during difficult assignments
- Redirecting the student when he or she is off task
- Sharing class materials
- Reading aloud a section of an assignment or text
- Explaining how to do certain aspects of an assignment

HOW DO PEER PARTNERS SUPPORT THEIR CLASSMATE?
Example Social Supports

- Sharing jokes with the student
- Encouraging interactions with other classmates, when appropriate
- Helping the student to "fit in" by learning social norms
- Reminding the student to use his or her communication book or device
- Giving advice on personal matters
- Offering emotional support
- Reinforcing communication attempts
- Talking with the student about shared interests, hobbies, or after-school activities
- Inviting the student to do something together during "down time" in class
- Walking with the student to the next class

Table 3. Facilitation Strategies for Paraprofessionals

Strategy	Examples
Modeling ways to interact	"Jasmine would be better able to play this game if you would show her how to match her cards." "How does this game work? Oh, I see. You need to match the green cards to the green cards and put the red ones with the red ones."
Highlighting similarities	"You and Eric might want to compare your essays. It looks like each of you have had pretty similar experiences." "Wow! You both like dubstep music. Alan is into that . . . you should ask him about it." "I overheard Monica say she also wanted to see that movie. Maybe you could go together."
Identifying strengths	"It sure works great when everyone in a group is good at doing different things. How did each member help get your project done?" "You and Carlos will make great book report partners! You have a talent for writing, and Carlos has a talent for drawing. Together, you should end up with a super project!"
Teaching interaction skills	"Randy, let's practice how you could call a friend on the phone and invite him to go to a movie." "John isn't looking. I don't think he heard you. You could ask again. Make sure he sees you." "What is another way that you could ask Patrick to borrow his ruler?"
Interpreting behaviors	"Mark, you talk aloud during math because it helps you think through the equations, right?" "That is usually a sign that Sarah is feeling a little anxious." "When Brent hits his hand on the desk, he is letting us know that he is frustrated. He is working hard to learn other ways to let people know what he is feeling."
Redirecting peer interactions to students with disabilities	"If you want to know how Jack is doing, just ask him yourself. Just make sure he can see you when you ask." "I don't know. He's sitting right over there. I bet he'd tell you if you ask him directly."
Redirect student interactions to peer partners	"See if you can get John to help you with this problem." "Why don't you ask Sam that question?" "Anita might be willing to check to see if your answers are correct." "Hmm, I'm not sure what you should do next. Why don't you ask your classmate what the assignment is?"
Asking peers to help	"Mary, will you please help Brian with his worksheet?" "If you point to and read the question, he can keep his place and answer." "Would you be willing to be his partner and read out loud to him?"
Increasing proximity	"Brian, why don't you go and sit with your lab group?" "Hmm . . . the group is about to start and you are still way over here!" "Uh, guys, I think you are missing someone . . ."

Source: Carter, Moss, Asmus, Fesperman, Cooney, Brock, Lyons, Huber, & Vincent (2015)

Table 2. Social and Academic Supports Provided by Peers

Type of support	Examples
Academic-related supports	- Sitting next to the student during class - Helping the student pass out papers - Sharing notes - Highlighting important information shared by the teacher - Brainstorming answers to questions together - Inviting the student to join a group during small-group activities - Making sure the student has a clear role in any group activities - Asking the student how he or she is doing with an assignment - Asking clarifying questions, such as "What number are we on?" - Helping the student organize assignments and class materials - Reminding the student how to follow classroom routines - Helping the student check the accuracy of assignments and class notes - Paraphrasing lectures or rephrasing key ideas - Helping the student self-manage his or her learning - Offering additional examples of concepts or ideas - Demonstrating how to complete a particular problem - Highlighting important information on a worksheet - Reviewing course concepts the student is struggling to understand - Motivating and encouraging the student during difficult assignments - Redirecting the student when he or she is off task - Sharing class materials - Reading aloud a section of an assignment or text - Explaining how to do certain aspects of an assignment
Social-related supports	- Telling jokes with the student - Encouraging interactions with other classmates, when appropriate - Helping the student to "fit in" by learning social norms - Reminding the student to use his or her communication book or device (if appropriate) - Giving advice on personal matters - Reinforcing communication attempts - Talking with the student about shared interests, hobbies, or after-school activities - Walking with the student to the next class

Classroom Activities Assessment

Class: U.S. government/11th grade   Student: Ramon

Teacher: Mr. Jakowski   Team: Mr. Jakowski, Ms. Souza, and Ms. Rogers

Typical activities and routines	Expectations for students	Adaptations and supports
Whole-class instruction		
Lecture	Students listen, answer questions, and take notes (3x–4x per week).	R will sit in the front of the classroom; peers can share notes; R will follow along with guided notes; teacher and/or peers will ask R clarifying questions.
Current events discussion	Students share info from newspapers, Internet, radio and TV related to current political events covered in class (daily).	As during lecture, R will sit in the front of the classroom.
Watching documentaries	Students complete guided notes created by the teachers; discussion follows (2x per month).	R will complete guided notes adapted to stress main concepts/ideas; R will review what he watched with his peer supports.
Guest speakers	Local and state representatives talk about being a public official; students must research each speaker prior to each talk and prepare questions about current events (3x per semester).	R will research upcoming guest speakers with a peer on the Internet; peers will identify topic ideas for R to search; peers will help R program questions into his AAC device.
Small-group instruction		
Cooperative learning groups	Students review information covered during the week and answer worksheet questions (1x per week).	Adapted questions for R should have two- to three-sentence answers; peers can check sentences to ensure correct spelling and grammar.
Debate teams	Students are asked to research both sides of a current topic and debate the issue in teams (1x per month).	Peers supports can help R enter key arguments into his AAC device for the group; R's role will be to start the debate.
Independent work		
Worksheets	Students use their textbook to answer worksheet questions (2x–3x per week).	R will use guided notes that stress main concepts; he will select correct answers from three multiple choices; peers can assist him when done with their work.

Typical activities and routines	Expectations for students	Adaptations and supports
Silent reading/research	Students read about current events at their desk or on the computer when finished with worksheets (2x–3x per week).	R can work with peers to search info on the computer or listen to his textbook chapters on the computer.
Homework		
Textbook readings	Students read approximately one chapter per week.	R will listen to each assigned chapter aloud on the computer.
Current events summaries	Students compose one-paragraph written summaries of current issues in the news (3x per week).	R will compile typed summaries from various web-based news organizations.
Assessment		
Unit tests	Complete multiple-choice and essay exams (1x per month).	Response options will be reduced to three choices; only three sentences required for essay questions; answers can be read by and dictated to a paraprofessional.
Quizzes	Completed multiple-choice and short answer questions (2x per month).	Same as for tests
Worksheets	Answer questions related to lecture and/or readings (2x–3x per week).	R can work together with one of his peer supports to complete the worksheets.
Debate performance	Students are evaluated on their command of the topic and adherence to debate rules (1x per month).	R will work with peers to prepare key arguments.
Needed materials		
Textbook	Needed daily	R will need access to an electronic version.
Guided notes	3x–4x per week	R's guided notes will contain fewer items.
Paper, pen, planner	Needed daily	No adaptations/supports
Other expectations		
Come to class prepared and ready to learn	Students are expected to arrive before the bell, turn in assignments on time, and come prepared for discussions.	R will walk with a peer to class.
Be respectful	Students expected to raise their hands before speaking.	R will use an adapted switch.
Bathroom breaks	Students ask for a pass from a teacher.	R is accompanied by a paraprofessional.

Table 2. Paraprofessional Behaviors, Definitions, and Examples.

Behavior	Definition	Example
Prompt social interaction	Paraprofessional encourages or suggests a way for the focal student to interact with a peer, or a peer with the focal student.	Paraprofessional points to a symbol on augmentative communication device to prompt the focal student to answer a question from a peer.
Reinforce social interaction	Paraprofessional praises the focal student or peer for social interactions (verbally or with gestures).	The paraprofessional gives the focal student a "thumbs-up" when he greets a peer.
Provide information for social interaction	Paraprofessional provides information to peers that might help peers to better interact with the student. This includes information about how the focal student communicates, interpreting the focal student's behavior, the focal student's interests, and possible conversation topics.	Paraprofessional says to peer, "When Dylan tries to stroke your hair, that is his way of trying to interact with you. Just let him know that you don't like it, but you would love to give him a fist bump and talk with him."
Prompt academic support	Paraprofessional encourages or suggests a way for peers to work with the focal student to help him/her participate in class.	Paraprofessional says to peer, "Maybe after the lecture, you could explain to Sarah in a few sentences what it was about."
Reinforce academic support	Paraprofessional praises the peers for the way they are working with the focal student to help him or her participate in class.	Paraprofessionals says to peer, "That was really smart to think of helping Marty outline his paper so he could go back and fill in the information."
Provide information for academic support	Paraprofessional provides information to peers so that they might better support the student. This includes information about strengths and needs related to class participation, accommodations and modifications, and instructional strategies.	Paraprofessionals says to peer, "Olivia has a really hard time writing. Maybe she could tell you the answer and you could write it down."
Prompt proximity	Paraprofessional prompts the focal student and peers to be in close proximity (verbally or with gestures).	Paraprofessional asks the focal student to sit by a peer so they can partner for an activity.
Check-in with peers	Paraprofessional communicates with peers to see if they are comfortable in their role providing support, if there is anything they want to talk about or discuss, or if there would like assistance from the paraprofessional.	Paraprofessional says to peer, "You look frustrated. Is there something I can do to help?"

ARTFUL FACILITATION

Facilitation Strategy	Examples
Modeling ways to interact	"Here is how you can help Abby program her communication device so that she can contribute to the group presentation."
Highlighting similarities	"You also like country music? I think Todd went to a Toby Keith concert last week. You should ask him about it."
Identifying strengths	"It looks like everyone played an important role in getting this project done. Ruben's cover art looks fantastic, and the materials Devin gathered go perfect with it!"
Teaching interaction skills	"Randy, let's practice how you could call a friend on the phone and invite him to go to a movie."
Interpreting behaviors	"You know how you give someone a 'high five' when something goes really well? Anna expresses her excitement in a different way—usually by rocking back and forth."
Redirecting peer interactions to students with autism	"If you want to know how Jack is doing, just ask him yourself. Just make sure he can see you when you ask."
Redirect student interactions to peer partners	"Hmm, I'm not sure what you should do next. Why don't you ask your classmate what the assignment is?"
Asking peers to help	"Would you be willing to be his partner and read out loud to him?"
Increasing proximity	"Brian, why don't you go and sit with your lab group?"

Source: Carter, Cushing, & Kennedy (2009)

Checklist for Monitoring Peer Support Arrangements

Class: _Biology_   Student: _John Lipsky_

Teacher: _Mr. Swanson, Ms. Caldwell_   Team: _Lyle and Orhan_

At various times during the class, reflect on each question and check the associated box when the answer is yes. If no boxes are checked for a question, use the space at the bottom of the chart to brainstorm ideas for addressing this item.

Segment of class

1	2	3	4	Reflection questions
☐	☐	☐	☐	Is the student seated next to the peer(s) with whom he or she is paired?
☐	☐	☐	☐	Does the student have the same materials as his or her classmates (e.g., worksheets, books, lab materials, writing utensils, computers)?
☐	☐	☐	☐	Are the student and his or her peers actively engaged in ongoing instruction?
☐	☐	☐	☐	Is the work the student is doing *closely aligned* with work expected of the rest of the class?
☐	☐	☐	☐	Are interactions among the student and his or her peers appropriate given the context or the types of interactions other students have?
☐	☐	☐	☐	Are students completing class activities in a timely fashion or at a reasonable pace?
☐	☐	☐	☐	Are peers restating or clarifying directions?
☐	☐	☐	☐	Are peers giving appropriate prompts and feedback to the student?
☐	☐	☐	☐	Are peers summarizing activities?
☐	☐	☐	☐	Do the student and his or her peers appear to be enjoying working together?
☐	☐	☐	☐	Are students truly working together? (rather than simply next to each other)
☐	☐	☐	☐	Other: _Is John using his communication device independently?_
☐	☐	☐	☐	Other: _Is John turning first to his peers for needed help, rather than to adults?_

Ideas:

Source: Carter, Cushing, & Kennedy (2009)