

## Facilitation Strategies for Promoting Interactions among Students

Strategy	Example Statements
<b>Modeling Ways to Interact</b>	<p>“Jasmine would be better able to play this game if you would show her how to match her cards.”</p> <p>“If you show Tyler where to click, he can help you finish up that computer project.”</p> <p>“Here is how you can help Abby program her communication device so she can help with the group presentation.”</p>
<b>Highlighting Similarities</b>	<p>“You and Eric might want to compare your essays; each of you have had similar experiences.”</p> <p>“Wow! You both like country music. Todd just went to a concert; you should ask him about it.”</p> <p>“I heard Monica say that she also wanted to see that movie. Maybe you could go together.”</p>
<b>Identifying and Reinforcing Students’ Strengths</b>	<p>“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!”</p> <p>“It sure works great when everyone is good at different things. How did each member help get your project done?”</p>
<b>Teaching Interaction Skills</b>	<p>“Randy, let’s practice how you could call a friend on the phone and invite him to go to a movie.”</p> <p>“John isn’t looking. I don’t think he heard you. You could ask again, but make sure he sees you.”</p> <p>“What is another way you could ask Patrick to borrow his ruler?”</p>
<b>Interpreting Behaviors</b>	<p>“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.”</p> <p>“That’s usually a sign Sarah is feeling a little anxious.”</p> <p>“Mark, you talk aloud during math because it helps you think through the equation, right?”</p>
<b>Redirecting Interactions to Students with Disabilities</b>	<p>“Instead of asking me how Mark is doing, why don’t you ask him yourself?”</p> <p>“I don’t know. He’s right here if you want to ask him yourself!”</p> <p>“I think Joe has experience with that; why don’t you ask him?”</p>
<b>Redirecting Interactions to Peers without Disabilities</b>	<p>“See if you can get John to help you with that question.”</p> <p>“Hmmm... I’m not sure what you should do next. Why don’t you see if Lee knows what the next assignment is?”</p> <p>“Anita might be willing to help you check your answers.”</p>
<b>Asking Peers to Help</b>	<p>“Mary, can you and Brian work on this worksheet together?”</p> <p>“If you point to and read the question, he can keep his place and answer.”</p> <p>“Would you be Allen’s partner and read the paragraph out loud?”</p>
<b>Increasing Proximity</b>	<p>“Brian, why don’t you go and sit with your lab group?”</p> <p>“Is everyone close enough to be involved?”</p> <p>“Uh, guys, I think you are missing someone...”</p>

# Facilitation Strategies for Paraprofessionals and Other Educators

*Behaviors, Definitions, and Examples for increasing Social Interaction and Academic Support*

<b>Behavior</b>	<b>Definition</b>	<b>Example</b>
<b>PROMPT <u>Social Interaction</u></b>	Paraprofessional encourages or suggests a way for the focus student to interact with a peer, or a peer with the focus student.	Paraprofessional points to a symbol on augmentative communication device to prompt the focus student to answer a question from a peer.
<b>REINFORCE <u>Social Interaction</u></b>	Paraprofessional praises the focus student or peer for social interactions (verbally or with gestures).	The paraprofessional gives the focus student a “thumbs-up” when he greets a peer.
<b>PROVIDE <u>INFORMATION for Social Interaction</u></b>	Paraprofessional provides information to peers that might help peers to better interact with the student. This includes information about how the focus student communicates, interpreting the focus student’s behavior, the focus 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.”
<b>PROMPT <u>Academic Support</u></b>	Paraprofessional encourages or suggests a way for peers to work with the focus 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.”
<b>REINFORCE <u>Academic Support</u></b>	Paraprofessional praises the students for the way they are working with each other and participating 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.”
<b>PROVIDE <u>INFORMATION for Academic Support</u></b>	Paraprofessional provides information to peers so that they might better support the focus 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.”
<b>PROMPT <u>Proximity</u></b>	Paraprofessional prompts the focus student and peers to be in close proximity (verbally or with gestures).	Paraprofessional asks the focus student to sit by a peer so they can partner for an activity.
<b>CHECK-IN with <u>Peers and Focus Students</u></b>	Paraprofessional communicates with students 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?”

Brock, M.E. & Carter, E.W. (2016). Efficacy of Teachers Training Paraprofessionals to Implement Peer Support Arrangements. *Exceptional Children*, 82 (3), 354-371.

