

Example Peer Support Plan

The Biology class is a great place for Brad to work on goals related to developing social and conversational skills, as well as expanding his typing and writing skills. Below are some ideas for how Brad might become more involved in class activities during Biology, as well as some ideas for how the peers at Brad's table could support him.

At the beginning of class....

<i>Brad could...</i>	<i>Peers could...</i>	<i>The facilitator could...</i>
<ul style="list-style-type: none"> • Talk quietly with his peers (when it is okay with the teacher) • Pass out worksheets or other materials to the class (if there are any that day) • Listen and respond to Ms. Hale as she does attendance • Boot up his laptop, if he will be taking notes in class 	<ul style="list-style-type: none"> • Ask Brad about his day or upcoming school events • Help Brad pass out any worksheets • Make sure Brad has all of the same materials for class, such as a book, worksheets, lab materials, etc. • Help Brad get out his notebook, pen, paper, etc. for class 	<ul style="list-style-type: none"> • Try to draw some of the peers at the table into conversation with Brad—you may have to do some modeling or give them some ideas of things they could ask about or prompt Brad to ask questions of his peers • Make sure Brad has the same materials as his classmates, such as a book, any worksheets, paper, pencil, lab materials, etc. • Look through the materials quickly to see if there are any things that could be adapted readily

When there are lectures or whole group instruction...

<i>Brad could...</i>	<i>Peers could...</i>	<i>The facilitator could...</i>
<p>Listen to Ms. Hale as she presents information to the class</p> <ul style="list-style-type: none"> • Quietly ask his peers questions about the material Ms. Hale is presenting • Take notes by typing important specific key words or phrases that are being written down by a peer partner • Copy by hand those same key words or highlight notes • Turn off/on the lights when Ms. Hale is using the overhead projector 	<ul style="list-style-type: none"> • Make sure Brad has all of the same materials for the activity as they do • As you are taking your own notes, copy down on a separate piece of paper some of the important words or ideas from the class discussion; Brad can then type these as his own notes or copy them down with the facilitator's help. Write fairly large so Brad can see clearly. • Periodically check to make sure Brad is doing okay with typing or writing his notes • Occasionally lean over and quietly summarize a key point or interesting fact for Brad, or ask him simple questions that help him follow along • Encourage Brad with lots of positive feedback such as "Wow, you take really good notes!" 	<ul style="list-style-type: none"> • Make sure Brad has the same materials as his classmates • Always brainstorm ways Brad can be engaged in the discussion: Can he answer a question? Can he share an idea? • Model how to help Brad to take notes by typing key words/phrases on the laptop or writing them out by hand • Encourage Brad to look at Ms. Hale or the whiteboard as instruction is taking place • Reinforce peers when they are doing a great job interacting with or supporting Brad • Prompt Brad to ask his peers to double check his notes

When there are small group or lab activities...

<i>Brad could...</i>	<i>Peers could...</i>	<i>The facilitator could...</i>
<ul style="list-style-type: none"> • Listen to Ms. Hale as she presents instructions to the class • Participate in the small group or lab activity • Ask peers for help during his part of the activity 	<ul style="list-style-type: none"> • Make sure Brad has all of the same materials for the activity as they do • Give Brad opportunities to make choices about or give input into the activity. • Even if Brad can't do all of an activity, he can probably still do a part of it. • Encourage Brad with lots of positive feedback such as "That was a great answer!" 	<ul style="list-style-type: none"> • Make sure Brad has the same materials as his classmates for the activity • Always brainstorm ways Brad can be engaged—even in small ways—in the activity: Can he mark the group's answers on the worksheet? Can he be asked his opinion about an answer? • Give peers ideas for questions they can ask Brad or ways they can involve him—think creatively! • Let the peers know when they are doing a great job supporting Brad • Give Brad examples of questions he can ask his classmates

When there is independent seatwork...

<i>Brad could...</i>	<i>Peers could...</i>	<i>The facilitator could...</i>
<ul style="list-style-type: none"> • Listen to Ms. Hale as she presents instructions to the class • Work with a peer to finish the worksheet or other activity • When other peers are done, ask them for help completing his work 	<ul style="list-style-type: none"> • Before beginning your own work, make sure Brad has all of the materials he needs for the activity • When you are finished with your own work, check in to see if Brad could use some help finishing his own work or help double check his answers • Encourage Brad with lots of positive feedback such as "Awesome, you got the answer to number ten!" 	<ul style="list-style-type: none"> • Make sure Brad has the same materials as his classmates for the activity, although they should be modified as needed to allow for greatest independence • Encourage peers to check in with each other, especially Brad. Provide ideas to peers, such as "Can Brad tell you the answer if you read it to him? If you gave him the answer, could he practice typing or writing it down on the worksheet?" • Let the peers know when they are doing a great job supporting Brad

At the end of class...

<i>Brad could...</i>	<i>Peers could...</i>	<i>The facilitator could...</i>
<ul style="list-style-type: none"> • Talk quietly with his peers (if everyone's work is completed) • Collect any materials for Ms. Hale • Put away his things • Shut down his computer if he was taking notes in class 	<ul style="list-style-type: none"> • Ask Brad about his day, what he is doing after school, or upcoming events • Help Brad put away his things • Walk with Brad to or part way to his next class 	<ul style="list-style-type: none"> • Make sure Brad has the same materials as classmates • Try to draw all peers at the table into conversation with Brad—you may have to do a little modeling to get things started