

Teachers' Guides to Inclusive Practices

Social Relationships
and Peer Support

Second Edition

by

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All of the vignettes in this book are composites of the authors' actual experiences. In all instances, names have been changed; in some instances, identifying details have been altered to protect confidentiality.

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Social Relationship Worksheet

Classroom:

School:

Date:

Focus student(s):

Team members:

<p>Factors influencing social participation and relationships</p>	<p>Actions taken by individuals in school, classroom, and home to improve social contexts and skills</p>
<p>1. Opportunity: Being physically present around typically developing peers on a regular basis with routine and spontaneous occasions to interact</p> <p>Issues? Yes No</p> <p>List priority issues:</p> <p>Select indicators:</p> <ul style="list-style-type: none"> ○ Percentage of school day spent in inclusive class(es) ○ Number of integrated school and community settings in which the student participates ○ Number of peers with whom the student has regular interactions during a day or week ○ Percentage of in-class time (or number of routines/activities) spent participating with peers 	<ul style="list-style-type: none"> ○ Assign all students to general education classes with needed supports. ○ Address architectural and physical barriers to inclusion (e.g., no ramps, elevators, or curb cuts). ○ Increase time in general education classes. ○ Increase time in other locations in the school. ○ Create during- and after-school social interaction options through friendship groups and peer support clubs. ○ Fade one-to-one time with adults. ○ Add in peers and increase small-group instruction. ○ Integrate student seating in class, at lunch, and during in-school activities. ○ Identify and create integrated community options.
<p>2. Atmosphere: Prevailing staff and student attitudes toward human differences and talents and related values people hold about social relationships, peer support, a competitive versus a cooperative focus, student involvement in the resolution of social concerns, regard for everyone's unique talents, and so forth</p> <p>Issues? Yes No</p> <p>List priority issues:</p> <p>Select indicators:</p> <ul style="list-style-type: none"> ○ Pre/post survey of knowledge of and attitudes regarding disabilities ○ Number/percentage of inclusive extracurricular activities ○ Number/percentage of classrooms with scheduled time for social skills instruction ○ Number/percentage of classrooms with scheduled, structured cooperative learning groups 	<ul style="list-style-type: none"> ○ Have staff examine values toward ability, disability, and learning. ○ Involve staff, parents, and students in creating a school mission statement. ○ Organize ability- and disability-awareness activities. ○ Organize service activities. ○ Hold teacher in-service session on cooperative learning and support for its use in classrooms. ○ Explore alternatives to ability grouping and competitive activities. ○ Hold staff training on social skills and relationships and their facilitation. ○ Adopt and use a social skills curriculum. ○ Train staff and students in collaborative teaming and problem solving. ○ Offer student forums on social concerns such as teasing and ridicule; engage students in problem-solving school solutions. ○ Increase the number and range of extracurricular opportunities for students to develop their unique talents.

(continued)

<p>3. Social support and motivation: Having the needed supports and encouragement from adults and peers to interact socially and build relationships</p> <p>Issues? Yes No</p> <p>List priority issues:</p> <p>Select indicators:</p> <ul style="list-style-type: none"> o Periodic assessment of student's peer-initiated versus adult-initiated interactions o Number of peer support group or peer problem-solving meetings held o Number of people in each circle of the student's Circles of Friends o Number of peers who list the student in their Circles of Friends 	<ul style="list-style-type: none"> o Explore types of adult facilitation that can encourage appropriate social interactions (e.g., modeling, backing off). o Explore types of peer support (e.g., peer groups using problem solving and goal setting, friendship groups, natural relationships strategies). o Adjust and fade adult facilitation and supports. o Identify interaction problems (e.g., aggression, excess teasing, isolation); plan and use teaching and peer supports to improve student behavior. o Identify and resolve barriers to social interaction (e.g., schedules, student hygiene, peer network values). o Improve communication rates by addressing student motivation, communication system, or social skill performance. o Involve students; examine the social contexts for interest, variety, age/ability match, cooperative features, participation, and needed modifications. o Use or improve peer networks.
<p>4. Academic achievement: Possessing needed academic skills (e.g., in such areas as reading, writing, math, science, social studies, vocational and community training) and the confidence that comes from having and using these skills</p> <p>Issues: Yes No</p> <p>List priority issues:</p> <p>Select indicators:</p> <ul style="list-style-type: none"> o Progress data on relevant IEP goals o Number of peer tutoring sessions held o Number of participatory responses from a student during a particular type of instructional activity (e.g., cooperative learning group for science, small-group reading lesson) 	<ul style="list-style-type: none"> o Add what is needed to enable students to succeed in learning needed skills (e.g., student choice and involvement in IEP and program, incentives for learning, accommodations, environmental changes, modifications in schoolwork that are only as special as necessary). o Make use of reciprocal peer tutoring and cross-age tutoring. o Add cooperative learning methods to science, math, social studies, and literature lessons.

(continued)

<p>5. Social competence and interaction skills: Being able to initiate interactions with peers, respond to peers' initiations, and elaborate on the initiations or responses of peers at a typical rate</p> <p>Issues? Yes No</p> <p>List priority issues:</p> <p>Select indicators:</p> <ul style="list-style-type: none"> ○ Number of group and/or individual social skills instructional sessions ○ Number of peers with whom the student interacts during a specified activity ○ Number or rate of peer-initiated and student-initiated interactions during a particular activity (e.g., lunch, a recreational/free time activity, teacher advisory period or class meeting) ○ Rate of targeted behavior problem during a specified time period 	<ul style="list-style-type: none"> ○ Adopt and use a social skills curriculum. ○ Examine skills involved in social interactions, and identify acquisition and performance problems or competing behaviors. ○ Plan and use teaching methods and peer supports to improve social skill problems. ○ Involve students in planning. ○ Identify student's communication ability; target needed skills (e.g., improve rate, expand vocabulary, improve consistency, augment with communication book/device for clarity). ○ Check peers' skills using alternative modes of communicating. ○ Determine nonstigmatizing ways to teach (format, methods) within routine contexts.
<p>6. Maintenance and generalization of relationships: Keeping and extending social relationships as well as remembering and transferring known social skills across different people and school and nonschool settings</p> <p>Issues? Yes No</p> <p>List priority issues:</p> <p>Select indicators:</p> <ul style="list-style-type: none"> ○ Rate of student's success in using a self-management device/system ○ Number of student-initiated and/or peer-initiated interactions in a nontraining setting ○ Record of number of participants at peer support group meetings over time ○ Number of people, places, activities, choices made by the student at different times over the course of a school year 	<ul style="list-style-type: none"> ○ Contextualize any instruction. ○ Use adult facilitation in natural contexts. ○ Fade adult facilitation to self-monitoring. ○ Teach students to problem-solve; encourage their independent use of these skills. ○ Teach students to self-manage. ○ Involve family. ○ Include social support in IEP. ○ Plan for transition across classrooms and schools and to community and employment settings.

From Breen, C.G., Haring, T.G., Weiner, J., Laitinen, R.E., & Bernstein, D.D. (1991). Evaluating the inclusion and social competence of students with severe disabilities in community and school environments. In C.G. Breen, C.H. Kennedy, & T.G. Haring (Eds.), *Social context research project: Methods for facilitating the inclusion of students with disabilities in integrated school and community contexts* (pp. 23–53). Santa Barbara: University of California; adapted by permission.

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