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BUILDING CONNECTIONS AND COMMUNITY THROUGH THE USE OF PEER MEDIATED INTERVENTIONS IN MIDDLE AND HIGH SCHOOL SETTINGS

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CSESA



- Center on Secondary Education for Students with ASD
 - Research & Development Center
 - Purpose: To develop and study a comprehensive high school program for students on the autism spectrum
 - Worked in 30 high schools implementing peer-based interventions

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FIND CSESA

<http://cesea.fpg.unc.edu/>



ABOUT THE CENTER FAMILIES PROFESSIONALS RESEARCHERS

700+ students and families participated in CSESA research activities

60 schools currently involved in the CSESA study

Recent Research Activities

- Transition Planning for High School Students with ASD: Measuring Student, Parent, and Teacher Perspectives
A poster presentation from the 48th Annual Gaiterburg Conference in San Diego, CA
Download: [CSESA_SSD_Satirburg_2016.pdf](#)
- Quality of High School Programs for Students with ASD in the United States
A poster presentation from the 48th Annual Gaiterburg Conference in San Diego, CA
Download: [CSESA_APESS_Satirburg_2016.pdf](#)
- Transitioning Together: A Family-Centered Transition Intervention for High School Students with ASD
An oral presentation from the 2007 2015 conference in Portland, OR
Download: [CSESA_Transitioning_Together_2007_2015.pdf](#)

Key Resources

- ABOUT THE CENTER
- CSESA Model
- Timeline
- Our Team
- Collaborators
- CSESA Interventions**

CSESA INTERVENTIONS
CSESA Foundations
CSESA Academic
CSESA Independence and Behavior
CSESA Peer and Social Competence
CSESA Transition and Families
CSESA Evidence-Based Practices
Evidence-Based Practices

CSESA Peer and Social Competence

Peer Supports

Blank Peer Support Plan

This is the form to use for making the individual student peer support plan.
Download: [Blank Peer Support Plan.pdf](#)

Peer Supports Checklist-Facilitator

This is the fidelity checklist for the Peer Supports facilitator
Download: [Peer Support Checklist- Facilitator.pdf](#)

Peer Supports Manual

This is a manual to provide guidelines for high school staff in order to implement Peer Supports, a CSESA component designed to support students with ASD in general education classes.
Download: [Peer Supports Manual.pdf](#)

Peer Supports Orientation Meeting Checklist

This is the fidelity checklist for the Peer Support Orientation Meeting
Download: [Peer Support Orientation Meeting Checklist- Facilitator.pdf](#)

Peer Supports Training Powerpoint

This is the powerpoint for the Peer Network training
Download: [Peer Supports Training.pdf](#)

Sample Parent Letter for Peer Supports

This is a sample letter to inform parents of the Peer Support Networks.
Download: [Parent Letter for Peer Support.final.pdf](#)

Peer Networks

Parent Letter for Peer Network

Sample of a letter to parents regarding the Peer Network.
Download: [Parent Letter for Peer Network.pdf](#)

Peer Network Checklist - Facilitator

This is a fidelity checklist for facilitators who are running Peer Networks.
Download: [Peer Network Fidelity Checklist- Facilitator.pdf](#)

Peer Network Interaction Schedule

Form to use to schedule interactions between Peer Network members and the student.
Download: [Peer Network Interaction Schedule.pdf](#)

REALITIES OF ASD

“Our kids are alone. They made it through high school somehow – poorly or well. But they are all alone. They don’t go to dances, they don’t go bowling, and it is not because they do not want to.”

-Parent from CSESA focus group



“These students finish high school and then go and sit on the couch...”

WHAT CAN WE DO IN HIGH SCHOOL SETTINGS TO IMPROVE OUTCOMES?

- **Peer Mediated Intervention** involves training peers as interventionists, such as initiating social interaction, providing academic support (e.g., peer tutoring), and serving as responsive social partners for students with ASD.



PEER NETWORK EXAMPLE



PEER SUPPORT EXAMPLE



WHY PMI?

I never understood how social students with disabilities really are. Getting to know Justin has really opened my eyes to my peers with disabilities.



I have a better understanding of Kristine. I know she is smart and has a distinct personality. I feel like I know how to interact with anyone who has a disability.

I didn't think I was going to become so close to this person, but I did, which is cool.

Almost a quarter of students on standard diploma track (22.5%) did not have any social interactions with peers at school during the two week period and almost two thirds (62.8% of students) did not have any regular social partners.

Benefits of Peer-Mediated Interventions

- Effective across a wide range of ages
 - Impact on social interactions
 - Impact on engagement
- Can implement across various settings within a school
- Availability and consistency of peers
- Positive benefits to peers
 - Academics (in some studies)
 - Experiences

TYPES OF PEER MEDIATED INTERVENTIONS

Peer Supports

- **Setting:** In class – academic or specials
- **Peers:** 2-3 peers per class
- **Goals:** Engagement, independence, social skills

Peer Networks

- **Setting:** Out of class – lunch, clubs, etc.
- **Peers:** 3-6 peers in the network
- **Goals:** Social skills, peer relationships, school participation

GOAL SETTING

- Assess skills

 - Formal assessments

 - Informal assessments and observations

 - Checking in with staff

 - and parents

- *Potential tools

 - Secondary Skills Success

 - Checklist

 - Goal Attainment Scaling (on CSESA website)

- Potential goals

 - Initiations

 - Conversations

 - Participation in class

 - Working in a group

 - Social problem solving

 - Greetings

 - Non-verbal skills

 - Use of AAC

 - Asking for help

PLANNING

Peer Supports

□ Peer Support Plan

Generate ideas with peers (and student)

- For various in-class situations

Record ideas on PSP

Revise as needed

Peer Networks

□ Decide peer network settings and activities

Consider student interests

Potential settings

- Clubs
- Athletics
- Lunch

SELECTING PEERS

-
- Interested and excited
 - Motivated to develop a social relationship with student
 - Positive peer model
 - Shared interests or experiences (especially for PN)
 - Shared class (PS) or time (PN) with student
 - Likely to stay involved for semester
 - *THINK CREATIVELY

TRAINING PEERS

- Optional (especially for PN)

 - Ask the student

 - May be needed for students who:

 - Use less conventional means of communication
 - Have challenging behaviors

- Potential topics to cover

 - Strengths and interests

 - Communication strengths, modalities, & needs

 - Student goals

 - Unique behaviors

IMPLEMENTATION

Peer Supports

- Hold planning meeting
 - Brainstorm for PSP
- Facilitate peer supports in class
 - (Re)Arrange seating
 - Support and/or touch base with peers

Peer Networks

- Hold orientation meeting
 - Introduction to group
 - Setting the stage
- Facilitate weekly network meetings
 - Conversation/activities
 - Discuss/plan out of group interactions (last/next wk)
 - Remind of next meeting

IMPLEMENTATION: FACILITATION TECHNIQUES

-
- Modeling
 - Highlight similarities
 - Focus on strengths
 - Teach peers specific skills to encourage interaction
 - (e.g., prompting, visual supports)
 - Redirect interactions (to peers & students)
 - Help to interpret communication and behaviors

 - *Ultimate goal is to fade support!

PROGRESS MONITORING

-
- Check-in with student and peers
 - Provide feedback
 - Point out what is going well
 - Offer suggestions (facilitation techniques)
 - *Can be verbally or in writing
 - DATA!!!
 - Self-monitoring by student
 - Data from peers, TA, teachers, etc.

FIND
CHAMPIONS
AT THE
SCHOOL



SCHOOL CHAMPIONS: STAFF



- Move beyond special education staff
- Staff with a personal interest in ASD
- Personal friends
- Staff with high social capital
- Club facilitators

SCHOOL CHAMPION: STAFF

- Help recruit peers
- Help recruit staff
- Spread the word about the benefits
- Help organize groups
- Help facilitate group

What is a peer network?

- A peer network is created when 4-5 students are partnered together and they socialize. Together they form a peer network.

What does a peer network look like?

- Hanging out together before or after school and having conversations just like you would with any other friend
- Eating lunch together, talking about your day, talking about what you are going to do over the weekend...



Why create peer networks?

- Have fun!
- Make other peer feel comfortable and included
- Meet new people

How can you help other people feel included?

- Say "hi" to your network members in between classes
- Walk with students in your network to their classes
- Hangout with students in your network before or after school or during lunch
- Other suggestions?

What is your role as a peer partner?

- Be kind!
- Make other people feel comfortable and included
- Help students learn the "rules of the road"!

Questions for the Experts!

- What are the social customs at your high school?
- How can we help other students learn those social customs?
- What should you do if you see someone in your network getting bullied?
- What if someone asks you a question about a member in your peer network?

Benefits of being in a peer network:

- Meet new people
- Talk with people who have similar interests as you
- Help make school more welcoming for everyone



SCHOOL CHAMPIONS: STUDENTS

- Look for leadership or service-oriented groups/clubs
- Engage students who are already connected with students with ASD
- High social capital





FIND WHERE
INTERACTIONS
ARE ALREADY
HAPPENING AND
FORMALIZE THEM

OUT OF THE CLASSROOM

- Clubs that interest students with ASD (e.g. anime, Harry Potter, games, movies)
- Sports teams with student managers





COMMON INTERESTS

IN THE CLASSROOM

- Classes that attract students with ASD
- Classes that allow for collaboration



JUMP IN ON
EXISTING
SCHOOL
INITIATIVES



SERVICE LEARNING

Service-Learning Implementation

Each school will develop a strategy to ensure that all students can fully participate in service-learning projects during their years in high school. **For the graduating classes of 2016, 2017, 2018, 2019 ONLY** schools can choose from among the following options:

- One classroom-integrated service-learning project + 25 individual service hours
- Two classroom-integrated service-learning projects + 15 individual service hours
- Three classroom-integrated service-learning projects





ANTI-BULLYING CAMPAIGNS

CREATE NEW
SCHOOL
INITIATIVES





LINK TO
TRANSITION
RELATED
GOALS

| PARTNER WITH PEERS AT JOBS AROUND THE SCHOOL

Athletic Trainer

CTE Experts
(e.g. auto mechanic, marketing)

Arts-Related
(e.g., lighting, sound)

Grounds Crew

Resource Officer


Coach

Instructional Technology

Clerical Staff

Data Entry

Teacher

 **How can our students help to make your job easier while gaining valuable job skills? ✂**

The team in Room 220 is looking for **school-based job opportunities** for our students and wants to help you do your job! Our students can:

- Copy
- Collate
- Cut laminating
- Shred
- Stamping
- Staple/hole punch
- Make deliveries on campus
- Sort mail/stuff mailboxes
- Clean (e.g. tables, bookshelves in media center, floors, lockers)
- Package items/stuff envelopes
- Do/fold laundry (for foods, athletics, etc.)
- Wash dishes
- Shelf books or office supplies
- Water plants
- Recycle/trash
- Collecting library books
- Any other ideas you have- we're open!



We would love re-occurring jobs that we could put in our weekly schedule but we would happily take one-time jobs too. All students will be well supported by staff and jobs will be completed quickly and accurately!

Please contact Ms. Char Rhinehalt in Room 220- stop by or email: crhinehalt@wcpss.net with your job ideas!



We're great workers and would love an opportunity from you!

MICROENTERPRISE

- Ensure campus businesses include students with and without disabilities





TIPS:
TOUT THE
BENEFITS FOR
EVERYONE
INVOLVED



TIPS:
BE CREATIVE
IN YOUR
GROUPINGS/
PAIRING

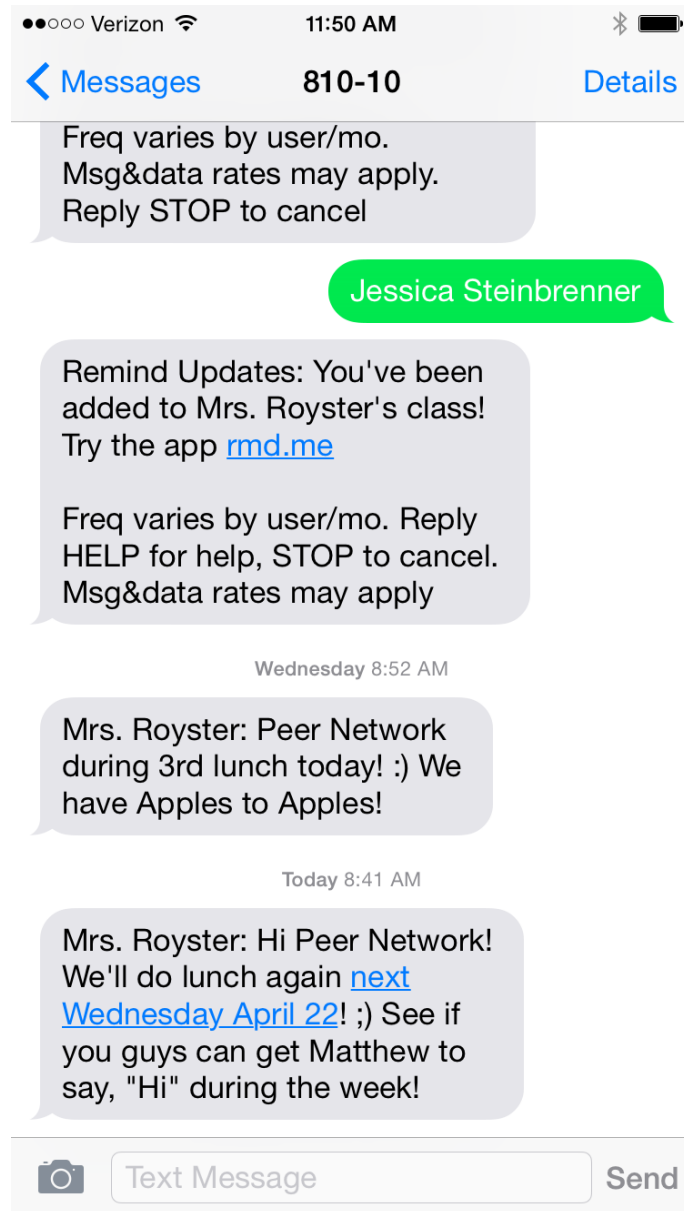


**TIPS:
MAKE
ACTIVITIES
FUN!**

FAVORITE ACTIVITIES

- Jenga (add questions)
- Apples to Apples
- Catch Phrase
- Uno*
- Last Word
- UnGame
- Headbanz
- Quick Cups*
- Suspend*
- Cranium
- Cooking*
- Crafts (tie dye, banners)*





TIPS:
USE
TECHNOLOGY
TO MAKE
THINGS EASIER



TIPS:

EMPHASIZE
CONNECTIONS
HAPPENING
OUTSIDE OF THE
GROUP/CLASS



TIPS:

**BELIEVE IN THE
CAPACITY OF HIGH
SCHOOL STUDENTS!**