THE STUDENT'S SKILLS
FOR PEERS TO REINFORCE

1. THE STUDENT WILL POINT TO MAKE CHOICES BETWEEN PICTURES AND/OR OBJECTS TO INDICATE HER NEEDS, WANTS AND MAKE CONVERSATION WITH OTHERS.
As a peer, I can ask the student if she wants "more" or is "finished" with an activity she is working on, point to her PC activity board and wait for her to respond. If she does not respond after 10 seconds, I can ask again and nudge her elbow briefly to prompt her to respond. (Avoid hand over hand).

2. THE STUDENT WILL USE A STEP-BY-STEP COMMUNICATOR TO INITIATE INTERACTIONS.
As a peer, I can record a joke or question on the student's Step-by-Step Communicator for her to give to other kids on the playground each day.

3. THE STUDENT WILL USE HER HANDS TO ACTIVELY PARTICIPATE IN MORE ACTIVITIES WITH LESS PROMPTING.
As a peer, I can show the student how to do something at one of the socials or science stations, in an art class or during music time and tell her it is her turn. It will help her if I show her how to do it once and then encourage her to do it.

4. THE STUDENT WILL MOVE THROUGH HER ROUTINES AND JOBS ...
- **WITH INCREASED ACCURACY IN HER USE OF THE WALKER WITH LESS PROMPTING FOR SPECIFIC DESTINATIONS**
- **BY MOVING FROM ONE HAND WALKING TO MORE INDEPENDENT WALKING FOR SHORT DISTANCES**
- **WITH INCREASED INDEPENDENCE AND LESS PROMPTING IN TRANSITIONS SUCH AS MOVING FROM FLOOR TO SITTING TO STANDING**

I can do things with the student during gym time. I can also accompany the student on most of her jobs throughout the school and encourage her to participate. I will praise her when she does her job well.

5. THE STUDENT WILL GREET OTHERS BY MAKING EYE CONTACT WITH THEM WHEN THEY ARE FACE TO FACE WITH HER AND SAY HELLO.
As a peer, I can crouch down in front of the student's walker and say "Hi _____" with a soft animated voice at some point when she comes into the classroom. When she glances at me, I will say "Good looking at me _____. You said hello". (Pause at least 10 seconds for her to respond and don't come into her space too closely as she is somewhat shy. If she does not respond, I will ask her to look at me to say hello again.)

THE STUDENT'S EDUCATIONAL SKILLS

1. THE STUDENT WILL USE HER HANDS TO REACH, GRASP, HOLD AND RELEASE OBJECTS IN FUNCTIONAL ACTIVITIES.
(e.g., during turn taking activities)
… I can _____

_____

2. THE STUDENT WILL USE HER GAZE TO MAKE CHOICES BETWEEN TWO OBJECTS. (Refer to scripted routine for choice making)

… I can _____

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3. THE STUDENT WILL PARTICIPATE BY USING A SWITCH WITH HER RIGHT HAND TO: (e.g., during turn taking activities)
- **engage in leisure activities**
- **help others**
- **have a voice**
- **control her environment**

… I can _____

4. THE STUDENT WILL INDICATE THAT SHE WANTS "MORE" OF AN ACTIVITY WHEN IT IS STOPPED, THROUGH HER FACIAL EXPRESSIONS AND/OR VOCALIZATIONS.

… I can _____

_____

5. THE STUDENT WILL ACTIVELY PARTICIPATE IN ALL CHANGES OF POSITION. (e.g., standing transfers & two-person lifts)

… I can provide opportunities for _____

_____

6. THE STUDENT WILL USE HER EXPRESSIONS, VOCALIZATIONS, GESTURES AND BODY LANGUAGE TO COMMUNICATE WITH OTHERS. (e.g., giving her feedback from Personal Dictionary; acknowledging her greeting to others; etc.)

… I can verbally acknowledge _____

_____

Inservice On Using The Student's Personal Dictionary

The Personal Dictionary should be reviewed initially with the entire class so that they can ask questions. Then it should be made available either by laminating and hanging on the wheelchair chair or by posting it in large print somewhere visibly accessible by all in the class. This should be reviewed by all and updated twice a year to keep it current.

Questions to pose in an inservice to peers, could include:

• Discussion: In what ways do you communicate non-verbally with your friends? (Discuss in small groups and then share with larger group.)

• Discussion: What kinds of behaviours (gestures, facial expressions, vocalizations, body tone, etc. have you noticed that the student uses to communicate? What do you think some of these mean?

What are some of the ways that your student communicates? List these here:

• Activity: Read out some of the behaviour descriptions and ask peers what they think the student is communicating. Select several, or write them out and place them in a box, hat, bin for peers to choose.

• Discussion: Ask peers, "How do you think we can let the student know that we understand what he is communicating?" Explain the response portion of the Personal Dictionary and try modeling it or role playing it with a peer.

• Activity: Journal Writing - Have peers take out their Personal Planning Journals or a piece of paper and respond to the following questions about the student's communication:

a) Recall: What did I learn or remember?
b) Reflect: What insights do I have about this information or experience?
c) React: How might this change the way I behave in the future?

Inservice On The Student's Use Of Hands

Discussion: We use our hands in many different ways. We all started to learn about our hands and what they do when we were very young. We often learn by playing. What are some ways we like to play with our hands? One of the most important things we learned was using our eyes and hands together. What do our hands help us to do?

Activity: Hands tell us what things feel like. (Do this with your eyes open and eyes closed). (e.g., bath - hot/cold; hard/soft; heavy/light)

Discussion: We also communicate or talk with our hands as well as our voices. (Provide some examples in a guessing game: stop; point; raise hands)
Some people who can't talk with their voices learn to talk with their hands (e.g., sign language – more/finished)

What do we do for ourselves and for other people using our hands?
Classmates list activities they do (e.g., buttons, zippers, laces, velcro straps, getting dressed, play, centres, etc.)

Hands also act as tools. We look after ourselves (e.g., toothbrush; hairbrush; etc.) We play games (e.g., Nintendo). We work (e.g., using pencils, crayons, paintbrushes, etc.)
Not everyone can use their hands in the same way.
Activity: Have some students take turns picking up small objects or other tasks with mitts and/or gloves on. (e.g., oven mitts, cloth gloves, rubber gloves, etc.)

For people who have a hard time using their hands, there are special tools called switches.
Activity: Demonstrate the use of the switch with a device (e.g., tape recorder, fan, light, etc.)

List some of the switches your student uses and how you might set this up for a demonstration:

Inservice About The Student's Skills And Goals

A discussion could begin talking about the goals of the class as a whole. Next, the facilitator could begin asking about each individual's personal goals. We are looking for parallels. These may be broken down into areas or categories.

• Activity: Ask peers to discuss in small groups, then share with the larger group, some of the goals they are working on and the skills they may need to achieve these goals. List on the blackboard: Goals / Skills Needed. List some examples in a group discussion.

• Discussion: Talk about some of the goal areas that the student is working on (e.g., communication, being able to participate, use his hands, etc.). Ask the class if they know of some of the ways that the student is working on each area (e.g., communication - list these on the board. Some of these skills could include looking at peers when they greet him; making choices between two objects by looking at or reaching towards the object he wants; expressing himself through his vocalizing, facial expressions, gestures, etc. his needs and wants.) Repeat this process with emphasis on his beginning hand use and talk about the use of a switch for the student.

• Summarize and prioritize three or four of the student's learning objectives or skills for classmates. This is what the classmates will be reinforcing in each activity and interaction. These could also be reviewed with the class and posted in large print for easy viewing.

Inservice On The Student's Use Of A Switch To Participate

• Discussion: Start discussion by asking peers what kinds of activities can they do now, that they could not do 5 years ago, or even 2 years ago. "How does this make them feel?" What kinds of things do they still need help with from others (e.g., mom, dad, older brother or sister, etc.) such as driving somewhere, cooking a meal, etc. Talk about how all of us like to feel that we can do something for others or ourselves. Sometimes we may not be able to do all of the activity ourselves, but some part of it (e.g., making cookies, mowing the lawn, etc.) Talk about how the student cannot use his hands the way that we do. His brain does not send him the messages that he needs to make his hands do the things that we do. But he can participate by using his switch to make things happen, help others, entertain himself, etc.

• Activity: Set up a switch and ask if anyone in the class knows how to use it? You may try two kinds of switch set ups (e.g., BIGmack for voice output; or a switch attached to a Powerlink II and set up with a popcorn maker, etc.) Ask for volunteer to demonstrate.

• Discussion: How does the student use the switch? What is his job in using the switch? How does he participate? What can you do to help him in this activity? (Encourage him, hold the switch, hold his arm at the right place, etc.)

How could peers assist or prompt your student to use the switch, without doing it themselves, hand over hand? List the ways students can prompt below:

• Activity: Have peers work in small groups, to brainstorm as many ways to
- use the BIGmack in the classroom, school, playground
- use the switch attached to another piece of equipment to make it run

Share their findings with another group, and then try some of them out using the BIGmack in front of the class.

Inservice On The Student's Use Of Senses

Discussion:
Who has heard the word senses before? What are our senses?

Hearing: How do you know when its time for recess? How do your ears tell you?
Seeing: How do you know when it is safe to cross the street? How do your eyes tell you?
Smelling: How do you know when someone is making popcorn? How does your nose tell you?
Touching: How do you find your pencil in your desk if you don't want to bend over and look? How do your hands tell you?
Tasting: How do you know if you like something that you are eating? How does your tongue tell you?
Moving: Close your eyes. What position is your foot in? How do you know that? Open and close your hands until I say stop. Keep your eyes closed. Are your hands open or closed? How do you know that?

What do our senses tell us? (They tell us what our world and our body looks like, sound like, feels like, tastes like and smells like... and where our body is.)

Activity: Some people have senses that work differently than yours and mine. We're going to do some things so you can see what that might be like. You will work with a partner. One person in each pair will put on a blindfold. Bring your partner here to get a bag, then show them back to their desk. Hold it for your partner to take something out. Don't tell them what it is. Can they guess? How did they figure out what it is?
Switch places. Put on the blindfold. Come and get a different bag. Identify what is in your bag.

Discussion: What did you find in the bag? How did you know what they were? How did you feel when you were blindfolded? (scared, helpless?)
How would you do your work if you could not see? (feel, move, listen?)
What did your partner do that was helpful?
What else might be helpful?

Do you have any questions?

Share Vision Strategies With Peers

The teacher of the visually impaired may be able to help update some of the considerations or guidelines with regards to his vision. It is also helpful to share with peers, some of the guidelines provided by your local teacher of the visually impaired.

For example:
- When asking questions, pair the object(s) with the question.
- Combine sound effects with the visual activity wherever possible.
- Bring your face into the student's visual field when talking to him.
- Give verbal feedback to the student about what his eyes are doing.

Your local teacher of the visually impaired may be able to provide ideas for an experiential workshop or inservice to peers in combination with sharing some tools and techniques to use with the student.

Some of the following questions, which when addressed through a functional vision assessment, can often assist those who work with the student (including his peers):
- At what distance should object, pictures or people be for the student?
- How does he respond to pictures versus objects?
- Does movement of the object or picture make a difference?
- What other sensory factors help the student with his vision?

List below the guidelines or factors that need to be considered when presenting your student with something you wish the student to use his/her vision. If you are not sure, have your vision teacher fill these in.

PERSONAL PLANNING JOURNALS

This activity was developed by an intermediate teacher in Armstrong. The grade 7 class would write in a workbook, their reflections and learning on various experiences presented by the teacher. The students generally write regarding the following headings:
1. Recall: What did you learn or remember?

2. Reflect: What insights do you have about this information/experience?

3. React: How might this change the way you behave in the future?

One such experience occurred after an inservice with the class about a student's personal communication behaviours. By following up with some writing and reflection, students shared some incredible insights. The following are some examples. On the next page is a sample which can be used in this activity.

Student 1's Journal:
Recall: "Today I learned that 'Jane' has many more ways of communicating than I thought".
Reflect: "Now that I know how she communicates, I will probably be able to understand more of what she likes and doesn't like and what she wants and doesn't want".
React: "Ask her questions she will be able to answer, instead of questions that need a sentence answer."

Student 2's Journal:
Recall: "I learned two things about Jane: that she could say words such as annoying or no. She also can tell you if she doesn't want it or wants it."
Reflect: "Now that someone came and explained things, I know more about Jane that I never knew before."
React: "My plan is not to treat her like a baby and treat her like a normal thirteen year old. I'm going to do that by not reading her baby books or talk to her like a baby".

Student 3's Journal:
Recall: "Today I learned that Jane says 'cookie'. I did not know this and it was interesting to find out. I also learned that there is a team working to help Jane learn."
Reflect: "This effects my relationship with Jane because now I know how to act toward her."
React: "I have signed up to do stuff with her and I plan to pay more attention towards her."

Student 4's Journal:
Recall: "Today I learned that Jane tries to play on the monkey bars with the other kids. She also looks away when somebody is talking about her. She enjoys laughing and touching different things too.
Reflect: "How this reflects on my relationship is no different from how I talk to my personal friends."
React: "I am going to treat Jane like a 13 year old deserves, like talk to her as somebody talking to you, not like a kid or adult talking to a baby."

Student 5's Journal:
Recall: "I learned that Jane likes to go to "Munchy Bar" and hang out. I also learned that Jane says many words."
Reflect: "This reflects our relationships lots because now I know more things that Jane can do. Me and Jane do not really have a relationships because I have really never talked with Jane much."
React: "I do not react to this much but happy to know more things about her. I hope I can see what Jane is really like".

PERSONAL PLANNING JOURNAL

Name: _____ Date: _____

1. RECALL:

_____

_____

_____

_____

_____

_____

2. REFLECT:

_____

_____

_____

_____

_____

_____

3. REACT:

_____

_____

_____

_____

_____

Building A Peer Support Group

If classmates are unsure as to how to respond to the student, they may need support in this area. Peers can also be helpful in identifying problematic areas in which the student may need some assistance to be more involved. Peers can identify interests and social activities which adults and caregivers may otherwise forget. Sometimes a peer support group is helpful. The children who come together into the circle often become part of a group and support themselves as well as the student.

Here are some suggestions for a peers support group:

• Gather together a volunteer group of children who have shown interest in the student.
• Outline the goals and purpose of the program (e.g., inclusion).
• Ask questions to stimulate discussion and thinking:
    a) What do we want for the student?
    b) What don't we want?
    c) What do we need to get started?

• List suggested activities and types of support that may be needed in order for the student to be included.
• Set up committees with student committee leaders with an adult resource person.
• Set up timelines for particular responsibilities.
• Explain the necessity for weekly or bi-weekly meetings.

The facilitator of the peer support group should have lots of social connections with the classmates, (e.g., a resource teacher who teaches Home Ec or Volleyball after school or an assistant who relates well to other peers.)

Brainstorming Mutual Interests

This activity involves the entire class brainstorming their areas of interest. The teacher records different areas of interest (e.g., computers, books, swimming, movies, etc.) and lists various classmates' names under these categories. The special needs student is included with information from home and verbal input provided from the E.A. if needed.

The E.A. or resource teacher records all of the classmates' names under the areas of interest which are similar to the student. This list (along with a class phone list) can be forwarded to the parents of the student. It may be easier to call and arrange a "get-together" when it revolves around an activity which is enjoyed by both parties. The parent may wish to invite two classmates as this is often helpful in generating discussion and alleviating any anxiety when getting to know the student.

The teacher can encourage all classmates to engage in a phone number exchange at the end of this exercise with scraps of paper. This encourages the classmates to expand their own social networks with those who have mutual interests. *We often have friends who facilitate new relationships for us.*

Clubs – Lunch Time

Clubs can be created around many different interests and activities. Participation in clubs can offer a great opportunity for the student to participate during lunch hours, recess or after-school activities. The student might participate in clubs that already exist within the school. It is helpful to also create new clubs that the student can participate in. The following are some suggestions for noon-hour clubs in the student's school ...

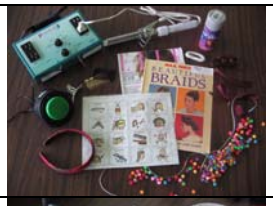
Club	**The Student's activity**
• Fan Club	• collect memorabilia • play his/her music • ask questions about his/her latest activities • trade pictures and magazines • collect clothes that look like the idol's
• Treats – Club	• make and sell popcorn • make and sell smoothies • make and sell cookies
• Nail Club	• make choices between colour • make choices between activities like filing, trimming, cleaning, hand lotion • run the nail dryer for peers
• Hair Club	• run hair dryer • run hair curler/dryer combo • make choices for hair doodles • make choices for hair styles • make choices for clips in hair • make choices for temporary hair colour sprays and streaks
• Make-up Club	• exchange teen magazines • make choices about eye colour, blush, lipstick, etc. • run make-up light using Powerlink • ask questions about make-up using a Step-by-Step Communicator
• Collections – create a club that revolves around a collection of any items that interest peers; these often vary according to the age level	• make choices with objects - trade • ask questions using voice output • interview others about their preferences regarding the collection with a Step-by-Step Communicator
• Joke Club	• exchange jokes & riddles • tell funny stories • share joke books
• Game Club	• use the switch & spinner with Twister or any dice related game

The following are some examples…

	Nail clubs are often popular for both elementary and secondary students. Choices can be made around colours of nail polish, filing, cleaning, cutting, etc. This student is using her switch to run the nail dryer set for 10 seconds on the AbleNet Powerlink. If you don't have a nail dryer, a hand-held blow dryer also works, as is also demonstrated in this picture.
Many students enjoy computers and some schools offer computer clubs for recess or noon hour to peers. Single switch access is available for many games and activities for different age levels. Peers can take turns for some games such as "Teen Tunes". Priory Woods also offers free age appropriate single switch software, which can be downloaded. (Refer to Priory Woods http://www.priorywoods.com).	
	Clubs can be created for primary classes as well for indoor days during recess or noon hour. Intermediate students can sometimes visit primary classes as big buddies to assist. Here our student is enjoying some "water play" as a station or club during recess.

Participation Kits
For Jobs And Social Clubs

The following are ideas for assistants and teachers to download the PISP website
Go to http://www.pisp.ca/kits/index_jobs_participation.html

	Dog Biscuit Job		Paper Shredding Job
	Sweater Shaver Job		Pencil Sharpening Job
	Hairstyle Club (Elementary)		Hairstyle Club (Secondary)
	Makeup Club (Secondary)		Twister Game
	Nail Club		Music or Book Club
	Male Grooming Club		Cooking Club
	Craft Cards Club		Coffee Club

"Friends of....Club"

The following strategy was developed by Marsha Forest and involves neighbours, classmates, relatives and friends who are invited to the family's home to brainstorm how they can help expand the student's social network. The following are some strategies:

• List the student's interests and regular activities (including chores).

• Ask individuals to commit to one activity per month based on a mutual interest (e.g., taking the person to a hair cut, since the individual goes down town once a month for another errand; going to the library to pick out some books, etc.).

• The facilitator develops a calendar which outlines everyone's commitments. This calendar is flexible and goes out with a newsletter once a month to keep everyone motivated and informed about changes and progress.

• It is good to designate a facilitator or advocate for the student other than the family so that they don't feel that they are begging for assistance. The facilitator doesn't need to be a professional.

Reported Outcomes

• Some students have indicated that they have more choice over their lives and more independence.

• Community involvement is seen as being more "adult-like", whereas staying at home is viewed as more "child-like".

• This process also relieves the parents from total responsibility for social activities.

• The student may learn to generalize social skills and become more outgoing over time by modeling more appropriate independent behaviours.

(**Demonstration video, entitled "Friends of...Clubs" by Marsha Forrest, may be ordered through Inclusion Press, 24 Thome Crescent, Toronto, Ont. M6H 2S5, Tel/FAX: 416-658-5363. See Inclusion Press Order Form in "Integration Reference Section" of book.*)

Social Calendar

(Queen Charlottes)

The Student's Monthly Newsletter

Highlights to share….

• The student tried a boating activity this past month and really enjoyed it!
• She made a new friend at the local library and enjoys reading stories on the computer
• Christel will no longer be able to help at the pool, so we are looking for any interested volunteers for any day of the month.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
			1 • Library 11-12 am (Respite Wkr) • Lunch 12-1 (Respite Wkr)	2 • swim & shower 1-3 (Respite Wkr)	3	4 • hair appointment (Neighbour)
5 • church 10-11am (Grandma) • youth group 7-8pm (Chris)	6 • hospital – cookies 2-3 pm (Respite Wkr)	7 • music jam 7-9 pm (School Friend)	8 • Library 11-12 am (Respite Wkr) • Lunch 12-1 (Respite Wkr)	9 • swim & shower 1-3 (Respite Wkr)	10	11
12 • church 10-11am (Grandma) • youth group 7-8pm (Chris)	13 • hospital – cookies 2-3 pm (Respite Wkr)	14 •	15 • Library 11-12 am (Respite Wkr) • Lunch 12-1 (Respite Wkr)	16 • swim & shower 1-3 (Respite Wkr)	17	18 • Lunch 12-1 (Mom)
19 • church 10-11am (Grandma) • youth group 7-8pm (Christel)	20 • hospital – cookies 2-3 pm (Respite Wkr)	21 •	22 • Library 11-12 am (Respite Wkr) • Lunch 12-1 (Respite Wkr & Christel)	23 • swim & shower 1-3 (Respite Wkr)	24	25
26 • church 10-11am (Grandma) • youth group 7-8pm (Christel)	27	28	29	30	31 Birthday • party 6-7pm (Karen & Christel)	

Social Calendar
(Fort Nelson)

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
					1 Day Program • Brkfst • bowling	2
3	4 Public Library	5 A & W	6 Coffee Subway	7	8 Day Program • Brkfst • crafts	9
10	11 Public Library	12 Capp A Lu's	13Personal Shopping	14	15 Day Program • Brkfst • dance	16
17	18 Public Library	19 Pampered Pets	20 Shopping	21	22 Day Program • Brkfst • music • Games	23
24	25 Public Library	26 L A Coffee – muffin and drink	27Personal Shopping	28	29 Day Program • Brkfst • Movies	30