

Peer Support Plan

At the beginning of class....

<i>The student could...</i>	<i>Classmates could...</i>	<i>The facilitator could...</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When there are lectures or whole group instruction...

<i>The student could...</i>	<i>Classmates could...</i>	<i>The facilitator could...</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When there are small group or lab activities...

<i>The student could...</i>	<i>Classmates could...</i>	<i>The facilitator could...</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When there is independent seatwork...

<i>The student could...</i>	<i>Classmates could...</i>	<i>The facilitator could...</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

At the end of class...

<i>The student could...</i>	<i>Classmates could...</i>	<i>The facilitator could...</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Big Ideas for Peers

- Get to know your partner ... ask lots of questions and find out what he or she enjoys.
- Involve your partner in conversations with other classmates – interacting with others is an important goal.
- Look for opportunities to involve your partner in class activities, even in small ways.
- Make sure you complete your own work; learning the class material is still your priority.

Specific Ways to Offer Support

