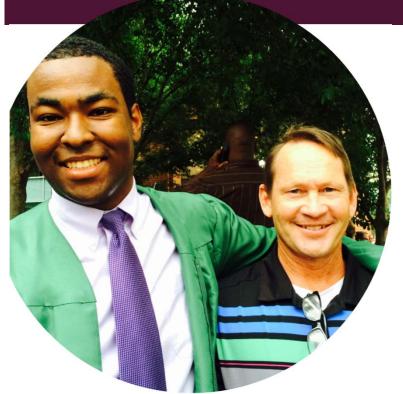


HELPING HIGH SCHOOL STUDENTS WITH ASD DEVELOP AND SUSTAIN PEER RELATIONSHIPS

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CSESA



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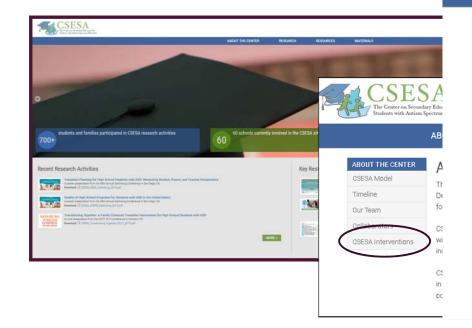
- Center on Secondary Education for Students with ASD
 - Research & Development Center
 - Purpose: To develop and study a comprehensive high school program for students on the autism spectrum
 - Worked in 30 high schools implementing peer-based interventions

CSESA The Center on Secondary Education for Students with Autism Spectrum Disorders

FIND CSESA

http://csesa.fpg.unc.edu/





	ABOUT THE CENTER	FAMILIES	PROFESSIONALS	RESEARCHERS
CSESA INTERVENTIONS	CSESA Peer and Social Competence			
CSESA Foundations	Peer Supports			
OSESA Academic	Blank Peer Support Plan This is the form to use for making the individual student peer support plan. Download: இ Blank Peer Support Plan. Download: B Blank Peer Support Plan. This is the fidelity checklist. Facilitator This is the fidelity checklist. 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.			
OSESA Independence and Behavior				
CSESA Peer and Social Competence				
OSESA Transition and Families				
OSESA Evidence- Based Practices				
Evidence-Based Download: Peer Supports Manual pdf Practices 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 latter to inform parents of the Peer Support Networks. Download: @ Peer Network Parent Letter for Peer Network Sample of a letter to parents regarding the Peer Network. Download: @ Peer N			
	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.			

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



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.

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. 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.

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 wel-. coming 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





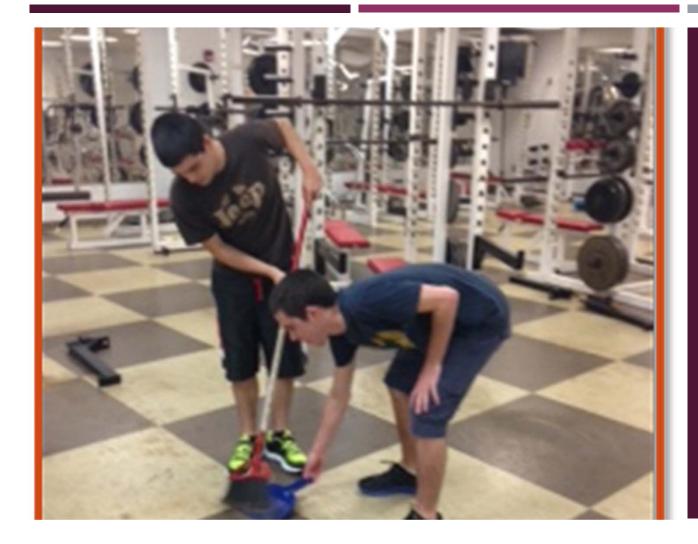




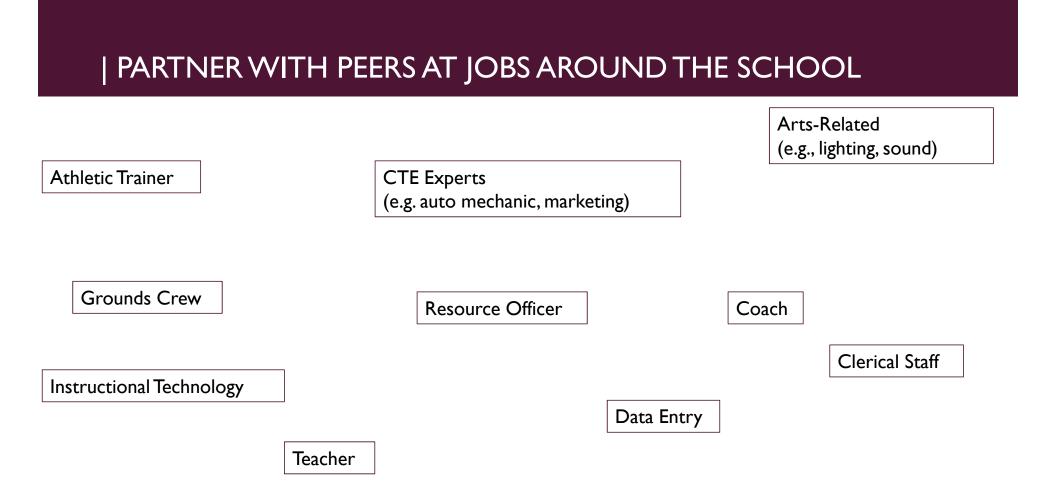
ANTI-BULLYING CAMPAIGNS

CREATE NEW SCHOOL INITIATIVES





LINK TO TRANSITION RELATED GOALS



How can our students help to make your job easier

while gaining valuable job skills? imes

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



- 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

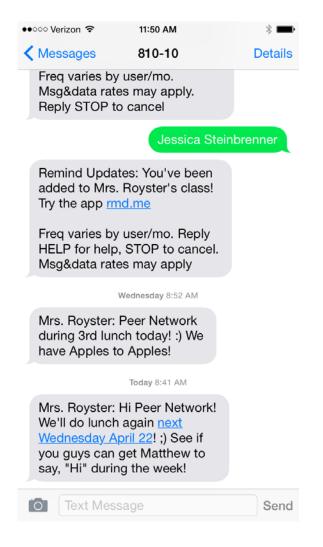


TIPS: MAKE ACTIVITIES **FUN!**

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



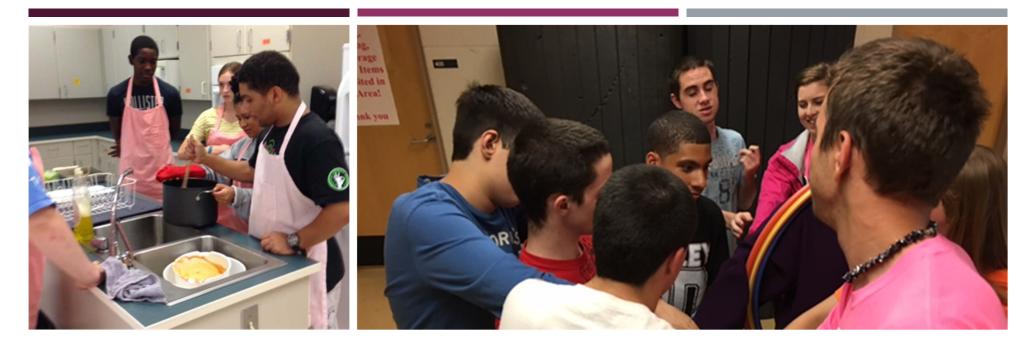
TIPS:

EMPHASIZE CONNECTIONS HAPPENING OUTSIDE OF THE GROUP/CLASS



TIPS:

BELIEVE IN THE CAPACITY OF HIGH SCHOOL STUDENTS!



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