

## Peer support problem solving

### Objective(s)

When presented with a problem, learners formulate an appropriate response based on their knowledge of peer support.

### Description

In groups, learners discuss solutions to scenarios related to peer support.

### Required Materials/Resources

#### Learner Materials

- Method to submit answer to instructor

### Detailed Facilitator Instructions

1. Divide class into small groups.
2. Ask groups to discuss adults' roles in facilitating peer interactions in each of the following scenarios:
  - a. Teacher suggests to one of Luke's classmates that she hold hands with Luke as they play in the sprinkler.
  - b. Teacher structures song with peer on her lap for Jack to imitate.
  - c. PT welcomes other children into her activity with Jake.
  - d. Mother steps back and lets big sister direct brother.
3. Ask groups to discuss what each adult needs to consider to facilitate a successful interaction.
4. After groups have met, have each group present in class or through a discussion board.

### Suggested Assessment

Considerations for facilitating a successful interaction:

1. When should the adult step in versus linking the child to a peer?
2. Are there children in the classroom who are a willing to serve as peer supporters and are good matches for the child?
3. How much support will need to be provided to the child with disabilities?
4. How can you monitor the peer support interaction unobtrusively?

### Facilitation Tips

- Learners can respond in class, online, or via email.
- Break into groups to discuss and respond.
- Present learners with a different scenario and ask them to modify the situation to include peer support.

This activity is part of Module 1: Embedded Interventions. To view the content related to this activity, go to [Step 3: Evidence](#).

**Instructional Method**  
Problem Solving Session

**Level**  
Advanced

**Estimated Time Needed**  
5 minutes for instructor preparation  
30-45 minutes for learner activity

- Ideas for further discussion:
  - Instructor can throw in a "wild card" to each scenario for learners to discuss and present strategies for how they would handle the situation. A wild card is a what-if circumstance (e.g., Ava moves too fast for Luke; two kids leave their centers to join rolling activity with Jake).
  - Ask learners to devise a "what if" table of wild cards and responses for each vignette, or for vignettes they devise or observe during fieldwork and visits to early childhood settings.
  - Have learners discuss how to handle scenarios based on the videos.
  - Have learners discuss how to talk with parents about their child's play with peers.

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**Alternate Version(s)** (refers to different level of difficulty)

- [Activity Guide 1.4a](#): Describe peer support
- [Activity Guide 1.4b](#): Choose examples of peer support
- [Activity Guide 1.4d](#): Identify examples of peer support

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**Credits**

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