



## Self and Peer Instruction

### Objectives

The participant will be able to-

1. Plan self-directed learning using video/audio
2. Describe types of peer supports
3. Develop and use peer supports to promote socialization and learning

### Background Readings

- Agran, M., Cavin, M., Wehmeyer, M. W., & Palmer, S. (2006). Participation of students with moderate to severe disabilities in the general curriculum: The effects of the self determined learning model of instruction. *Research and Practice for Persons with Severe Disabilities, 31*, 230-241.
- Cannella-Malone, H. I., Fleming, C., Chung, Y.-C., Wheeler, G. M., Basbagill, A. R., & Singh, A. H. (2011). Teaching daily living skills to seven individuals with severe intellectual disabilities: A comparison of video prompting to video modeling. *Journal of Positive Behavior Interventions, 13*(3), 144–153.
- Carter, E. W., Asmus, J., Moss, C., Cooney, M., Weir, K., Vincent, L., ... Fesperman, E. (2013). Peer network strategies to foster social connections among adolescents with and without severe disabilities. *TEACHING Exceptional Children, 46*, 51–59.
- Carter, E. W., & Kennedy, C. H. (2006). Promoting access to the general curriculum using peer support strategies. *Research and Practice for Persons with Severe Disabilities, 31*, 1-9.
- Coyle, C., & Coyle, P. (2004). A videotaped self-modeling and self-monitoring treatment program to decrease off-task behavior in children with autism. *Journal of Intellectual and Developmental Disability, 29*, 3-15.
- Harper, C. B., Symon, J. B. G., & Frea, W. D. (2008). Recess is time-in: Using peers to improve social skills of children with autism. *Journal of Autism and Developmental Disorders, 38*, 815-826.

## Materials for Participants

Internet access for attention getter activity.

PowerPoint on Self and Peer Instruction (not provided; this can be created using the background readings).

## Activities

Attention getter: Have students teach themselves a Qi Jong move using a video model on this website. <http://nqa.org/resources/what-is-qigong/> After viewing the video on the website, let participants stand up and try what they remember. Ask what more they would need to teach themselves Qi Jong (e.g., step by step directions). If anyone in the group knows Qi Jong, let them show the group a simple move. Then talk about the benefits of peer instruction.

PowerPoint on Self-Directed and Peer Instruction that you created. Be sure while presenting the PowerPoint to pause for group discussion.

Small Groups. Have students develop a task analysis for locating a popular internet site and then plan in groups how to teach students to find this site through: a) video modeling, b) picture self-instructions (e.g., screen shots), and c) peer instruction.

Small Groups. Have the groups expand on this by talking about how the internet could be used as part of a self-determined learning model (e.g., student locates information on topic of their choice). How would students be taught to use self-directed learning for this goal?

Role play. To illustrate the difference between peers as tutors vs social supports, ask some outgoing participants to do a role play for the group of two participants going to a café for a soda. In the first scenario, the peer is teaching the person with disabilities how to buy a soda. In the second, the peer's primary role is to socialize. Let the group discuss the difference and how both are important.