

**USE WHAT IS NATURAL**

Peer Tutors & Social Skills

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**USE WHAT COMES NATURAL**



# Using the Natural to teach Social Skills

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- Why
  - “Outside instructional settings, it is unlikely that task-related interactions are common in friendship relationships.”(Hughes, Carter, Hughes, Bradford, and Copeland, 2002)
- Where
  - Where not?
- How
  - Modeling Prompts
  - Peer Pressure
- What
  - Everything!!!!
- When
  - Every waking moment!!!



# Why use peers?

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- Availability
  - How do we learn?
    - Natural support
- Same vs. Different Peers
  - Generalization
    - Research support
- Involvement creates acceptance & understanding
  - Mutual Learning
    - Development of Friendship



# Where can the peers teach Social Skills?

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- Classroom
- School Building
- School Events
- Community
- Job Site
- Home
- Church
- Where not?

# How & What to Teach Social Skills Using Peers

Communication	Behavior	Rec/Leisure
Relationships & Maturation	Employment	Transition



# Communication

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- Conversation
  - Initiation
  - Responding
  - Turn taking
    - Waiting
  - Age Appropriate
- Body Language
  - Stance
  - Appropriate vs Non-appropriate
- Phone Conversations
  - Friendship development
  - Appropriate



# Behavior

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- **Role Model**
  - Modeling is the best practice
  - Is this peer right for peer tutoring?
- **Peer Pressure**
  - Talk to everyone the same way
  - Deliver reinforcers (peer tutors & others) (positive & negative)
- **In school**
  - Classroom, Lunch, Assemblies, Hallways, Class time, School Functions
- **In community**
  - Attitude
  - Manners
- **Natural peer behavior correction vs Disciplinary**
  - Where does the peer stop and the teacher enter?



# Rec/Lesiure

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- Turn Taking
- Physical Skills
- New Experiences
- Generalize Social Skills
- Meeting new people
- Behavior
- Age Appropriate



# Relationships & Maturity

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- Puberty
  - Emotional/Mental
  - Physical Changes
  - Physical Behavior (school, community, home, job)
- Friendship
  - Same Sex vs Opposite Sex
  - Reciprocal
    - Is this a friend that you want to have?
    - Does this person want to be your friend?
- Dating
  - Jealousy
  - Behavior (verbal & non-verbal)
- Friendship vs. Dating
  - Is she your girlfriend or your girl friend?
  - Wanting what non-disabled peers have?
  - Behavior

# Relationships & Maturity Cont'd

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- Sex
  - Know how the parents and peers feel!!!!!!
  - Behavior
    - School, Home, Community
- Family
- Professional
  - Behavior
    - Verbal
    - Non-Verbal
  
- What and when is it appropriate?



# Employment

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- “Engaging in social interactions in employment settings is perceived by employers and co-workers as critical to acceptance and success at work.”  
(Chadsey-Rusch, Linneman, & Rylance, 1997)
- “Learning to interact during high school in ways that are expected on-the-job may promote social acceptance and employment success of students with disabilities when they enter the workforce.” (Hughes, Carter, Hughes, Bradford, Copeland, 2002)



# Transition

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- Independent Living Skills
  - Strangers
  - Money (not just budgeting)
    - Donations
    - Pressure from others
    - “Flashing/Bragging”
  - Neighbors
    - How to handle a neighbor
    - How to be a neighbor
- Transportation
  - Driver’s Education
- Community Skills
  - Using Community Agencies
- Man vs Boy or Woman vs Girl
  - Making Choices
- Disagreements
  - Behavior



# Summary

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- Use what is at the student's natural disposal.
- Pay attention to what the family teaches and wants taught.
- Peer Pressure is not always bad.
- Peer vs Teacher
- Teach the Peers first
- Set Limits
- OBSERVE!!!!!!!
- **Let Nature Take Its Course**