

Reflection Tool: Key Elements to Promote Social Interaction and Relationships Among Students with Severe Disabilities and their Peers

Key Element		What are we doing well right now in this area?	What could we do better or different in this area
Intrinsic Student-focused Barriers and Key Elements	Students with disabilities have reliable communication systems appropriate for interacting with peers		
	Students with disabilities have appropriate social and communication goals and objectives and are making progress on these goals		
	Students with disabilities are able to share input about peers they want to spend time and interact with		
Environmental/ Support-focused Barriers and Key Elements	Students with and without disabilities participate in shared activities		
	Adults help connect students with and without disabilities based on their shared interests		
	Students with disabilities have physical access to materials and settings used by peers without disabilities		
	Students with disabilities receive the right amount of support from adults to facilitate but not hinder peer interaction		
Peer-focused Barriers and Key Elements	Peers without disabilities are given encouragement, information, and training they need to enjoy interactions with their classmate with a disability		
	Peers without disabilities act as friends, not teachers or tutors during interactions		

Biggs, E. E. (2016, August). Created for: *The power of peers: Enhancing Social Interaction of Students with Severe Disabilities*. Presentation for the 2016 School SLP Conference at Vanderbilt University