



Peer to Peer Online/Hybrid “For Credit” High School Course

Course Overview

GOAL: The goal of this curriculum is to provide access to a quality, engaging, and age-appropriate content for Peer to Peer high school courses. This curriculum includes content, lesson plans, assignments, and grading criteria in alignment with Michigan’s Department of Education Pupil Accounting Manual requirements. Formalized Peer to Peer “Link” programs are recognized within Michigan’s Pupil Accounting Guidelines:

“Peer to peer Course Credit Programs represent one model of 21st Century instructional design that incorporates applied (experiential) learning in a non-traditional manner. A peer to peer program is a strategy for providing ongoing support and modeling from one non-disabled pupil to a pupil with an individualized education program (IEP). It encompasses both the academic and social domains. Benefits are derived by both pupils.”

RATIONALE: Historically, teachers charged with developing and leading peer to peer programs at the local level have successfully used the Autism Internet Modules (AIM) provided through the Ohio Center for Autism and Low Incidence (OCALI) as the content for the course. Given that these modules were developed for training adults and teachers working with students with autism, it was discovered that these modules didn’t always lend themselves well to providing quality content geared towards high school students. With that in mind, the Statewide Autism Resources and Training Project (START) used the AIM modules as just a foundation for developing a thorough, more age appropriate, and engaging curriculum filled with interesting videos and shorter articles. This course was developed for school districts that:

- May not have the resources available to provide a Peer to Peer certified “teacher of record” at the building level and thus are in need of an online course that can be facilitated by a regional certified “teacher of record” responsible for multiple districts; or
- Have an available “teacher of record” on-site, but are in need of a ready to use, engaging, and well organized curriculum aligned with MDE’s Pupil Accounting guidelines for the “Peer to Peer Elective Course” credit program.

This revised curriculum is designed as an online/hybrid course where Peer to Peer students can access all of the content on a weekly basis through the “Moodle” platform.

SPECIFICS: The first semester of the first year covers the basics of Autism Spectrum Disorders to include foundational information, rationale for Peer to Peer Mediation, considerations based on social and communication differences, as well behavioral factors. Content is arranged so that students revisit each major content area multiple times throughout the course. The second semester of year one will focus on content to assist Peer to Peer support students in learning about other disabilities that may affect other students who will also benefit from peer support.

Peer Support students will be assessed for a final “grade” on content reflections, forum responses, journal entries, interaction/communication/modeling/initiative, and a final project. Grading criteria through a rubric is included in the course materials. Classroom teacher and Building Coordinator “input sheets” are included, but it is recommended that the Peer to Peer Teacher of Record uses these input sheets to create an online feedback from using the tool of your choice (e.g. “Google Forms”, “Survey Monkey”) to gather information on Peer to Peer students in a timely and efficient manner.