

# Recreation and Parks Camp Inspire Peer Assistance Program



Peer assistance is a program designed to benefit both the campers with Autism and you, the peer assistant. Being a peer assistant allows you to provide campers diagnosed with Autism extra attention, encouragement, and feedback they may need to experience success.

This program is designed to promote peer interaction in assisting children and young adults diagnosed with Autism at Camp Inspire. The benefits of having peer assistants is to help improve social skills, increased self-esteem, improve frequency of instruction, social interaction and become strong advocates for individuals diagnosed with Autism.

A good candidate for the peer assistant program is an individual who is:

- Able to participate in Camp Inspire working with a child or young adults diagnosed with Autism
- Capable of handling the responsibilities of working one-on-one with our campers
- Able to communicate well.
- Able to follow the instructor's directions.

A Peer Assistant helps the specialist make sure that our campers have:

- Someone to work with and personally explain the work in a way that is positive and productive;
- Opportunities to talk about what they are learning, to practice what they are learning, and to share in daily activities;
- Opportunities to ask questions when they are confuse, without fear of being embarrassed in front of the whole class;
- Someone to help and encourage them to finish assignments and experience success.

# Program Outcome

**On completion of Camp Inspires program, you, as a peer assistance will:**

1. Be able to describe what it means to be a peer assistance of a camper with Autism.
2. Have developed an understanding of related terminology, such as:
  - verbal cue
  - modeling
  - physical assistance
  - feedback (general and specific)
  - task analysis
3. Have gained a greater understanding of a person diagnosed with Autism.



# Peer Assistant Guidelines

## Verbal Cue

A sign or signal to tell someone what to do.

### Example:

"Sara, throw the ball"

"Ricky, it's your turn to bat"

"Let's stand on the black circle"

"Shane, stand next to this cone and kick the ball"

## Modeling

Modeling is a way of demonstrating how to do the activity. After you give a verbal cue, if the student does not do the activity, or does the activity wrong, you should repeat the cue and demonstrate what it is you want him or her to do.

### Example:

"Vashon, throw the ball like this."

"You need to swing level, like this."

"Watch me; kick the ball to the wall."

"When the rope comes over, jump like this."

## Physical Assistance

Physical assistance is used to help the student if he or she is unable to do the activity after you have given a verbal cue and model. You should only physically assist the student by directing his or her body part with your hands.

### Example:

Stand behind the student and physically assist with the arm motion of a throw. Stand sideways in front of a student holding hands, bent knees, and jump over the rope. Stand behind the student and physically assist with the swing of a bat.

## Feedback

### Positive General Feedback

A supportive statement about the student's motor skill response.

### Example:

"Good throw"

"Nice kick"

"Good job"

"Very good"

# Positive Specific Feedback

A supportive statement that includes exact information about what was good about the motor skill response.

Example:

"Good job Mark, stepping with your opposite foot when you throw the ball."

"That's the way to bend your knees when you jump."

"George, I like the way you used your hands to catch the ball."

"Nice strike, you kept your elbows up."

## Scenario

### Scenario 1

Tutor: Cue: George, strike the ball."

Student: acceptable response

Tutor: Positive Specific Reinforcement:

Good job striking the ball, you made it over the net."

### Scenario 2

Tutor: Cue: "Mark, throw the ball."

Student: unacceptable response

Tutor: Positive General Feedback: "Good try."

Tutor: Repeat Cue and Model: "Mark, throw the ball like this."

Student: acceptable response

Tutor: Positive Specific Reinforcement:

"Nice job, I like the way you stepped when you threw the ball."

### Scenario 3

Tutor: Cue: Sara, jump over the rope."

Student: unacceptable response

Tutor: Repeat Cue and Model: "Sara, jump like this."

Student: unacceptable response

Tutor: Question the student: "Can I help you."

Tutor: Provide Physical Assistance

Tutor and student hold hands, bend knees and jump together over rope.

Student: acceptable response

Tutor: Positive Specific Reinforcement:

"That's the way to bend your knees, now try to jump by yourself."

## Peer Assistant Evaluation Form

Peer Assistant; \_\_\_\_\_ Date: \_\_\_\_\_

DOB \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ School: \_\_\_\_\_

5-Always      4-Often      3-Sometimes      2-Seldom      1-Never

### Peer Assistant Characteristics

1. Reliable and helpful	5	4	3	2	1
2. Demonstrates a positive attitude	5	4	3	2	1
3. Is prepared for Camp Inspire	5	4	3	2	1
4. Starts class on time	5	4	3	2	1
5. Completes assignments	5	4	3	2	1
6. Has a good rapport with peers	5	4	3	2	1
7. Seeks guidance if needed	5	4	3	2	1
8. Allows peers to demonstrate independence	5	4	3	2	1
9. Shows responsibility	5	4	3	2	1
10. Gives clear instructions	5	4	3	2	1

### Specialist Comments:

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Evaluator: \_\_\_\_\_ Date \_\_\_\_\_