

USING PEER SUPPORT ARRANGEMENTS TO PROMOTE POSITIVE POST-SCHOOL OUTCOMES FOR STUDENTS WITH DEVELOPMENTAL DISABILITIES

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PEER SUPPORT ARRANGEMENTS

Peer support arrangements (or interventions) involve providing one or more peers without disabilities with training and guidance from adults to support students with disabilities in skill development (Carter & Kennedy, 2006).

PREDICTORS OF POST-SCHOOL SUCCESS

Test et al. (2009) reviewed relevant literature to identify 16 factors that predict positive post-school outcomes for students with disabilities. Practitioners can use these peer support arrangements to support instruction and development in seven of the predictors identified in Test et al. (2009).

7 SEVEN PREDICTORS

1. Inclusion in General Education
2. Self-Advocacy/Self-Determination
3. Social Skills
4. Self-Care/Independent Living Skills
5. Student Support
6. Community Experiences
7. Paid Employment/Work Experience



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“This class has really taught me to step back and let other people figure out their problems without solving it for themselves. The days when they took initiative and had to use teamwork to problem solve were the best days.”



“I am the one who gets to come alongside students and teach them to be high-schoolers. And there is little in my mind more rewarding than that.”

PEER MENTOR QUOTES

“Before high school, I was anxious about approaching people with disabilities because I didn’t think we could possibly have anything in common and that their disability separated us. This is because throughout grade school they would be in a different classroom or accompanied by an intimidating adult. It was surprising to me how much I relate to these students and how effortless our friendships have been. I learned that our differences are small and that we share many interests.”

