

NatSIP MSI Study Day 8 April 2019

Pears Centre, Birmingham

Workshop F - Peer Relationships in a Mainstream setting

Key points from the discussion group

- Create a space for MSI CYP to socialise, i.e. garden, inside quiet space
- Involve in play schemes, do not let risk assessment be a barrier.
- Hi Vis coats for friends to enable MSI to find them in playground
- Learning topics to talk about, social norms, fashion, music, etc
- Build into the curriculum, social relationships are not an add on
- Structured opportunities for learning
- Place Giant toys outside
- Talk about day to day things TV, sport, latest trends
- Focus sessions with peers
- Disability awareness for staff and peers, involve the MSI CYP.
- Create/build/organise/playdates/situation
- Treat them as their peers
- Enjoy each other's company
- Blog by MSI student
- High expectations of teachers
- Role of intervenor – reflection/evaluate
- Student's perception of what friendship is, there are different types we need to teach this.
- Access to school trips
- Close working with parents / carers. Opportunities to be all the time.
- Treating CYP as an equal member of the class, if they have not done something tell them!
- Not expecting other peers to take on a supporting role
- A child (Y4) created a place mat for his class when they sit by him giving them hints to support, as he would not ask for support. Sit on my left as that's is my best side, ask me if I have understood the task, remind me & the teacher that I need enlarged worksheets, if I start to rock on my chair I am struggling , etc
- Supporting person is not the friend/work partner. They are there to support but not instead off.

- Creating friendships on a common ground, not pairing up /forcing relationships
- Knowing when to step back, do not smother the CYP.
- Good planning for transition is vital.
- Be careful of the “scaffolding” you provide to promote the young person independence, talk to them about the support you provide.