

Group work benefits students:

"Students involved in cooperative work demonstrate higher levels of academic learning and retention than their peers working individually."

Frey, Fischer, Everlove (2009), p3

And group work gives us a chance to foster emotional intelligence:

"Much evidence testifies that people who are emotionally adept- who know and manage their feelings well and who read and deal effectively with other people's feelings - are at an advantage in any domain in life."

Goelman (2005), p36

However:

"...the teacher who has no more tools for the planning of group work than an initial attraction to the idea... is likely to run into trouble."

E. Cohen (1994) in Frey, Fischer, Everlove (2009),p5

Additionally:

Students with ASD often find group work challenging due to its heavy reliance on:

- Social relational development
- Pragmatic language
- Problem solving

Therefore:

Teachers must be thoughtful in their implementation, utilizing strategies:

- **Before** group work
- **During** group work
- **After** group work

“I’D RATHER WORK ALONE!”

Making group work...work!

Allison Brown

Before

Notes

Behind the Scenes: considerations and pre-planning

- Why am I using group work?
- What type of group work would be best for this content and group?
- How can I start small and build?
- Who are the strategic partnerships/groups I will use?
- What am I looking for? (WILF)

Dress Rehearsal: planning and application

- How will I teach students my ‘WILF’?
- How will I demonstrate or provide models to guide them?
- How will they practice these skills?

During

Show Time: continuous support and feedback

- Bringing SDI language into the classroom to promote social-relational development
- Highlighting and labeling skills and strategies in the moment
- Using a Problem/Solution Chart to guide the students if they get stuck

After

Post-production Review: encourage and build toward next time

- Celebrations & shout outs
- Independent & group reflections
- Individual goal setting