

SECTION 1 • SET UP THE PROGRAM

 ROSTER

PEER BUDDY OUTCOME TRACKING

CASE MANAGER / FACILITATOR

PROGRAM NAME

SCHOOL YEAR

[illegible]

A peer paired with the same student every term tends to become "the helper" in the eyes of the class. Rotate pairings or add a second peer to the roster where the schedule allows it.

Peer Support and Buddy Program Outcome Tracking Editable

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★ BRIGHT PATH SPED

CIDE AND SHARE

PEER BUDDY OUTCOME TRACKING

already on the pages behind this one, not on a general impression.

PROGRAM GOAL (SHORT)

REPORTING PERIOD

[illegible]

WHERE THE EVIDENCE LIVES

Frequency: page 10. Comfort/engagement: page 11. Mutual benefit: pages 12 and 14. Goal progress: page 13.

REPORTING PERIOD, SO A TREND ACROSS PERIODS IS VISIBLE WITHOUT

[illegible]

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✦ BRIGHT PATH SPED

* BRIGHT PATH SPED

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What Is Inside, and Where

24 pages: three sections and a worked example. This file does not screen or determine eligibility for any service; every mark on it is a facilitating adult's own observation.

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WHAT THE PAGE TAGS MEAN

Setup — fill once, from the plan

Log — one row per interaction

Data — filled in every session or week

Notes — the peer's own words

Checklist — every reporting period

Tracker — a weekly trend line

Report — ready to send

Reference — nothing filled in per pairing

Example — the invented worked example

☆ START HERE

Start Here — Three Steps

Ninety seconds of reading before the first entry.



1

Set up the program once

Print the binder (page 6) and add every pairing to the roster.

Write the goal and activities on page 8 before session one.



2

Track interactions and engagement

Log interactions (page 10) and rate comfort and participation (page 11).

Collect the peer's reflection (page 12), the student's weekly engagement (page 13), and the mutual-benefit check (page 14).



3

Roll up, decide and share

Plot the graph (page 16), rate effectiveness (page 17), and write the summary (page 18).

Decide whether to continue (page 19), then send the family update (page 21).

WHAT THIS FILE IS

A fillable PDF. It works offline with no account or subscription and looks the same on every machine.

WHAT THIS FILE IS NOT

Not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not calculate a rate or plot a point for you. Type in it and print it; you cannot drag the boxes around.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

This file supports a peer-support, peer-buddy or peer-mentor program your school already runs. It is not a therapy log, and it does not screen or determine eligibility for any service — every rating and note on these pages is the facilitating adult's own observation, written in plain language, about a program the team already decided to run.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. Open it in Acrobat Reader and use Save As.

Anything else — the Ask a Question tab on the product page; a fix to the file is a free update.

WHICH PAGE FOR WHICH SITUATION

IF YOU ARE	USE THIS PAGE
Setting up a new pairing or group	Roster (p. 7)
Writing the program goal and planned activities	Program Structure (p. 8)
Logging interactions and rating a session	Interaction Log & Social Engagement (p. 10–11)
Capturing peer learning and student engagement over time	Peer Reflection & Student Engagement (p. 12–13)
Confirming the benefit runs both ways	Mutual Benefit Checklist (p. 14)
Deciding whether to continue, adjust, or end a pairing	Effectiveness Rating & Continuation (p. 17–19)

 ROSTER

Peer Pair and Group Roster

Every active pairing or group on one page: who is supporting whom, and why they were matched.

CASE MANAGER / FACILITATOR

PROGRAM NAME

SCHOOL YEAR

SUPPORT PEER	SUPPORTED STUDENT	PAIRING RATIONALE	PROGRAM GOAL, SHORT	SETTING	START DATE

SUPPORT PEER VS. SUPPORTED STUDENT

The **support peer** is a classmate volunteering time, not a service provider. The **supported student** is the student the program is built around. Both names go on every form in this file so neither one is read as the only student who matters on the page.

VARY WHO IS PAIRED WITH WHOM

A peer paired with the same student every term tends to become “the helper” in the eyes of the class. Rotate pairings or add a second peer to the roster where the schedule allows it.

02

Track Interactions and Engagement

How often they interacted and how, comfort and joint participation in a session, what the peer is learning, how the supported student is engaging over time, and a direct check that the benefit runs both ways.

IN THIS SECTION

Interaction Frequency Log	10
Social Engagement Observation	11
Peer Mentor Reflection	12
Supported Student Engagement Tracker	13
Mutual Benefit Checklist	14



 CHECKLIST

Mutual Benefit Checklist

The direct check that this is not one-way helping. If more than one box stays unchecked for a month, the program plan needs to change, not just the log.

PEER PAIR / GROUP NAME

REPORTING PERIOD

THIS PERIOD, CHECK WHAT IS TRUE

- ☐ The supported student practiced the specific skill named on the program goal page, not just received help.
- ☐ The support peer practiced a skill of their own (named below), not only assisted.
- ☐ The support peer had at least one turn leading the activity, not only following.
- ☐ The supported student had at least one turn choosing the activity or initiating an exchange.
- ☐ The pairing or group was rotated or varied recently, so the same peer is not always cast as the helper.
- ☐ The peer's own reflection (page 12) names something they learned or practiced.
- ☐ Adult facilitation is fading over time, not increasing.
- ☐ Both students would likely describe this as something they wanted to do, not a duty.

SKILL THE SUPPORTED STUDENT PRACTICED THIS PERIOD

SKILL THE SUPPORT PEER PRACTICED THIS PERIOD

IF MORE THAN ONE BOX STAYS UNCHECKED FOR A MONTH

One-way helping is common and fixable: rotate pairings, give the peer their own goal on this program, or add a structured turn-taking activity before deciding to end the program.

REPORTING HISTORY — CARRY THE COUNT FORWARD EACH PERIOD

REPORTING PERIOD	BOXES CHECKED (OF 8)	BOTH BENEFITED?	WHAT CHANGED, IF ANYTHING

REPORT

Family Update — How the Pairing Is Going

Goes home once a month, ready to send as printed or typed. Names both students' progress, not just the supported student's.

STUDENT	DATE	FROM

WHAT THE PEER SUPPORT PROGRAM IS
In plain words, no ratings.

HOW IT'S GOING THIS MONTH
The number then, the number now, in a sentence a neighbor would understand.

WHAT WE'RE SEEING ON BOTH SIDES
Both students, not only the one being supported.

ONE WAY TO SUPPORT THIS AT HOME

A QUESTION FOR YOU

QUESTIONS? BEST WAY TO REACH ME	SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

EXAMPLE

Roster, Logs and Summary, Filled In

SAMPLE · INVENTED STUDENT

Ava and Marcus are invented, and so is every mark on this page. Every number in the notes below can be re-counted from the tables above it.

PEER PAIR — AVA K. (SUPPORT PEER) & MARCUS D. (SUPPORTED STUDENT), GRADE 5, BOTH INVENTED

PAIRING RATIONALE

Same lunch period and shared interest in board games; Ava volunteered through the inclusion club

PROGRAM GOAL

Marcus will take part in at least 3 natural (non-teacher-facilitated) peer interactions per month with his support peer, initiating or co-initiating in most of them

PLANNED FREQUENCY

3–5 sessions per month, recess and lunch club

DATE	SETTING	FACILITATED / NATURAL	WHO INITIATED	COMFORT (1-5)
Sept 5	Lunch group	Teacher-facilitated	Adult prompt	2
Sept 12	Lunch group	Teacher-facilitated	Adult prompt	2
Sept 19	Recess	Natural	Support peer	3
Sept 26	Recess	Natural	Supported student	4
Oct 3	Recess	Natural	Both together	4

3 of the 5 logged sessions were natural (Sept 19, 26, Oct 3), meeting this month's target of 3. Comfort rose from 2 to 4 across the 5 sessions ($2+2+3+4+4 = 15$, divided by 5 sessions = an average of 3.0). Marcus initiated or co-initiated in 2 of the 3 natural sessions (Sept 26, Oct 3).

PEER REFLECTION EXCERPT (PAGE 12)

DATE	WHAT I LEARNED OR PRACTICED	ENJOYED?
Sept 19	Waiting my turn and asking Marcus what game he wanted	Yes
Sept 26	Explaining the rules a different way when he didn't get it the first time	Yes
Oct 3	Noticing when to just play instead of always helping	Yes

All 3 logged reflections say "yes" on enjoyment, and each names a different skill Ava practiced — not just describing help she gave.

MUTUAL-BENEFIT CHECKLIST RESULT (PAGE 14)

7 of 8 boxes checked this period. Skill Marcus practiced: initiating a greeting without being asked. Skill Ava practiced: patience and re-explaining a rule a second way. The one unchecked box: adult facilitation has not yet faded on the two lunch-group sessions — the plan for next period is to move lunch-group time to recess as well.

MONTHLY OUTCOME SUMMARY SENTENCE, AND THE DECISION

This month the pairing held 5 sessions, 3 of which were natural, meeting the target of 3. Comfort rose from 2 to 4 (average 3.0 across the 5 sessions). Marcus initiated or co-initiated in 2 of the 3 natural sessions. Ava's reflections name a skill she practiced in all 3 entries logged, not just help she gave. Decision: continue as is; monitor toward Marcus initiating without a peer or adult prompt.

Every number above can be re-counted from the two tables on this page.