



BUDDY INTERACTION : RESEARCH

NOTHING IS OF VALUE UNLESS SHARED!

“Successful peer relationships (through modeling) early in life can lead to future social success and help develop strong psychological health.”

RESEARCH INSIGHTS

In its simplest sense, buddy interaction (or buddy programs) are designed to **facilitate conversations, learnings and social interactions** between two different student groups (this can manifest itself through cross-age or same-age groups). This **mutually beneficial exchange** between two student groups extends from just the academic, and has **implications** in social cues and inclusion of new students (especially special needs students or students with learning disabilities). From the academic standpoint, students have been shown to boost their reading and Mathematical proficiency when **mentored** by other students.¹

While the **significance** and benefits of buddy interactions are well documented, in practice it is often left up to chance. The **dynamics** of a classroom typically relies on competition rather than cooperation, a systematic buddy interaction will help deliver the message that **working together** is not cheating or breaking the rules.²

(Cont.)

BUDDY INTERACTION : IN A NUTSHELL

- Research suggests that successful peer relationships (through modeling) early in life can lead to **future social success**, and that peer relationships help develop **strong psychological health**.³
- Peer buddy programs are highly effective for children who have **learning, physical or emotional disabilities**, and general education students who participate in buddy interactions benefit from **higher social willingness** and knowledge of disability and students with LD and EBD benefit by inclusion in regular activities and higher academic achievement - especially in Math and English.⁴ While it is assumed that the general education students (or the older peer) serve as role models to their peer buddy, these roles can be **reciprocal** or reversed entirely, and students with LD or EBD are seen as **role models** for their classmates.⁵

REFERENCES

¹Primary schoolchildren can be great tutors. (2011). Retrieved April 29, 2019, from <https://www.dur.ac.uk/news/newsitem/?itemno=12786>

²Cowen, E.L., Hightower, A. D., Pedro-Carroll, J. L., Work, W. C., Wyman, P. A., & Haffey, W. G. (1996). School-based prevention for children at risk : The Primary Mental Health Project. *The Study Buddy Program*, 237-254. doi:10.1037/10209-000

³Ibid

⁴Algahtani, R., & Murry, F. R. (2015). High School Peer Buddy Program: Impact On Social And Academic Achievement For Students With Disabilities. *European Journal of Educational Sciences*, 02(01). doi:10.19044/ejes.v2no1a1

⁵Copeland, S. R., McCall, J., Williams, C. R., Guth, C., Carter, E. W., Fowler, S. E., ... Hughes, C. (2002). High School Peer Buddies. *TEACHING Exceptional Children*, 35(1), 16-21. doi:10.1177/004005990203500103