



Peer Mediated Instruction and Intervention (PMII) Presented by Heidi Cooley-Cook **Kentucky Autism Training Center** University of Louisville





Peer Mediated Instruction and Intervention What is it???

- Evidence Based Practice
- Used to teach typically developing peers ways to interact with and help learners with ASD acquire new social skills by increasing social opportunities within natural environments

http://autismpdc.fpg.unc.edu/content/peer-mediated-instruction-and-intervention





- Students with ASD
 - Social impairment and difficulty with social reciprocity
 - Respond less frequently to social initiations
 - Engage in shorter interactions
 - Struggle understanding social cues
 - Struggle to acquire key social skills by simply observing others

(American Psychiatric Association, 1994; National Research Council, 2001) (Bass & Mullick, 2007; Lee, Odom, & Loftin, 2007; McConnell, 2002)





Peer Mediated Instruction and Intervention Who is it for?

- Research supports use for ages 3 18
- Targets social skills
 - Responding to others
 - Understanding others
 - Interacting with others or in groups
 - Reciprocity





Peer Mediated Instruction and Intervention How do you implement the strategy?

- Step 1: Select peers
- Step 2: Train and support peers
- Step 3: Implement structured teaching session
- Step 4: Implement in classroom and school settings
- Step 5: Extending Initiations Across the Day

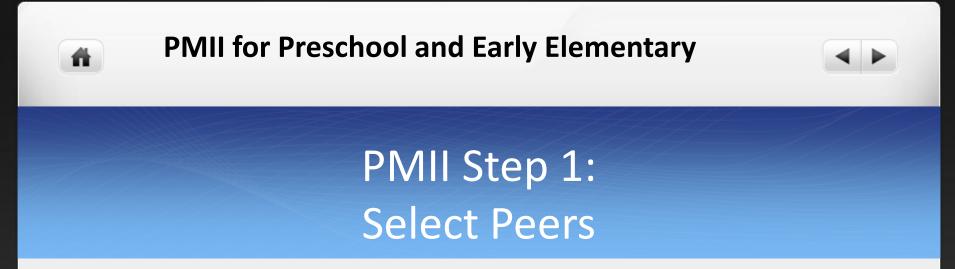


PMII for Preschool and Early Elementary



PMII Step 1: Select Peers

- Peers should
 - Exhibit good social skills, language, and age-appropriate play skills
 - Be well-liked by peers
 - Have a positive social interaction history with focal student
 - Be generally compliant with adult directives
 - Attend to an interesting task or activity for 10 minutes
 - Be willing to participate
 - Attend school on a regular basis (Strain & Odom, 1986; Sasso et al., 1998)



- Select 4 -5 peers
- Peers valued for time and effort



PMII for Preschool and Early Elementary



PMII Step 2: Train and Support Peers

- 2A : Teach selected peers:
 - Recognize and appreciate individual differences
 - Overview of ASD
 - Include similarities and differences
 - Provide examples and observable behaviors



PMII for Preschool and Early Elementary



PMII Step 2: Train and Support Peers

- 2B : Introduce specific strategies to facilitate play and interaction:
 - Remember to keep appropriate for age and maturity level
 - Preschool and Lower Elementary
 – focus on teaching play behaviors

(Sperry, Neitzel, Engelhardt-Wells, 2010; Kamps, et al, 1992; Thiemann, 2007; Thieman & Goldstein, 2001; Carter & Kennedy, 2006)

See AIM PMII - Sample Scripts for Peer Initiation





PMII for Preschool and Early Elementary

PMII Step 2: Train and Support Peers -Example:

- Teacher: "Sometimes when you play with your friends, they do not want to play back. You have to keep on trying. What do you have to do?"
- Peer: "Keep on trying."
- Teacher: "Yes, you keep on trying."
- Teacher demonstrates skill using another peer
- Provide both examples (persistent attempts) and non-examples (walking away after first attempt)





PMII Step 3: Implement Structured Teaching Session

- 1. Peers only practice skills
- 2. Peer and focal student 5-8 minute play sessions
 - > Teacher introduces activity, provides prompts to peer, and reinforces behavior
 - > Visual supports can be added for student with ASD
 - At end of time can move to new environment or continue playing





PMII Step 4: Implement in Classroom and School Settings

- For successful PMII Remember:
 - ✓ Classroom arrangement
 - ✓ Material selection
 - Identification of responsible staff
 - Use of prompts and reinforcement





PMII Step 4: Implement in Classroom and School Settings

Use of prompts and reinforcement

- Cue peer to use strategy
 - Explicit instructions suggest a game or verbal instructions "Try talking to Jacob about trains"
 - Subtle verbal instructions "Try again" "It's your turn"
 - Gestures peer to move closer to focal child
 IF NO RESPONSE IN 10 SECONDS REPEAT PROMPT AGAIN
 AND PROVIDE PHYSICAL GUIDANCE

(Sperry, Neitzel, Engelhardt-Wells, 2010; Goldstein, Schneider, & Thiemann, 2007; Ostrosky et al, 1990)





PMII Step 5: Extending Initiations Across the Day

Embedded intervention

- Pair focal student and trained peer during small group activity – provide limited materials to promote interaction
- Pair students for transitions and/or classroom chores
- Goal = 3 Peer Mediated interactions per day
- Classwide peer buddy system
 - All students are paired up by teacher
 - Teachers prompt interactions as needed

(Sperry, Neitzel, Engelhardt-Wells, 2010; Laushey & Heflin, 2000)

Activity Matrix FROM AIM: PEER MEDIATED INTERVENTION & INSTRUCTION

	Target Skills				
Activity	Ask to play	Exchange materials	Greet peer	Request item	
Arrival			Say "hi" to peer		
Free play	Say "Play, please" to peer when entering an activity	Take toy from peer when offered a turn	Say "hi" to peer when entering an activity	Say "Turn, please" to peer	
Snack		Take juice pitcher from peer when offered	Say "hi" to peer when sitting down for snack	Say "Juice/snack, please"	
Small group activities		Painting with cars – take car from peer	Say "Hi" to peer when sitting down to paint with cars	Painting with cars – Say "Car/turn, please"	
Outside	Say "Play, please" in sandbox	Take shovel from peer in sandbox	Say "hi" to peer when going to play in the sandbox	Say "Shovel/bucket, please" in sandbox	
Large group time		Take instrument basket from peer during music time		Say "Turn, please" to peer at music time to request instrument basket	
Departure			Say "Bye" to peer		

Adapted from Sandall, S. R., & Schwartz, I. S. (2002). Building blocks for teaching preschoolers with special needs. Baltimore: Brookes.





PMII Step 1: Select Peers

Peers should

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- Exhibit good social skills and language
- Be well-liked by peers
- Have a similar schedules as focal student
- Be willing to participate





PMII Step 1: Select Peers

• Select 6 peers

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- 1 or 2 peers in peer social network for 3-4 months
- Additional peers added to promote generalization of skills

(AIM – Peer Mediated Intervention & Instruction; Carter& Kennedy, 2006; Thiemann, 2007; Utley, Mortweet, & Greenwood, 1997)





PMII Step 2: Train Peers

- Develop Peer Network Interventions
 - Peers will be provided with

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- Goals for intervention and rationale for their involvement
- Overview of expectations
- Information about how students with ASD communicate, interact with their environment, and learn
- Descriptions of focal student's likes and dislikes

AIM – Peer Mediated Intervention & Instruction; Carter& Kennedy, 2006)





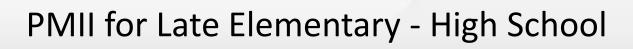
PMII Step 2: Train Peers

• Describe basic strategies

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- Providing frequent, positive feedback
- Modeling relevant communication skills
- Facilitating interactions with other peers (Carter & Kennedy, 2006)
- Peers record anecdotal information about interactions to share with staff

AIM – Peer Mediated Instruction and Intervention



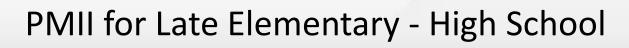


PMII Step 3: Support Peers

Provide ongoing support and feedback to peers

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- Elementary model the specific strategies (feedback, modeling relevant communication skills, facilitating interactions with other peers)
- Middle & High School peers are actively involved in weekly problem-solving meetings – may need to include other teachers if peer support interventions occur during their class periods



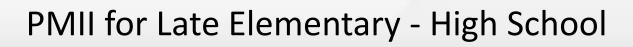


PMII Step 4: Implement in Classroom and School Settings

• For successful PMII – Remember:

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- Create supportive social environment
- Provide classroom learning opportunities
- Monitoring social interactions
- Using prompts and reinforcement





PMII Step 5: Extending Initiations Across the Day

• Natural settings

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- At least 2 or 3 different routines each day
- Contain a choice of 2 activities during each session
- Use 5-8 games rotated every 3-4 months to promote generalization
- Retain same group of 4-6 trained peers to promote friendships and connections
- Social network activities should last at least 10 minutes

(AIM – Peer Mediated Instruction & Intervention; Thiemann, 2007)



From AIM – PMII– Sample Planning Form for Peer Social Network Activities

Child: Connor

Date: 12/07/07

Activity	Target skills	Script Cuing System: Words & Pictures	Peers to be included
Recess	Turn-taking	Social scripts	Tom, Michael
Lunch	Using names; responding to initiations	Word and picture cards with responses	Tom, Michael
Centers	Turn taking	Word cards with activity rules; picture cards with sequence of game	Tom





Additional information and videos:

- Autism Internet Modules Peer Mediated Instruction & Intervention
 - Step by Step Instructions – by age/grade level
 - Implementation Checklists
 - Activities



MODULE NAVIGATOR > PEER-MEDIATED INSTRUCTION AND INTERVENTION (PMII)

Overview

PMII is designed to increase the social engagement of children and youth with autism spectrum disorders (ASD).

This module was designed to provide:

- 1. An overview of peer-mediated instruction and intervention (PMII),
- 2. Descriptions of the various instructional approaches that make up (PMII),
- 3. Guidelines for implementing this approach with children and youth with ASD, and
- 4. Answers to frequently asked questions regarding peer-mediated intervention strategies.

These materials provided in this module are designed to help you assess the characteristics of children and youth with make more informed decisions about particular strategies that might be useful with individual students, and evaluate s progress.

Throughout the module, we provide information across the age range so that you can find relevant information for the s you work with (i.e., preschool, elementary, secondary).



Autism Internet Module – Peer Mediated Intervention and Instruction

NPDC – EBP Brief: <u>http://autismpdc.fpg.unc.edu/content/peer-mediated-instruction-and-intervention</u>

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