**Components of the EBP Brief Packet...**

This evidence-based practice overview on Peer-mediated Instruction and Intervention (PMII) includes the following components:

1. **Overview**: A quick summary of salient features of the practice, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
2. **Evidence-base**: The PMII Evidence-base details the NPDC criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for this practice.
3. **Step-by-Step Guide**: Use the PMII Step-by-Step Practice Guide as an outline for how to plan for, use, and monitor PMII. Each step includes a brief description as a helpful reminder while learning the process.
4. **Implementation Checklist**: Use the PMII Implementation Checklist to determine if the practice is being implemented as intended.
5. **Data Collection Sheets**: Use the data collection sheets as a method to collect and analyze data to determine if progress is being made for a learner with ASD.
6. **Tip Sheet for Professionals**: Use the PMII Tip Sheet for Professionals as a supplemental resource to help provide basic information about the practice to professionals working with the learner with ASD.
7. **Parent Guide**: Use the PMII Parent Guide to help parents or family members understand basic information about the practice being used with their child.
8. **Additional Resources**: Use the Additional Resources to learn more about the practice.
9. **CEC Standards**: A list of CEC Standards that apply specifically to PMII.
10. **Module References**: A list of numerical References utilized for the PMII module.

**Suggested citation:**
What is Peer-mediated Instruction and Intervention?

Several terms used to describe PMII include: *Peer Modeling, Peer Initiation Training, Direct Training for Target Student and Peer, Peer Networks, and Peer Supports*.

Peer-mediated instruction and intervention (PMII) can address social concerns by training peers how to initiate and respond to social interactions of learners with ASD.

With a foundation in behaviorism and social learning theory, PMII involves systematically teaching peers without disabilities, ways of engaging learners with ASD in positive and meaningful social interactions.

Evidence-base

Based upon the recent review, peer-mediated instruction and intervention meets the evidence-based practice criteria with 15 single case design studies. The practice has been effective for preschoolers (3-5 years) to high school-age learners (15-22 years) with ASD. Evidence-based practices (EBP) and studies included in the 2014 EBP report detailed how PMII can be used effectively to address: social, communication, joint attention, play, school-readiness, and academic skills.

How is PMII Being Used?

PMII can be used by a variety of professionals, including teachers, special educators, therapists, and paraprofessionals, in different educational and community-based environments.

For more information visit: www.afirm.fpg.unc.edu
The National Professional Development Center on ASD has adopted the following criteria to determine if a practice is evidence-based. The EBP Report provides more information about the review process (Wong et al., 2014).

Efficacy must be established through high quality, peer-reviewed research in scientific journals using:

- randomized or quasi-experimental design studies (two high quality experimental or quasi-experimental group design studies),
- single-subject design studies (three different investigators or research groups must have conducted five high quality single subject design studies), or
- combination of evidence [one high quality randomized or quasi-experimental group design study and three high quality single subject design studies conducted by at least three different investigators or research groups (across the group and single subject design studies)].

---OVERVIEW---

With a foundation in behaviorism and social learning theory, PMII involves systematically teaching peers without disabilities ways of engaging learners with ASD in positive and meaningful social interactions. PMII meets the evidence-based practice criteria with 15 single case design studies. The practice has been effective for preschoolers (3-5 years) to high school-age learners (15-22) with ASD. PMII can be used effectively to address social, communication, joint attention, play, school-readiness, and academic skills.

In the table below, the outcomes identified by the evidence base are shown by age of participants.

<table>
<thead>
<tr>
<th>Early Intervention (0-2)</th>
<th>Preschool (3-5)</th>
<th>Elementary (6-11)</th>
<th>Middle (12-14)</th>
<th>High (15-22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No studies</td>
<td>Social</td>
<td>Social</td>
<td>Social</td>
<td>Social</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication</td>
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<tr>
<td>Joint Attention</td>
<td>Joint Attention</td>
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<tr>
<td>School-Readiness</td>
<td></td>
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</tr>
<tr>
<td>Play</td>
<td>Play</td>
<td>Academic</td>
<td>Academic</td>
<td>Academic</td>
</tr>
</tbody>
</table>
**Early intervention (0-2 years)**

No studies

**Preschool (3-5 years)**


**Elementary (6-11 years)**


* Research which included participants in multiple age ranges.
This practice guide outlines how to plan for, use, and monitor PMII. Keep in mind that the five types of PMII are:

- Peer modeling
- Peer initiation training
- Direct training for target student and peer
- Peer networks
- Peer support

While each type is slightly different, the practice guide is applicable to all. When unique features are tied to a specific type, we will identify them through examples or cautions.

**BEFORE YOU START...**

Each of the following points is important to address so that you can be sure the selected EBP is likely to address the learning needs of your student.

- **Have you found out more information about...?**

  □ Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered...

  □ Identifying evidence-based practices...

If the answer to any of these is “no,” review the process of how to select an EBP.

For more information visit:
www.afirm.fpg.unc.edu
Step 1: PMII Planning

The planning step explains how to select peers and train peers in sessions.

1.1 Identify times when social interactions naturally occur

To identify times when social interactions occur, ask yourself the following questions:
- During what activities does the learner with ASD interact most with peers?
- What times of the day would work best for using PMII?
- If the learner with ASD is not currently interacting with peers, then consider times of the day where the learner could interact either socially or academically with peers.

The Peer Mediated Instruction and Intervention Pre-Assessment for Learners found in the Resource section will help you answer these questions.

1.2 Identify and recruit peers

Select two to six peers who are developing typically to participate. Plan for the peers to be involved in activities for a minimum of three to four months to promote acquisition of skills.

The Peer Selection Checklist in the Resource section will help you identify and select peers to include.

1.3 Prepare for session

Select a quiet, distraction free space to conduct peer trainings. Have all materials needed for the session ready and close at hand.

1.4 Introduce target skill or strategy to peers

The specific content of the peer training sessions will vary according to the age and needs of the selected peers and the learner with ASD. Start the first training session by teaching peers to recognize and appreciate individual differences. Next, review the specific target behaviors that are used to facilitate social interactions.

1.5 Develop scripts for peers

Develop a list of prompts and models with peers that might be necessary to promote social interactions with the learner with ASD.

The Script Template for PMII and Written Cues Template can be downloaded in the resource section.

1.6 Use role plays with peers

The adult leading the training session should first model the use of a strategy. Then, peers can role play with one another to practice the skill or strategy.
Step 1: PMII Planning (continued)

1.7 Review peer schedules and how peers record data and notes using notebooks, if appropriate

For students in middle school and high school, peers should write down their daily class schedules and match them with the schedule of the learner with ASD to develop a schedule of interactions for the learner with ASD. Review with peers how to use a Peer Notebook to record anecdotal information following each intervention activity.

*The Daily Schedule Form and Peer Notebook can be found in the resource section.*

Step 2: Using PMII

This section describes the process of using PMII through assigning peers to a learner, conducting regular sessions, and providing support and feedback to peers.

2.1 Assign peers to learner with ASD

For peer modeling, peer initiation training, and direct training for target student and peer, only one peer might be assigned to the learner with ASD at a specific time. Depending on schedules and opportunities for social interaction, trained peers might rotate interacting with the learner with ASD.

For peer supports, two to six peers might be assigned to the learner with ASD depending on the schedules of the learner with ASD and peers.

For peer networks, four to six peers can be assigned to participate in groups to promote the social networks and the integration into peer groups of the learner with ASD.

2.2 Conduct a minimum of one regular 15-minute session daily

Plan for the assigned trained peer to interact with the learner with ASD for at least one 15 minute session daily.

2.3 Provide materials for learner to participate in session

The learner with ASD might need additional materials or instructional supports (e.g. visual cue cards or written scripts) to participate fully in a session.

*The PMII Target Skill Written Cues Template and PMII Topic Bubble Script Template can be found in the resource section.*
Step 2: Using PMII (continued)

2.4 Provide support and periodic feedback to peers

- Follow-up support for peers will vary according to the age of the students.
- Preschool and Elementary-Aged Students: Educators might need to be more involved in initial sessions to provide specific models of how the peers should interact with the learner with ASD.
- Middle and High School Students: The primary way in which educators should provide ongoing support and feedback to peers is during weekly problem-solving meetings. These meetings should encourage peer involvement and input through open discussion, problem-solving, and sharing of anecdotal information from peer notebooks.

Step 3: Monitoring PMII

The following process describes how the use of modeling can be monitored and how to adjust your plan based on the data.

3.1 Observe and document behavior of learner with ASD

Direct observation and anecdotal notes help educators to assess both the quantity and quality of the target behaviors of the learner with ASD related to the use of PMII. Some older learners with ASD might be able to participate in data collection through a self-assessment process.

*The Anecdotal Form, PMII Progress Monitoring Form, Self-Monitoring Template can be found in the resource section.*

3.2 Determine if peers need additional support/training

Based upon data collected, educators can determine if peers need additional support or training. If a learner with ASD is not showing progress, then educators might need to re-train peers to ensure peers are providing prompts and sufficient support to the learner with ASD.

3.3 Next steps based on progress of learner with ASD

If the learner with ASD is showing progress with PMII based upon collected data, then continue to use this practice with the learner. Gradually new target skills and behaviors can be introduced to the learner with ASD.

If the target skill or behavior is not increasing, ask yourself the following questions:

- Is the skill or behavior well defined?
- Is the skill or behavior measurable and observable?
- Is the skill too difficult and needs to be broken down into smaller steps?
- Have we devoted enough time to using this strategy (intensity and duration)?
- Was PMII used with fidelity?
- Do peers need more support or training?

If these issues have been addressed and the learner with ASD continues to not show progress, consider selecting a different evidence-based practice to use with the learner with ASD.
**Before you start:**

**Have you...**

- Identified the behavior?
- Collected baseline data through direct observation?
- Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered.

*If the answer to any of these is “no”, refer to the “Selecting EBPs” section on the website.*

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**Peer-Mediated Instruction and Intervention (PMII) Implementation Checklist**

<table>
<thead>
<tr>
<th>Step 1: Planning</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>1.1 Identify times when social interactions naturally occur</td>
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<tr>
<td>1.2 Identify and recruit peers</td>
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<td>1.3 Prepare for session</td>
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<td>1.4 Introduce target skill or strategy to peers</td>
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<tr>
<th>Step 2: Using</th>
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<tbody>
<tr>
<td>2.1 Assign peers to learner with ASD</td>
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<tr>
<td>2.2 Conduct a minimum of one regular 15-minute session daily</td>
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<tr>
<td>2.3 Provide materials for learner to participate in session</td>
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<tr>
<td>2.4 Provide support and periodic feedback to peers</td>
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<table>
<thead>
<tr>
<th>Step 3: Monitoring</th>
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<tbody>
<tr>
<td>3.1 Observe and document behavior of learner with ASD</td>
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<td>3.2 Determine if peers need additional support and/or training</td>
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<tr>
<td>3.3 Next steps based on progress of learner with ASD</td>
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</tbody>
</table>

AFIRM: Autism Focused Intervention Resources and Modules
---PMII Anecdotal Notes---

Learner’s Name: ______________

Educators can observe target behaviors as they occur through using anecdotal notes. The Anecdotal Notes form is a tool that assists multiple educators in collecting information about the learner’s target behavior, comments, and plans for next steps.

Anecdotal Notes:

<table>
<thead>
<tr>
<th>Date</th>
<th>Observer Initials</th>
<th>Target Skill/Behavior, Comments, and Plans for Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
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For more information visit: [www.afirm.fpg.unc.edu](http://www.afirm.fpg.unc.edu)
---PMII Daily Schedule of Peer---

Peer’s (Your) Name: ______________  Date/Time: ______________

Learner’s Name: ___________________________________________

Think about your schedule throughout the week. List classes and times of classes for the week. Write down clubs, sports, or other activities you participate in on a weekly basis.

### Daily Schedule:

<table>
<thead>
<tr>
<th>Daily Schedule</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
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<td>Lunch:</td>
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<tr>
<td>Sport:</td>
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<tr>
<td>Other:</td>
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</tbody>
</table>

For more information visit: www.afirm.fpg.unc.edu
---Progress Monitoring Form---

Learner’s Name: ___________________  Date/Time: ________________

Peer(s): ____________________________________________

Activity: ____________________________________________

1. Did the learner participate in the activity?   ☐ Yes ☐ No
2. Did peers and learner seem to enjoy the activity?   ☐ Yes ☐ No
3. Did the activity contain materials that promoted social interaction?   ☐ Yes ☐ No
4. Did the activity promote positive or negative interactions? Give examples. _______

5. What changes should be made in the arrangement of the intervention setting to
   improve social interactions (material used, introduction to the activity)? _______

6. Do any changes need to be made to the peers included in the activity (different
   peers, additional training)? _______

Social Interaction Behaviors:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Target Behaviors</th>
</tr>
</thead>
</table>


For more information visit: www.afirm.fpg.unc.edu
---PMII Pre-Assessment for Learner---

Learner’s Name: ____________________  Date/Time: ____________
Observer(s): ____________________________________________
Target Behavior: _________________________________________

Communication:
How does the learner get his or her needs met? __________________________
____________________________________________________________________
____________________________________________________________________
Verbal and nonverbal communication used: _____________________________
____________________________________________________________________
____________________________________________________________________

Social Behavior:
Social behaviors used: _____________________________________________
____________________________________________________________________
____________________________________________________________________
Inappropriate behaviors displayed (if any): _____________________________
____________________________________________________________________
____________________________________________________________________
Where do social behaviors currently occur? ____________________________
____________________________________________________________________
____________________________________________________________________
Who does the learner interact with most? _____________________________
____________________________________________________________________
____________________________________________________________________
Peer-Mediated Instruction and Intervention

Academic (if applicable):

Academic strengths of the learner: ____________________________________________
__________________________________________________________________________
__________________________________________________________________________
What area of academics does the learner need support? ________________________
__________________________________________________________________________
__________________________________________________________________________

Considerations:

What times of the day would work best for using PMII? ________________________
__________________________________________________________________________
__________________________________________________________________________

For more information visit: www.afirm.fpg.unc.edu
---PMII Self-Monitoring Checklist---

Peer’s (Your) Name: _____________  Date/Time: _____________
Learner’s Name: _________________________
Activity: ___________________________________
__________________________________________

Questions:

<table>
<thead>
<tr>
<th>How Did I Do?</th>
<th>Yes</th>
<th>A Little</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did I start talking to my friend?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did I keep talking to my friend?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did I look, wait, and listen?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Did I answer his or her questions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did I say something nice to him or her?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. Did I enjoy spending time with him or her?</td>
<td></td>
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<tr>
<td>7. Would I like to continue working with him or her?</td>
<td></td>
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<tr>
<td>8. Have I made other new friends in class?</td>
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</tbody>
</table>


What have I learned from working with (Learner’s name)? _______________________
__________________________________________________________________________
__________________________________________________________________________

For more information visit:
www.afirm.fpg.unc.edu
---PMII Peer Selection Checklist---

Learner’s Name: ________________ Date/Time: ____________
Observer(s): ________________________________________
Target Behavior(s): ____________________________________

Checklist:

<table>
<thead>
<tr>
<th>Peer Characteristics</th>
<th>Possible Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits good social skills, language, and age appropriate play skills</td>
<td></td>
</tr>
<tr>
<td>Has positive social interactions with learner with ASD</td>
<td></td>
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<tr>
<td>Is generally compliant with adult directives</td>
<td></td>
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<tr>
<td>Attends to an interesting task or activity for age-appropriate amount of time</td>
<td></td>
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<tr>
<td>Attends school on a regular basis</td>
<td></td>
</tr>
<tr>
<td>Has similar schedule or academic groups as the learner with ASD</td>
<td></td>
</tr>
<tr>
<td>Expresses a willingness to participate</td>
<td></td>
</tr>
<tr>
<td>Has parent/teacher permission to participate</td>
<td></td>
</tr>
</tbody>
</table>

For more information visit: www.afirm.fpg.unc.edu
---PMII Peer Notebook---

Peer’s (Your) Name: __________
Learner’s Name: __________
Target Skill: _______________________________________________________

Notes:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes on Target Skill</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
---PMII Topic Bubble Template---

Learner’s Name: _______________  Date/Time: ____________
Observer(s): ________________________________
Target Behavior(s): ______________________________________________________

For more information visit:
www.afirm.fpg.unc.edu
---PMII Target Skill Written Cues Script---

Learner’s Name: ____________________ Date/Time: ____________

Observer(s): ________________________________________________

Target Behavior(s): __________________________________________

____________________________________________________________

Skill:

____________________________________________________________

Skill:

____________________________________________________________

Skill:

____________________________________________________________

For more information visit: www.afirm.fpg.unc.edu
Peer-Mediated Instruction and Intervention...
- a method to systematically teach peers without disabilities ways to engage learners with ASD in positive and meaningful social interactions.
- a group of specific interventions that address social skills of learners with ASD by using trained peers. These specific interventions include Peer Modeling, Peer Initiation Training, Direct Training for Target Student and Peer, Peer Networks, and Peer Supports.

Why Use?
- Learners with ASD struggle with social impairments and might have limited opportunities to engage in meaningful social interactions with other children and youth without disabilities.
- PMII increases the frequency that learners with ASD will interact with peers without disabilities.
- Peers might also benefit from PMII by expanding social networks, increased school activities, and improvement in social skills.

Outcomes
- The evidence-base for PMII supports the use of this practice to address the outcomes below:

<table>
<thead>
<tr>
<th>Early Intervention (0-2)</th>
<th>Preschool (3-5)</th>
<th>Elementary (6-11)</th>
<th>Middle (12-14)</th>
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<tr>
<td>No studies</td>
<td>Social</td>
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<tr>
<td>Play</td>
<td>Play</td>
<td>Academic</td>
<td>Academic</td>
<td>Academic</td>
</tr>
</tbody>
</table>

TIPS:
- Consider times of the day (lunch, small groups, and transitions) that would work best for using PMII.
- Select peers who have similar schedules and academic groupings as learner with ASD. The peers should exhibit good social skills and positive social interactions with learner with ASD.
- Use enjoyable, age-appropriate activities that will foster interactions among learner with ASD and peers.
Peer-Mediated Instruction and Intervention (PMII)

---Tip Sheet for Professionals---

STEPS FOR IMPLEMENTING

1. Plan

- Identify times when social interactions naturally occur
- Identify and recruit 1 to 6 peers
- Prepare for session
- Introduce target skill or strategy to peers
- Develop scripts for peers
- Use role plays with peers
- Review peer schedules and how peers record data and notes using notebooks if appropriate

2. Use

- Assign 1 to 6 peers to the learner with ASD
- Conduct at a minimum regular 15 minute sessions daily
- Provide materials for learner to participate in sessions
- Provide support and periodic feedback to peers

3. Monitor

- Observe and document behavior of learner with ASD
- Determine if peers need additional support/training
- Next Steps Based on Progress of Learner with ASD

For more information visit:
www.afirm.fpg.unc.edu
This parent introduction to PMII was designed as a supplemental resource to help answer basic questions about this practice.

To find out more about how PMII is used with your child, speak with:

For more information visit: www.afirm.fpg.unc.edu

---Parent’s Guide---

Peer-Mediated Instruction and Intervention (PMII)

This introduction provides basic information about peer-mediated instruction and intervention.

What is PMII?
- PMII is an evidence-based practice for children and youth with autism spectrum disorder (ASD) from 3 to 22 years old.
- You might have heard PMII called: Peer Modeling, Peer Initiation Training, Direct Training for Target Student and Peer, Peer Networks, or Peer Supports.
- PMII teaches peers without disabilities ways to socialize with learners with ASD.

Why use PMII with my child?
- Learners with ASD struggle with socialization and might have limited opportunities to have meaningful social interactions with other children and youth without disabilities.
- PMII increases the likelihood that learners with ASD will interact with peers without disabilities.
- Skills addressed by PMII can include:
  - saying hello
  - playing with others
  - joining a game or activity
  - having a conversation with peers

What activities can I do at home?
- Praise or reinforce socially appropriate behaviors (such as saying hello, playing a game with a sibling, listening, using appropriate personal space)
- Model social interactions frequently (such as turn taking, having a conversation)
- Create opportunities for your child to interact with peers (such as a sports team, church group, school clubs, or play group)
---Additional Resources---

**Articles:**


**Books:**


**Websites:**


Peer-Mediated Instruction and Intervention CEC Standards

The CEC Standards that apply to all 27 evidence-based practices can be found on our website at: http://afirm.fpg.unc.edu/learn-afirm

Below are CEC Standards that apply specifically to peer-mediated instruction and intervention (PMII) module.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Initial Preparation Standard 1: Learner Development and Individual Learning Differences</strong></td>
<td></td>
</tr>
<tr>
<td>ISCI 1 K11</td>
<td>Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development</td>
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<tr>
<td>DDA1 K5</td>
<td>Speech, language, and communication of individuals with developmental disabilities/autism spectrum disorders</td>
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<tr>
<td><strong>Initial Preparation Standard 2: Learning Environments</strong></td>
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<tr>
<td>ISCI 2 K5</td>
<td>Social skills needed for educational and other environments</td>
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<tr>
<td>ISCI 2 S2</td>
<td>Identify realistic expectations for personal and social behavior in various settings</td>
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<tr>
<td>ISCI 2 S3</td>
<td>Identify supports needed for integration into various program placements</td>
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<tr>
<td>ISCI 2 S7</td>
<td>Establish and maintain rapport with individuals with and without exceptionalities</td>
</tr>
<tr>
<td>DDA2 S3</td>
<td>Use specialized instruction to enhance social participation across environments</td>
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<tr>
<td><strong>Initial Preparation Standard 3: Curricular Content Knowledge</strong></td>
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<tr>
<td>ISCI 3 S2</td>
<td>Integrate affective, social, and life skills with academic curricula</td>
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<tr>
<td>DDA3 S1</td>
<td>Provide pragmatic language instruction that facilitates social skills</td>
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<tr>
<td>DDA3 S2</td>
<td>Provide individuals with developmental disabilities/autism spectrum disorders strategies to avoid and repair miscommunications</td>
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<tr>
<td>DDA3 S5</td>
<td>Use specialized instruction to enhance social participation across environments</td>
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<tr>
<td><strong>Initial Preparation Standard 5: Instructional Planning Strategies</strong></td>
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<tr>
<td>ISCI 5 S13</td>
<td>Use strategies to facilitate integration into various settings</td>
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<tr>
<td>DDA5 S2</td>
<td>Implement instructional programs that promote effective communication skills using verbal and augmentative/alternative communication systems for individuals with developmental disabilities/autism spectrum disorders</td>
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<tr>
<td>DDA5 S8</td>
<td>Provide instruction in community-based settings</td>
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<tr>
<td>DDA5 S12</td>
<td>Utilize student strengths to reinforce and maintain social skills</td>
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<tr>
<td>DDA5 S15</td>
<td>Use specialized instruction to enhance social participation across environments</td>
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<tr>
<td><strong>Initial Preparation Standard 7: Collaboration</strong></td>
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<tr>
<td>ISCI 7 S6</td>
<td>Collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings</td>
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<tr>
<td>ISCI 7 S7</td>
<td>Use group problem-solving skills to develop, implement, and evaluate collaborative activities</td>
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<tr>
<td>ISCI 7 S8</td>
<td>Model techniques and coach others in the use of instructional methods and accommodations</td>
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<td>Standard</td>
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<tr>
<td><strong>Advanced Preparation Standard 1: Assessment</strong></td>
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<tr>
<td>ACSI1 K4</td>
<td>Evaluate an individual's success in the general education curriculum</td>
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<tr>
<td><strong>Advanced Preparation Standard 3: Programs, Services, and Outcomes</strong></td>
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<tr>
<td>SEDAS3.K1</td>
<td>General education curriculum and supports to facilitate the success of individuals with developmental disabilities/autism spectrum disorders</td>
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<tr>
<td>SEDAS3.S5</td>
<td>Implement instructional strategies that promote the generalization of skills across domains and settings</td>
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<tr>
<td>SEDAS3.S6</td>
<td>Arrange program environments to facilitate spontaneous communication</td>
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<tr>
<td>SEDAS3.S7</td>
<td>Design and implement instruction that promote effective communication and social skills for individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
<tr>
<td>SEDAS3.S8</td>
<td>Provide varied instruction and opportunity to learn play and leisure skills</td>
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</tbody>
</table>

For more information visit: [www.afirm.fpg.unc.edu](http://www.afirm.fpg.unc.edu)
---Module References---


