



---Evidence-base for Peer-Mediated Instruction and Intervention---

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.

Early Intervention (0-2)	Preschool (3-5)	Elementary (6-11)	Middle (12-14)	High (15-22)
No studies	Social	Social	Social	Social
	Communication	Communication		
	Joint Attention	Joint Attention		
	School-Readiness			
	Play	Play		
		Academic	Academic	Academic

Early intervention (0-2 years)

No studies

Preschool (3-5 years)

Carr, E. J. & Darcy, M. (1990). Setting generality of peer modeling in children with autism. *Journal of Autism and Developmental Disorders*, 20 (1), 45-59. doi: 10.1007/BF02206856

Kohler, F. W., Strain, P. S., Maretsky, S., & DeCesare, L. (1990). Promoting positive and supportive interactions between preschoolers: An analysis of group-oriented contingencies. *Journal of Early Intervention*, 14(4), 327-341. doi: 10.1177/105381519001400404

Nelson, C., McDonnell, A. P., Johnston, S. S., Crompton, A., & Nelson, A. R. (2007). Keys to play: A strategy to increase the social interactions of young children with autism and their typically developing peers. *Education and Training in Developmental Disabilities*, 42(2), 165.

Odom, S. L. (1991). Reducing teacher prompts in peer-mediated interventions for young children with autism. *The Journal of Special Education*, 25(1), 26-43. doi: 10.1177/002246699102500103

Petursdottir, A. L., McComas, J., McMaster, K., & Horner, K. (2007). The effects of scripted peer tutoring and programming common stimuli on social interactions of a student with autism spectrum disorder. *Journal of Applied Behavior Analysis*, 40(2), 353-357. doi: 10.1901/jaba.2007.160-05

Sainato, D. M., Goldstein, H., & Strain, P. S. (1992). Effects of self-evaluation on preschool children's use of social interaction strategies with their classmates with autism. *Journal of Applied Behavior Analysis*, 25(1), 127-141.

Trembath, D., Balandin, S., Togher, L., & Stancliffe, R. J. (2009). Peer-mediated teaching and augmentative and alternative communication for preschool-aged children with autism. *Journal of Intellectual and Developmental Disability*, 34(2), 173-186. doi: 10.1080/13668250902845210

Elementary (6-11 years)

Kamps, D. M., Barbetta, P. M., Leonard, B. R., & Delquadri, J. (1994). Classwide peer tutoring: An integration strategy to improve reading skills and promote peer interactions among students with autism and general education peers. *Journal of Applied Behavior Analysis*, 27(1), 49-61. doi: 10.1901/jaba.1994.27-49

Kamps, D. M., Potucek, J., Lopez, A. G., Kravits, T., & Kemmerer, K. (1997). The use of peer networks across multiple settings to improve social interaction for students with autism. *Journal of Behavioral Education*, 7(3), 335-357. doi: 10.1023/A:1022879607019

Laushey, K. M., & Heflin, L. J. (2000). Enhancing social skills of kindergarten children with autism through the training of multiple peers as tutors. *Journal of Autism and Developmental Disorders*, 30(3), 183-193. doi: 10.1023/A:1005558101038

Elementary (6-11 years continued)

- Lee, S., Odom, S. L., & Loftin, R. (2007). Social engagement with peers and stereotypic behavior of children with autism. *Journal of Positive Behavior Interventions, 9*(2), 67-79. doi: 10.1177/10983007070090020401
- Mundschenk, N. A., & Sasso, G. M. (1995). Assessing sufficient social exemplars for students with autism. *Behavioral Disorders, 21*(1), 62-78.
- Owen-DeSchryver, J. S., Carr, E. G., Cale, S. I., & Blakeley-Smith, A. (2008). Promoting social interactions between students with autism spectrum disorders and their peers in inclusive school settings. *Focus on Autism and Other Developmental Disabilities, 23*(1), 15-28. doi: 10.1177/1088357608314370
- Sasso, G. M., Mundschenk, N. A., Melloy, K. J., & Casey, S. D. (1998). A comparison of the effects of organismic and setting variables on the social interaction behavior of children with developmental disabilities and autism. *Focus on Autism and Other Developmental Disabilities, 13*(1), 2-16.

Middle (12-14 years)

- *Carter, E. W., Cushing, L. S., Clark, N. M., & Kennedy, C. H. (2005). Effects of peer support interventions on students' access to the general curriculum and social interactions. *Research and Practice for Persons with Severe Disabilities, 30*(1), 15-25. doi: 10.2511/rpsd.30.1.15

High (15-22 years)

- *Carter, E. W., Cushing, L. S., Clark, N. M., & Kennedy, C. H. (2005). Effects of peer support interventions on students' access to the general curriculum and social interactions. *Research and Practice for Persons with Severe Disabilities, 30*(1), 15-25. doi: 10.2511/rpsd.30.1.15

* Research which included participants in multiple age ranges.