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 peer-mediated intervention and instruction 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.