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>
<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>
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<tr>
<td>Communication</td>
<td>Communication</td>
<td></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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<td></td>
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<tr>
<td>Play</td>
<td>Play</td>
<td>Play</td>
<td></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

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