AFIRM

Autism Focused Intervention
Resources & Modules

PBII

EBP Brief Packet:
Peer-Based Instruction & Intervention

UNC Frank Porter Graham Child Development Institute
Autism Focused Intervention Resources & Modules
Sam, A., & AFIRM Team, 2025

The National Professional
Development Center on Autism

The National Clearinghouse on
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OVERVIEW OF CONTENT

1. **Table of PBII Contents:** This list details the specific PBII resources that apply to Peer-Based Instruction & Intervention.
2. **What is PBII:** A quick summary of salient features of Peer-Based Instruction & Intervention, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
3. **Evidence-base:** The evidence-base details the National Clearinghouse on Autism Evidence and Practice (NCAEP) criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for Peer-Based Instruction & Intervention.
4. **Planning Checklist:** This checklist details the steps for planning for Peer-Based Instruction & Intervention, including what prerequisite learning of practices are needed, collecting baseline data of the interfering behavior if needed, and what materials/resources are needed.
5. **Other Resources:** Other resources may include decision trees, checklists, and/or template forms that will support the use of Peer-Based Instruction & Intervention.
6. **Step-by-Step Guide:** Use this guide as an outline for how to plan for, use, and monitor Peer-Based Instruction & Intervention. Each step includes a brief description as a helpful reminder while learning the process.
7. **Implementation Checklist:** Use this checklist to determine if Peer-Based Instruction & Intervention are being implemented as intended.
8. **Monitoring Progress Checklist:** Use this form as a method for collecting and analyzing data to determine if the learner on the spectrum is making progress towards the interfering behavior.
9. **Tip Sheet for Professionals:** Use this tip sheet, intended for professionals working with learners on the spectrum, as a supplemental resource to help provide basic information about Peer-Based Instruction & Intervention.
10. **Parent Guide:** Use this guide intended for parents or family members of learners on the spectrum to help them understand basic information about Peer-Based Instruction & Intervention and how it is being used with their child.
11. **Additional Resources:** This list provides additional information for learning more about Peer-Based Instruction & Intervention as well as resources.
12. **CEC Standards:** This list details the specific CEC standards that apply to Peer-Based Instruction & Intervention.
13. **Glossary:** This glossary contains key terms that apply specifically to Peer-Based Instruction & Intervention.
14. **References:** This list details the specific references used for developing this PBII module in numerical order.

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PEER-BASED INSTRUCTION & INTERVENTION

WHAT IS PBII?

Peer-Based Instruction & Intervention (PBII) is when peers without disabilities directly promote a learner on the spectrum's social interactions and/or other individual learning goals, or the teacher and/or other adult organizes the social context (e.g., play groups, social network groups, recess) and when necessary, provides support (e.g., prompts, reinforcement) to the learner on the spectrum and their peer to engage in positive and meaningful social interactions.

EVIDENCE-BASE:

Based upon the 2020 systematic review conducted by the National Clearinghouse on Autism Evidence and Practice (NCAEP), Peer-Based Instruction & Intervention is a focused intervention that meets the evidence-based practice criteria with 36 single case design and 8 group design studies. Peer-Based Instruction & Intervention has been effective for preschoolers (3-5 years), elementary school learners (6-11 years), middle school learners (12-14 years), and high schoolers (15-18 years) on the spectrum. Studies included the 2020 EBP report (Steinbrenner et al., 2020) detail how Peer-Based Instruction & Intervention can be used to effectively address the following outcomes for a target goal/behavior/skill: academic/pre-academic, adaptive/self-help, behavior, cognitive, communication, joint attention, mental health, play, school readiness, and social.

Peer-Based Instruction & Intervention was previously named Peer-Mediated Instruction & Intervention based on the 2014 systematic review conducted by the National Professional Development Center (NPDC) on autism.

HOW IS PBII BEING USED?

Peer-Based Instruction & Intervention can be used by a variety of professionals, including teachers, special educators, therapists, paraprofessionals, and early interventionists in educational and community-based environments. Parents and family members also can use Peer-Based Instruction & Intervention in the home.

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EVIDENCE-BASE

The National Clearinghouse on Autism Evidence and Practice has adopted the following criteria to determine if a practice is evidence-based. The 2020 EBP report (Steinbrenner et al., 2020) provides more information about the systematic review process.

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

- At least 2 randomized or quasi-experimental group design studies, or
- At least 5 single subject/case design studies, or a
- Combination of evidence of 1 randomized or quasi-experimental group design study and 3 single subject/case design studies

OVERVIEW:

Based upon the 2020 systematic review conducted by the National Clearinghouse on Autism Evidence and Practice (NCAEP), Peer-Based Instruction & Intervention is a focused intervention that meets the evidence-based practice criteria with 36 single case design and 8 group design studies. Peer-Based Instruction & Intervention has been effective for preschoolers (3-5 years), elementary school learners (6-11 years), middle school learners (12-14 years), and high schoolers (15-18 years) on the spectrum. Studies included the 2020 EBP report (Steinbrenner et al., 2020) detail how Peer-Based Instruction & Intervention can be used to effectively address the following outcomes for a target goal/behavior/skill: academic/pre-academic, behavior, cognitive, communication, joint attention, mental health, play, school readiness, and social.

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

Age	Academic	Behavior	Cognitive	Communication	Joint Attention	Mental Health	Play	School Readiness	Social
3-5			Yes	Yes	Yes		Yes	Yes	Yes
6-11	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
12-14	Yes		Yes	Yes		Yes	Yes		Yes
15-18	Yes			Yes					Yes

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PRESCHOOL (3-5 YEARS):

Barber, A. B., Saffo, R. W., Gilpin, A. T., Craft, L. D., & Goldstein, H. (2016). Peers as clinicians: Examining the impact of Stay Play Talk on social communication in young preschoolers with autism. *Journal of Communication Disorders, 59*, 1-15. https://doi.org/10.1016/j.jcomdis.2015.06.009

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* Simpson, L. A., & Bui, Y. (2016). Effects of a peer-mediated intervention on social interactions of students with low-functioning autism and perceptions of typical peers. *Education and Training in Autism and Developmental Disabilities, 51*(2), 162-178.

* Strasberger, S. K., & Ferreri, S. J. (2014). The effects of peer assisted communication application training on the communicative and social behaviors of children with autism. *Journal of Developmental and Physical Disabilities, 26*(5), 513-526. https://doi.org/10.1007/s10882-013-9358-9

Thiemann-Bourque, K., Brady, N., McGuff, S., Stump, K., & Naylor, A. (2016). Picture exchange communication system and pals: A peer-mediated augmentative and alternative communication intervention for minimally verbal preschoolers with autism. *Journal of Speech, Language, and Hearing Research, 59*(5), 1133-1145. https://doi.org/10.1044/2016_jslhr-l-15-0313

Thiemann-Bourque, K. S., McGuff, S., & Goldstein, H. (2017). Training peer partners to use a speech-generating device with classmates with autism spectrum disorder: Exploring communication outcomes across preschool contexts. *Journal of Speech Language and Hearing Research, 60*(9), 2648-2662. https://doi.org/10.1044/2017_JSLHR-L-17-0049

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ELEMENTARY SCHOOL (6-11 YEARS):

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Kretzmann, M., Shih, W., & Kasari, C. (2015). Improving peer engagement of children with autism on the school playground: a randomized controlled trial. *Behavior Therapy*, *46***(1), 20-28. https://doi.org/10.1016/j.beth.2014.03.006**

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MIDDLE SCHOOL (12-14 YEARS):

* Bambara, L. M., Cole, C. L., Kunsch, C., Tsai, S. C., & Ayad, E. (2016). A peer-mediated intervention to improve the conversational skills of high school students with autism spectrum disorder. *Research in Autism Spectrum Disorders, 27*, 29-43. **https://doi.org/10.1016/j.rasd.2016.03.003**

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HIGH SCHOOL (15-18 YEARS):

* Bambara, L. M., Cole, C. L., Kunsch, C., Tsai, S. C., & Ayad, E. (2016). A peer-mediated intervention to improve the conversational skills of high school students with autism spectrum disorder. *Research in Autism Spectrum Disorders, 27*, 29-43. https://doi.org/10.1016/j.rasd.2016.03.003

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Notes: * denotes the study has participants in at least two age ranges
Bold denotes new studies since 2011 (2012 till 2017)

PEER-BASED INSTRUCTION & INTERVENTION TYPES

Peer Modeling: Peers without disabilities are trained to demonstrate appropriate social or academic behaviors for learners on the spectrum. The target learner observes and imitates these behaviors in natural settings, such as the classroom, playground, or structured activities.
- Requesting assistance (e.g., asking a teacher or peer for help with a task)
- Joining an activity (e.g., observing a group, making an entry statement, waiting for a turn)
- Following directions (e.g., listening and complying with teacher or peer instructions)
- Greetings (e.g., saying "hi" and "bye," shaking hands, waving)

Peer Initiation Training: Peers are explicitly taught strategies to encourage and sustain interactions with a learner on the spectrum in natural environments, such as during free play, lunch, or group work.
- Responding to invitations (e.g., saying "yes" or "no" appropriately when asked to play or talk)
- Maintaining conversations (e.g., staying on topic, asking follow-up questions, making comments)
- Turn-taking (e.g., taking turns in a conversation or game, waiting for a turn)

Direct Training for Target Learner and Peer: Both the learner on the spectrum and their peer are directly taught social skills in a structured format, often with adult guidance. These sessions may involve role-playing, direct instruction, or reinforcement strategies.
- Initiating conversations (e.g., saying "hello," making small talk, starting a discussion)
- Perspective-taking (e.g., understanding how others feel, recognizing different opinions)
- Accepting 'no' (e.g., responding appropriately when a peer declines a request)

Peer Networks: A structured, facilitated group of peers meets regularly with a learner on the spectrum outside of instructional time (e.g., lunch, recess, after school) to promote friendships and social engagement. The meetings may involve games, discussions, or shared activities.
- Joining peer groups (e.g., approaching a group and asking to join)
- Promoting social networks (e.g., making connections with multiple peers, developing friendships)

Peer Supports (e.g., Best Buddies, Peer Tutoring): Peers provide social or academic support to learners on the spectrum within an inclusive environment. This may take place in structured programs such as Best Buddies or informal settings like peer tutoring sessions.
- Academic skills (e.g., working together on homework, peer-assisted learning)
- Social skills (e.g., navigating social interactions in school and community settings)

Structured Play Groups: Small, adult-facilitated playgroups designed to promote social interaction between learners on the spectrum and their peers. These groups involve structured activities with clear expectations and support.
- Sharing and cooperative play (e.g., taking turns with toys, working together on a project)
- Problem-solving (e.g., resolving conflicts, compromising, negotiating play ideas)
- Engaging in imaginative play (e.g., role-playing, storytelling, participating in make-believe scenarios)

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PRE-ASSESSMENT

Learner's Name: _____   **Date/Time:** _____

Observer(s): _____

Target Skill/Goal/Behavior: _____

Directions: Complete this checklist to determine times when Peer-Based Instruction & Intervention to use with the learner on the spectrum.

COMMUNICATION:

1. How does the learner get their needs met?

2. Verbal and nonspeaking communication used:

SOCIAL BEHAVIORS:

3. Social behaviors used:

4. Inappropriate behaviors:

5. Where do social behaviors usually occur?

6. Who does the learner interact with the most?

ACADEMIC:

7. Academic strengths:

8. Areas of need:

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BEST TIMES OF DAY TO USE PBII:

❑ Academics (e.g., reading, writing, math, science, social studies, etc.)

❑ Circle time

❑ Class centers (e.g., art, puzzles, sensory table)

❑ Class outing

❑ Class transitions

❑ Mealtime

❑ Recess

❑ Small group work

❑ Specials (e.g., gym, music, theater arts, library)

❑ Other:

ANECDOTAL NOTES:

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PEER SELECTION CHECKLIST

Learner's Name: _____ **Date/Time:** _____

Observer(s): _____

Target Skill/Goal/Behavior: _____

Directions: Complete this checklist to determine peers to use Peer-Based Instruction & Intervention with the learner on the spectrum. Write possible peer names in the light green table header cells.

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

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WRITTEN SCRIPTS

Learner's Name: _____ **Date/Time:** _____
Observer(s): _____
Target Skill/Goal/Behavior: _____
Directions: Use this form to develop words and/or phrases for peers to say to the learner.

Skill:

Skill:

Skill:

TOPIC SCRIPTS

Learner's Name: _____ **Date/Time:** _____

Observer(s): _____

Target Skill/Goal/Behavior: _____

Directions: Use this form to help peers prompt (blue) the learner to demonstrate their target skill/goal/behavior (green).

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DAILY SCHEDULE

Name: _____

Directions: Think about your schedule throughout the week. List classes and their time. Write down other activities (e.g., lunch, clubs, sports) you participate in on a weekly basis.

Class/Activity Time	Monday	Tuesday	Wednesday	Thursday	Friday

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PEER NOTES & SELF-MONITORING

Your Name: _____   **Learner's Name:** _____

Learner's Target Skill/Goal/Behavior: _____

Directions: Take notes on your interactions with the learner and their progress towards their target skill/goal/behavior.

Date	Activity	Target Skill Notes	Other Notes

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How Did I Do?	Yes	A Little	No
Did I start talking to my friend?			
Did I keep talking to my friend?			
Did I look, wait, and listen?			
Did I answer their questions?			
Did I say something nice to them?			
Did I enjoy spending time with them?			
Would I like to continue working with them?			
Have I made other new friends in class?			

What have I learned from working with them?

PLANNING CHECKLIST

Learner's Name: _____   **Date/Time:** _____
Observer(s): _____
Target Skill/Goal/Behavior: _____

Directions: Complete this checklist to determine which type of Peer-Based Instruction & Intervention to use with the learner on the spectrum as well as if PBII is ready to be implemented.

PLANNING:

☐ Has the target goal/behavior/skill been identified?

☐ Is the target goal/behavior/skill measurable and observable? Does it clearly state **what** the target goal/behavior/skill is, **when** it will occur, and **how** team members/observers will know it has been mastered?

☐ Is Peer-Based Instruction & Intervention appropriate for the learner's target goal/behavior/skill?

☐ Have peers been trained?

☐ Has a data collection system been developed for the peer(s)?

☐ Does the peer know how to use their recording system?

☐ Does the learner require additional adaptations/modifications/supports? Such as a communication device or visual supports?

☐ Have reinforcers/rewards for the learner been identified based on the learner's interests/preferred items and/or activities?

☐ Are additional materials and/or resources for using Peer-Based Instruction & Intervention ready and available?

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DATA COLLECTION: FREQUENCY

Learner's Name: _____   **Date/Time:** _____
Observer(s): _____
Target Goal/Behavior/Skill: _____
Directions: Collect data on the frequency of the learner demonstrating the target goal/behavior/skill to determine if the learner is making progress.

Time	Skill	Tally	Total Tally	Prompts Needed

Prompt Key: VB = Verbal; VS = Visual; G = Gestural; M = Model; P = Physical; I = No prompts needed/Independent

ANECDOTAL NOTES:

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MONITORING PROGRESS CHECKLIST

Learner's Name: _____   **Date/Time:** _____
Observer(s): _____
Target Skill/Goal/Behavior: _____
Directions: Complete this checklist to determine if the learner is making progress with using Peer-Based Instruction & Intervention.

QUESTIONS:

❑ Did the learner participate in the activity?

❑ Did peers and learner seem to enjoy the activity?

❑ Did the activity contain materials that promoted social interaction?

❑ Is there an increase in spontaneously used target behaviors (initiations, responses) with peers?

❑ Is there a decrease in the total number and type of prompts needed (imitation, sentence completion, time delay)?

❑ Is there a decrease in inappropriate social and communication behaviors?

❑ Is there an increase in the use of target skills with new social partners in social settings?

❑ Are there improved conversations between peers and learner on the spectrum (range of topics, length of conversations)?

❑ Are related IFSP or IEP goals achieved?

Did the activity promote positive or negative interactions? Give examples.

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

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

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ANECDOTAL NOTES:

MONITORING PROGRESS:

❏ Is the target skill or behavior well defined?

❏ Is the target skill or behavior measurable and observable?

❏ Can the learner demonstrate the behavior?

❏ Is the peer using the self-recording system accurately?

❏ Does the peer understand how to record behaviors in the target setting?

❏ Is the skill too difficult and needs to be broken down into smaller steps for the learner?

❏ Has enough time been devoted to using this strategy (intensity and duration)?

❏ Is PBII used with fidelity? (Use the PBII Implementation Checklist to determine fidelity.)

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STEP-BY-STEP GUIDE

This step-by-step practice guide outlines how to plan for, use, and monitor Peer-Based Instruction & Intervention.

BEFORE YOU BEGIN...

Each of the following points is important to address so that you can be sure Peer-Based Instruction & Intervention is likely to address the target goal/behavior/skill of your learner on the spectrum.

HAVE YOU FOUND OUT MORE INFORMATION ABOUT...?

❑ Identifying the behavior...?
❑ Collecting baseline data through direct observation...?
❑ Establishing a target goal or outcome that clearly states when the behavior will occur, what the target goal or outcome is, and how team members and/or observers will know when the skill is mastered...?

If the answer to any of the above questions is 'No,' review the process of how to select an appropriate EBP (https://afirm.fpg.unc.edu/selecting-EBP).

For more information about Peer-Based Instruction & Intervention, please visit https://afirm.fpg.unc.edu/ .

STEP 1: PLANNING FOR PBII

The planning step details the initial steps and considerations involved to prepare for using Peer-Based Instruction & Intervention with a learner on the spectrum.

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 on the spectrum interact most with peers?
    *   What times of the day would work best for using PBII?
    *   If the learner on the spectrum is not currently interacting with peers, then consider the times of day where the learner could interact either socially or academically with peers.

    🗎 Use the **Pre-Assessment** to gather this information.

Keep in mind that the six types of **Peer-Based Instruction & Intervention** are:

*   Peer modeling
*   Peer initiation training
*   Direct training for target student and peer
*   Peer networks
*   Peer support
*   Structured Play Groups

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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.
   📄 Use the **Peer Selection Checklist** to identify and select peers to include.

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.

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 on the spectrum. 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.

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 on the spectrum.
   📄 Use the **Topic Scripts** and **Written Scripts** to develop scripts for peers to use to prompt learners.

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.

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 on the spectrum to develop a schedule of interactions for the learner on the spectrum. Review with peers how to use a Peer Notebook to record anecdotal information following each intervention activity.
   📄 Provide the **Daily Schedule** and **Peer Notes & Self-Monitoring** to peers to help them track their interactions with the learner.

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STEP 2: USING PBII

This step details the process of implementing Peer-Based Instruction & Intervention with a learner on the spectrum.

1. **Assign peers to learner on the spectrum**
   For peer modeling, peer initiation training, and direct training for target student and peer, only one peer might be assigned to the learner on the spectrum at a specific time. Depending on schedules and opportunities for social interaction, trained peers might rotate interacting with the learner on the spectrum.
   - For peer supports, two to six peers might be assigned to the learner on the spectrum depending on the schedules of the learner on the spectrum 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 on the spectrum.

2. **Conduct a minimum of one regular 15-minute session daily**
   Plan for the assigned trained peer to interact with the learner on the spectrum for at least one 15-minute session daily.

3. **Provide materials for learner to participate in session**
   The learner on the spectrum might need additional materials or instructional supports (e.g. visual cue cards or written scripts) to participate fully in a session.
   📄 Use the **Topic Scripts** and **Written Scripts** to develop scripts for peers to use to prompt learners.

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 on the spectrum.
   - 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.

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STEP 3: MONITORING PBII

The following step details how to monitor the use of Peer-Based Instruction & Intervention with a learner on the spectrum and how to determine next steps based on the data.

1. **Observe and document behavior of learner on the spectrum**
   Direct observation and anecdotal notes help educators to assess both the quantity and quality of the target behaviors of the learner on the spectrum related to the use of PBII. Some older learners on the spectrum might be able to participate in data collection through a self-assessment process.
   📄 Use the **Monitoring Progress Checklist** to monitor learner progress.
   📄 Provide the **Peer Notes & Self-Monitoring** to peers to help them track their interactions with the learner.

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 on the spectrum is not showing progress, then educators might need to re-train peers to ensure peers are providing prompts and sufficient support to the learner on the spectrum.

3. **Determine next steps based on learner progress**
   Collecting data will help team members decide about the effectiveness of using Peer-Based Instruction & Intervention and whether the learner on the spectrum is making progress. If a learner is making progress based upon data collected, team members should continue to use the selected strategies.

   If team members determine that the learner is not making progress, consider the following:
   - Is the target skill or behavior well defined?
   - Is the target skill or behavior measurable and observable?
   - Does the target skill need to be broken down into smaller steps for the learner?
   - Can the learner demonstrate the behavior?
   - Do peers need more support or training?
   - Does the peer understand how to record behaviors in the target setting?
   - Is PBII used with fidelity? (Use the PBII Implementation Checklist to determine fidelity.)
   - Has enough time been devoted to using selected PBII strategy (intensity and duration)?

   If these issues have been addressed and the learner on the spectrum continues not to show progress, consider selecting a different evidence-based practice to use with the learner on the spectrum.

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IMPLEMENTATION CHECKLIST

BEFORE YOU START, HAVE YOU...?

❑ Identifying the target goal/behavior/skill...?
❑ Collecting baseline data through direct observation...?
❑ Establishing a target goal or outcome that clearly states when the behavior will occur, what the target goal or outcome is, and how team members and/or observers will know when the skill is mastered...?

If the answer to any of the above questions is 'No,' review the process of how to select an appropriate EBP (https://afirm.fpg.unc.edu/selecting-EBP).

	Observation:	1	2	3	4	5
	Date:					
	Observer's Initials:					
STEP 1: PLANNING						
1.1	Identify times when social interactions naturally occur					
1.2	Identify and recruit peers					
1.3	Prepare for session					
1.4	Introduce target skill or strategy to peers					
1.5	Develop scripts for peers					
1.6	Use role plays with peers					
1.7	Review peer schedules and how peers record data and notes using notebooks, if appropriate					
STEP 2: USING						
2.1	Assign peers to learner on the spectrum					
2.2	Conduct a minimum of one regular 15-minute session daily					
2.3	Provide materials for learner to participate in session					
2.4	Provide support and periodic feedback to peers					
STEP 3: MONITORING						
3.1	Observe and document behavior of learner on the spectrum					
3.2	Determine if peers need additional support and/or training					
3.3	Determine next steps based on learner progress					

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TIP SHEET FOR PROFESSIONALS

PEER-BASED INSTRUCTION & INTERVENTION ...

- A method to systematically teach peers without disabilities ways to engage learners on the spectrum in positive and meaningful social interactions.
- A group of specific interventions that address social skills of learners on the spectrum by using trained peers. These specific interventions include Peer Modeling, Peer Initiation Training, Direct Training for Target Student and Peer, Peer Networks, Peer Supports, and Structured Play Groups..

WHY USE WITH LEARNERS ON THE SPECTRUM?

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

INSTRUCTIONAL OUTCOMES:

The evidence-base for Peer-Based Instruction & Intervention supports its use to address the following outcomes, according to age range, in the table below:

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

Age	Academic	Behavior	Cognitive	Communication	Joint Attention	Mental Health	Play	School Readiness	Social
3-5			Yes	Yes	Yes		Yes	Yes	Yes
6-11	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
12-14	Yes		Yes	Yes		Yes	Yes		Yes
15-18	Yes			Yes					Yes

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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 on the spectrum
- 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 on the spectrum
- Determine if peers need additional support/training
- Determine next steps based on learner progress

**Peer-Based Instruction & Intervention
PBII**

This sheet was designed as a supplemental resource to provide basic information about Peer-Based Instruction & Intervention for professionals working with learners on the spectrum.

For more information about this selected evidence-based practice, please visit https://afirm.fpg.unc.edu/.

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PARENT'S GUIDE

WHAT IS PBII?

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

WHY USE THIS PBII WITH MY CHILD?

- Learners on the spectrum struggle with socialization and might have limited opportunities to have meaningful social interactions with other children and youth without disabilities.
- PBII increases the likelihood that learners on the spectrum will interact with peers without disabilities.
- Skills addressed by PBII 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)

Peer-Based Instruction & Intervention PBII

This parent introduction to PBII was designed as a supplemental resource to help answer questions about Peer-Based Instruction & Intervention.

To find out more about how this PBII is being used with your child, please talk with:

_____

For more information about this selected evidence-based practice, please visit https://afirm.fpg.unc.edu/.

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ADDITIONAL RESOURCES

BOOKS:

Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009*). Peer support strategies for improving all students' social lives and learning*. Baltimore: Paul H. Brookes Pub.

WEBSITES:

Human Development Institute. (2015). Kentucky Peer Support Network Project.
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CEC STANDARDS

INITIAL PRACTICE-BASED STANDARDS FOR EARLY INTERVENTIONISTS/EARLY CHILDHOOD (0-5 YEARS; CEC, 2020)

Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction

6.2 Engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.

6.3 Engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.

6.4 Promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.

6.6 Use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.

INITIAL PRACTICE-BASED STANDARDS FOR (GRADES K-12; CEC, 2020):

Standard 6: Supporting Social, Emotional, and Behavioral Growth

6.1 Use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.

6.2 Use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.

6.3 Systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

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GLOSSARY

Baseline data - data collected on current performance level prior to implementation of intervention

Direct training for target student and peer - a type of peer-mediated instruction and intervention that trains peers and learner specific target skills.

Fidelity - how well and how often the implementation steps for an evidence-based practice are followed

Frequency system - data collection system, appropriate when the frequency of the behavior needs to be increased or decreased

Generalization - when the target skill or behavior continues to occur when the intervention ends, in multiple settings, and with multiple individuals (e.g., peers, teachers, parents)

Gestural prompt - a movement that provides the learner with information about how to perform the target skill/behavior (e.g., pointing to the top of the paper to remind the student to write their name).

Implementation checklist - the specific steps needed to accurately follow an evidence-based practice.

Modeling (MD) - Demonstration of a desired target behavior that results in use of the behavior by the learner and that leads to the acquisition of the target behavior.

Natural reinforcer - occur naturally as a result of using the target behavior or skill.

Peer - classmate of learner on the spectrum.

Peer-Based Instruction & Intervention (PBII) Intervention - peers directly promote autistic children's social interactions and/or other individual learning goals, or the teacher/ other adult organizes the social context (e.g., play groups, social network groups, recess) and when necessary provides support (e.g., prompts, reinforcement) to the autistic children and their peer to engage in social interactions.

Peer initiation training - a type of peer-based instruction and intervention that trains peers in use of strategies to encourage peers to interact with learner in natural settings.

Peer modeling - a type of peer-based instruction and intervention that trains peers to demonstrate use of target skills to learner.

Peer network - a type of peer-based instruction and intervention that teaches peers to interact with learner in a facilitated, regular meeting held outside of instructional time.

Peer support - a type of peer-based instruction and intervention that trains peers to provide social and academic support to learner within an inclusive environment.

Prompting (PP) - Verbal, gestural, or physical assistance given to learners to support them in acquiring or engaging in a targeted behavior or skill.

Reinforcement (R) - The application of a consequence following a learner's use of a response or skills that increases the likelihood that the learner will use the response/skills in the future.

Reinforcers - increase the likelihood that the target skill/behavior will be used again in the future.

Script - Provide prompts for use of a strategy or target behavior/skill.

Structured Play Groups- a type of peer-based instruction and intervention that trains peers to provide social support to learner within an inclusive environment.

Target behavior - the behavior or skill that is the focus of the intervention. Behavior may need to be increased or decreased.

Team members - includes the parents, other primary caregivers, IEP/IFSP team members, teachers, therapists, early intervention providers, and other professionals involved in providing services for the learner on the spectrum.

Training session - peers receive instruction about various social behaviors and use role plays with the adult trainer and other peers.

Verbal prompt - includes any spoken words directed to learners to help them perform a target skill correctly. Verbal prompts range in intensity level from least to most restrictive.

Visual prompt - a picture, icon or object used to provide learners with information about how to perform the target skill or behavior.

Visual Supports (VS) A visual display that supports the learner engaging in a desired behavior or skills independent of additional prompts

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