Peer-Mediated Instruction and Intervention

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Peer-Mediated Intervention and Instruction

Established treatment Intervention used to teach typically developing peers ways to interact with and help learners with ASD acquire new social skills by increasing social opportunities within natural environments

- http://autismpdc.fpg.unc.edu/content/peer-mediated-instruction-and-intervention

Established Intervention

- National Standards Project: The National Standards Project addressed the need for evidence based practice guidelines for autism spectrum disorders.

- Established treatment is defined as having sufficient evidence available to confidently determine that a treatment produces beneficial treatment effects for individuals on the autism spectrum. That is, these treatments are established as effective.

Overview of PMII

- Purpose
  - Instructs peers on how to talk and interact with children and youth with ASD.
  - Increases interaction rates of typically developing children with ASD.
  - Builds initiation across all activities throughout the school day.
  - Reduces the need for adult support (prompting, reinforcement)
  - Creates and increases interactions between children with ASD and their typically developing peers that are positive and occur naturally within their environment.

Overview of PMII

- With what ages is it effective?
  - Research support the use of this intervention with individuals ages 3-18.
- Targeted social skills addressed by PMII
  - Initiating interactions
  - Responding to initiations
  - Keeping an interaction going
  - Starting and engaging in conversations
  - Giving and accepting compliments
  - Taking turns and sharing
  - Helping others and asking for help.

Introducing the PSEO program

Nottingham Elementary School in Oxford Area School District
Chester County, Pennsylvania

PSEO Means…

Peers

Supporting

Each

Other

It all began with a vision….

Ms. Marlo Frisco, Autism Support Teacher

The Vision

Equipping peers to support the 2nd and 3rd grade students in the Autism Support program.

a. Expanding understanding and acceptance
b. Guiding the ability of peers to make "connections" and model social interactions
c. Facilitating interactions in structured activities
d. Monitoring "carry-over" in the natural settings
e. Assessing impact on social goals

The Peer Buddies

From both the 2nd and 3rd grade homeroom classrooms.

Steps Involved

➢ Obtain administrative and teacher support

➢ Peer sensitivity lesson presented to all 2nd and 3rd grade classrooms

➢ Teachers recommend peer supporters

➢ Parent letter/permission slips
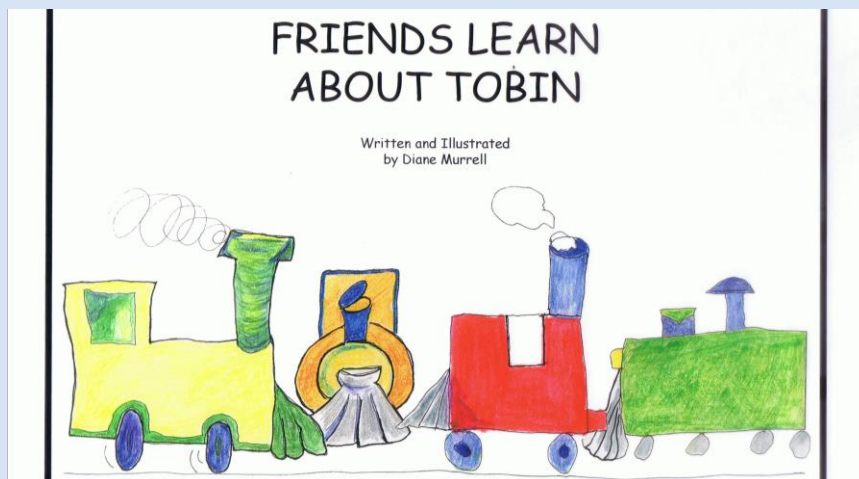
➢ Peer training sessions

(cont.)

Steps Involved (cont.)

➢ Schedule and plan: Lunch Bunch and Game Day

➢ Schedule and plan: ongoing support for the supporting peers

➢ Identify community partners

➢ Plan end of year party; include administration, teachers and parents

Obtaining Administrative/Teacher Support

- Proposal meeting included SPED director, building principal, and guidance counselor
- Outline proposed program
- Parent communication and permission
- Collaboration with teachers
- Scheduling issues discussed
- Enthusiastic support obtained!

The Peer Sensitivity Lesson

FRIENDS LEARN ABOUT TOBIN

Written and Illustrated by Diane Murrell

Some students at Nottingham are like Tobin

Difficulties

- Having a conversation
- Playing with others
- "Reading body language, facial expression or way you say something

How can we help?

- Get their attention; greet them; keep it simple; don't give up!
- Include them in play; explain rules
- Explain what you are feeling and why

Some students at Nottingham are like Tobin

Difficulties:

- Don't understand that words can have two meanings
- Can't use own speech to communicate
- Don't accept making mistakes (their own or others)

How can we help?

- Explain double meanings and jokes
- Be patient as they use their iPad or pictures to communicate
- Show them that everyone makes mistakes, reassure

"Friends help friends whether they are the same or not."

Identifying Peer Supporters

- Teachers recommend two students from each homeroom class.
  - Based on their responses to a writing prompt
  - Based on observed leadership and willingness to be inclusive
- Teachers explain program to prospective peer supporters and ask if interested
- Plan to identify and train a new group each semester

Parent Letters

- Letter to all 2nd and 3rd grade parents describing peer sensitivity lesson and new peer support program
- Follow-up letter to parents of students to be supported and parents of recommended peer supporters.
- Obtained written permission to participate and to photograph/videotape
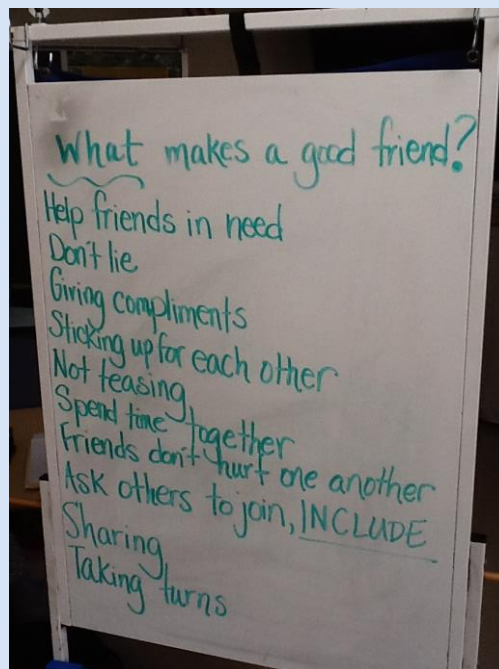
Peer Training Sessions

- Three sessions for each grade group
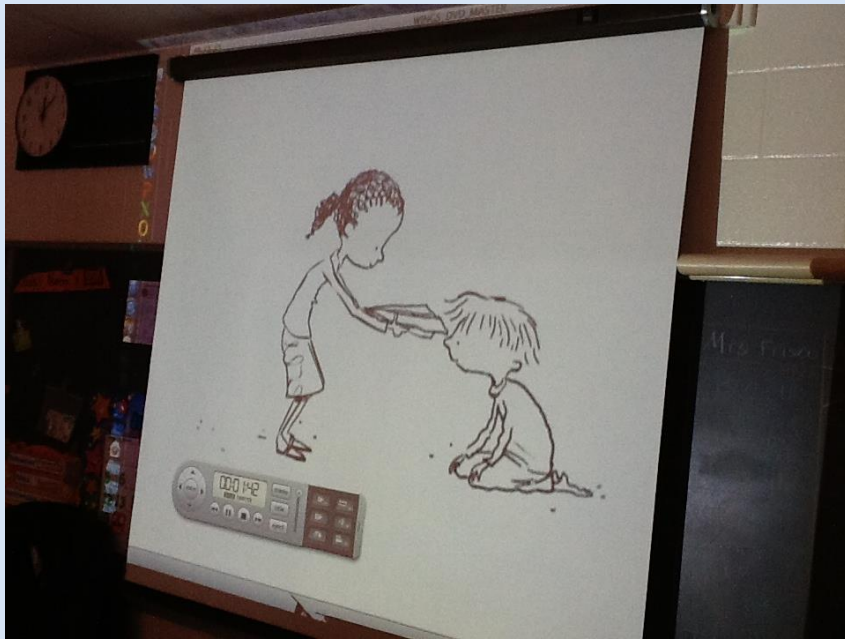- Provided during lunch/recess

Session One

What Does It Mean To Be A Friend?

- Brainstorm qualities of a friend
- What is the "Golden Rule"?
- View short film "I'm Here" and discuss
- Explore meaning of word SUPPORT
- Begin flip books to illustrate what we discussed

What makes a good friend?
Help friends in need
Don't lie
Giving compliments
Sticking up for each other
Not teasing
Spend time together
Friends don't hurt one another
Ask others to join, INCLUDE
Sharing
Taking turns

www.FableVision.com

What Does "Support" Mean?

Support Means

...to "lift up" someone ("give them a lift").
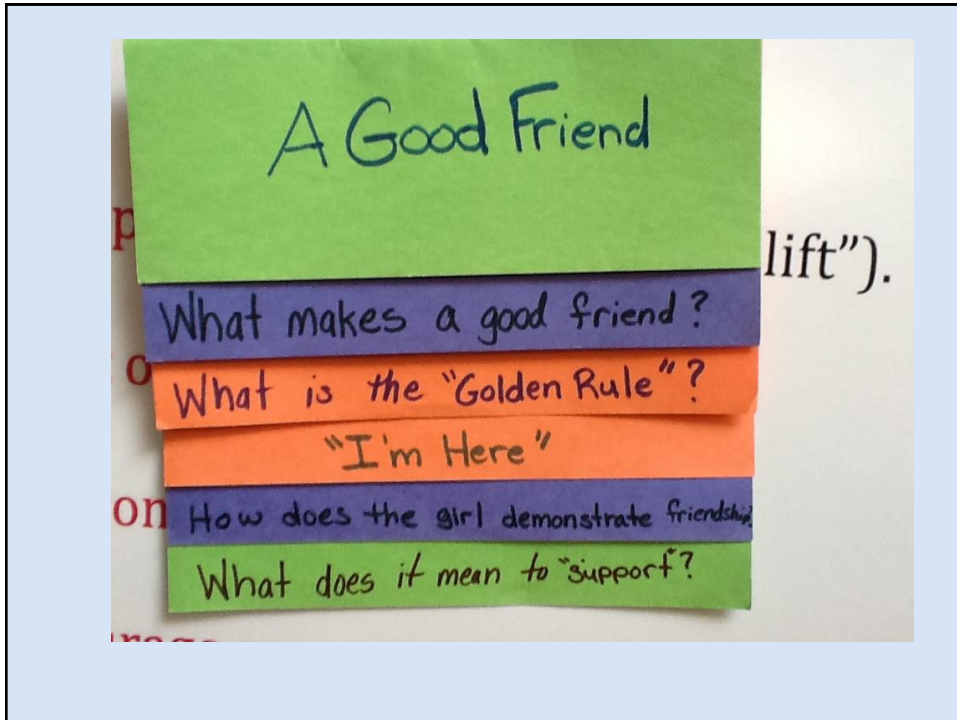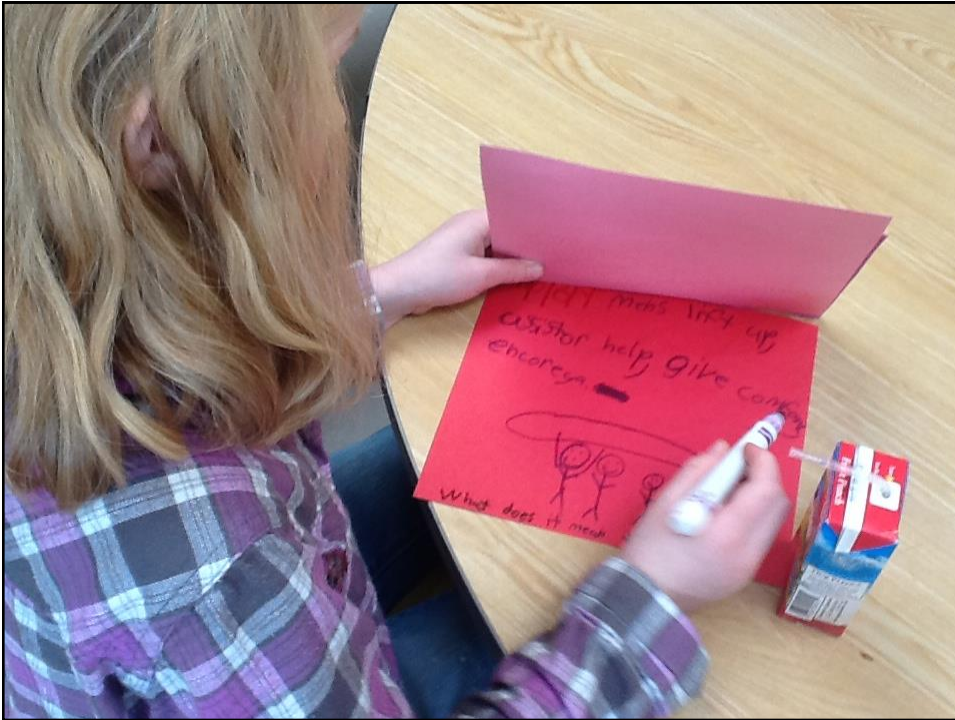
...to assist or help someone.

...to give comfort to someone.

...to encourage someone.

...to be actively interested in and concerned for someone.

Lesson Two

How Can I Get and Hold Their Attention?

Role playing

- Eye contact and body orientation
  - Why is it hard for some people?
  - Why is it important?
  - How can I encourage it? (call by name, face the other person, allow wait time, do's and don't of touch)
- Minimize verbal instructions
  - Simplify language
  - Visual cues
- Be a model
- Ask: What do you do next?
- Tone of voice

Lesson Three

What are some specific ways I can reach out to my assigned peer?

- Divide into classroom teams (peer buddies supporting same student
- Adults share some specific approaches that work best for their specific student
  - To encourage independence in routines
  - To engage in peer interactions
- Role-play

Lunch Bunch

Game Day

- Once a month (in the AS classroom or outside)
- During the last period of the school day
- Wide variety of interactive games
- Review rules for recess games and then go outside to practice them

Support for the Supporting Peers

- Ongoing "check-ins" by the Autism Support Teacher (in class, at recess)
- Once a month lunch bunch just for the supporting peers
- Review of what is working and what is still difficult
- Problem-solving together as a group

Community Partners!

- Autism Support Teacher solicited contributions from local businesses
- Had funding to be able to make PSEO t-shirts for all the students involved!

Observations of the Mentors

- "He's raising his hand more….not just calling out."
- "He talks about other things besides Skylanders."
- "She's raising her hand in class to answer questions now!"
- "When I ask her a question, it doesn't take her so long for her to answer….and she is looking at me!"
- "She showed us how to play freeze tag at recess today."
- "He watched me when I pointed to his cubby and put his dinosaur away."
- "He's following the teacher's directions in class."

Letter From a Parent of a Mentor

"I am so thankful you and Mrs. Hunsicker picked James to be in the club. He enjoys it so much. He comes home all the time with a smile and a story about his experience in the club (or company, as he calls it). It has given him more confidence in himself and feeling of having a purpose. Mrs. Hunsicker was right when she said it would be a win-win for both."

Relevant research articles

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Thank you!

Questions?