Peer to Peer Manding

Selecting Participants

A student is ready for peer to peer manding if:
- Student demonstrate appropriate “ready hands” behavior.
- The student demonstrates high interest in a variety of items
- The student has acquired mastery in giving and manding for items in one-on-one sessions
- The peers in the AS classroom are conditioned as reinforcers.

Selecting Participants for General Education Students

Once a student has an adequate repertoire of mands, peers are conditioned as reinforcers, peer to peer manding skills are established with peers in the AS classroom, they can begin to mand with general education students.

Interview interested general education students

General education students must:
- Be willing, compassionate, wanting and understanding
- Receive one-on-one instruction with teacher
- Consistent and reliable
- Be monitored by teacher during sessions

Selecting Participants

Selecting peers and their partners depends upon:
- interest levels of reinforcers
  - Very difficult to have two students who want the same reinforcing object
- Interest levels within the peers and general education peers
- Reliability of general education students

Selecting Participants

Mixing it up

- Partners for this session can remain the same or rotate.
- Ideally you would want to foster an environment where peers and general education peers can interchange.
- When first beginning the program use peers within the classroom
  - As students become more comfortable with manding and frequency of mands progress, begin manding with general education peers.

Frequency and Environment

Frequency:
- Manding sessions are performed at least 3 times a week with peers and general education students.
  - This is where data is taken.
- However, manding practices and reinforcement occur throughout the day.
  - In various environments
Environment of Sessions:
• Data collection sessions take place within the classroom.
• Separate table or station from regular intensive teaching areas
• Should be engaging room with reinforcing area
• Peers and general education students should be next to or across from each other
• 2 students per table
• Adults stand far enough away

Reinforcement check list
• This should be updated throughout the year

Reinforcing items of the day
• Be sure not to include items that both peers want

Reinforcer checks done in the beginning of the day

Activities done during a reinforcing time of the day
• Snack time, lunch, sensory time

Prompts are provided by teacher and Paraprofessional.
• Make sure teacher/staff are placed behind students in order to not take on reinforcing value to the students
• Students should be looking to their peers
• Differential reinforcement is used in order to get better responses from students.
Suggestions for Teaching General Education Students

- Start with pairing peers to general education students
  - Reinforcing activities or social play
  - Peers should see students as reinforcing
  - 1-2 weeks of pairing in general
- Practice manding procedure with general education students during one-on-one time.
- Have student observe sessions

Suggestions for Teaching General Education Students

- Let general education students interact with peers with teacher guidance/prompting
- Let general education students begin procedures with teacher observation
  - Fade out the teacher prompting

Training General Education Supports

- Data collection with general education students
  - Is possible!
  - Need new set of graphs
  - Can only collect data when students are confident

Data Collection Examples

- VB-Mapp Master Scoring Form

Data Collection Examples

- VB-Mapp Master Scoring Form
Share possible pre and post video on peer interactions if you have them.
Share video of any teaching sessions.

The slides next are the graphed results from the peer to peer manding sessions.

- Graph 1 is of the amount of times per minute the student gave an item when asked
  - Prompted and unprompted
- Graph 2 is the amount of times per minute the student asked for an item
  - Prompted and unprompted
Challenges and Barriers to Implementation with Peers

- When working with two students, one non-vocal and one vocal, challenges that arise most often are the language barriers due to the use of sign language.
- Other challenges that arise include the following: varying behaviors including echoing, perseveration, stimming, wait time of requests, non-use of communication device, interests.

Challenges and Barriers to Reverse Inclusion

- Willing and voluntary students
- Consistency of students
- One on one time with teacher, student and general education peers

Review strategies that promote successful implementation

- Frequent preference assessment check
- Updating reinforcement checklist
- Procedural fidelity checklists
- Routine and consistency with adults and peers
- One on one time with teacher, student and general education peers