

Peer to Peer Manding

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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

Frequency and Environment

• 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

Frequency and Environment



Selection of motivating items and activities

- 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

Selection of motivating items and activities

- Picture of preference assessment.
 - Done to check for reinforcing items

Preference Assessment: Paired Stimulus Format
(Adapted from Patricia Institute on Self Injury)

Individual's Name: _____ DATE: 7/11/14

Evaluator: _____

Instructions:

1. Use 6 items per session. Allow the individual to contact novel items before the session begins.
2. Present 6 items on each trial (see below). Separate each item by at least 14 inches and by one to four feet of the individual. And instruct the individual to select one.
3. Circle the letter corresponding to the item selected and remove the unselected items. If the item is selected in 5 sec, remove them and put a slash mark through the trial.
4. Continue until all pairs have been presented.
5. Record the total number of times each item was selected.

Trial	Pair 1	Pair 2	Pair 3	Trial	Pair 1	Pair 2	Pair 3
1	A vs B	C vs D	E vs F	10	A vs B	C vs D	E vs F
2	A vs B	C vs D	E vs F	11	A vs B	C vs D	E vs F
3	A vs B	C vs D	E vs F	12	A vs B	C vs D	E vs F
4	A vs B	C vs D	E vs F	13	A vs B	C vs D	E vs F
5	A vs B	C vs D	E vs F	14	A vs B	C vs D	E vs F
6	A vs B	C vs D	E vs F	15	A vs B	C vs D	E vs F
7	A vs B	C vs D	E vs F	16	A vs B	C vs D	E vs F
8	A vs B	C vs D	E vs F	17	A vs B	C vs D	E vs F
9	A vs B	C vs D	E vs F	18	A vs B	C vs D	E vs F

Item: _____ # Trials: _____

Item: _____ # Trials: _____

Prompt Procedures

- 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.

Training General Education Supports

- Interview interested students
- Two students during one time frame
- Paraprofessional support is key
 - Paraprofessional and teacher will work side by side
- Training general education student takes one-on-one time with teacher and student.
 - Students must be present on a consistent basis
 - Willing to want to learn
 - Must follow procedure

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

The image shows a VB-MAPP Milestones Master Scoring Form. It is a large grid with multiple columns and rows, designed for tracking the progress of various milestones across different levels (Level 1, Level 2, Level 3). The form includes sections for 'Mand', 'Recept', 'Imit', 'Play', and 'Social'. Each section has a corresponding graph area for data collection. The form is titled 'VB-MAPP Milestones Master Scoring Form' at the top.

Data Collection Examples

The image shows two Peer-Peer Mand Data Sheets. Each sheet is a grid with columns for 'Day', 'Student', 'Mand', 'Frequency', and 'Min. in Session'. The sheets are titled 'Peer-Peer Mand Data Sheet' at the top. The first sheet shows data for a student named 'Jesse' with a frequency of 10. The second sheet shows data for a student named 'Jesse' with a frequency of 10. Both sheets have a graph area for data collection.

Data Collection Examples

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Data Collection Examples

Peer-Peer Manding				
Date	Student	Min. in Session		
5/4	Wendy W.C.	12		
	Mand to peer	Y/N		
	Gave to peer	Y/N		
	Mands to Peer	Gives to Peer		
	P	U	P	U
Frequency				
	1	9	4	9
Rate				
	1	.9	.4	.9

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	1	9	4	9
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	1	.9	.4	.9

Video of session/explanation of session

- Share possible pre and post video on peer interactions if you have them
- Share video of any teaching sessions

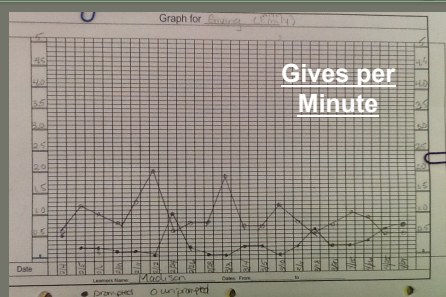
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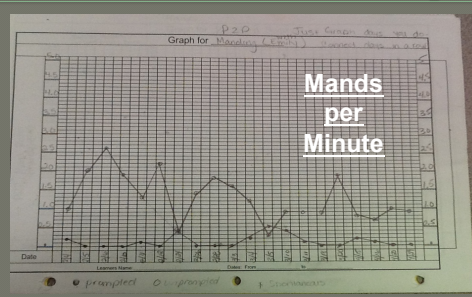
Results/Outcomes

- 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

Results/Outcomes Graphs



Results/Outcomes Graphs



Modifications/Skill sequence

- 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

Modifications/Skill sequence

- Challenges and Barriers to Reverse Inclusion
 - Willing and voluntary students
 - Consistency of students
 - One on one time with teacher, student and general education peers

Modifications/Skill sequence

- 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