Peer to Peer Manding

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Selecting Participants

- Peers must be paired well
  - No one was ready for peer manding in the beginning of the year
  - Beginning of the year was peer to peer pairing
  - Some are still working on peer to peer pairing
- Students mand for a variety of items including classroom materials (paint, scissors, glue) and age appropriate materials (board games, game pieces)
- Use a peer from Autistic Support class who is paired well

Selecting Participants (cont.)

- Collaborate with Gen Ed teacher to select a peer that is motivated to interact and has a wide variety of interests that would be easy to choose from
- Partners rotate so students can work with a variety of peers

Frequency/Location of Peer to Peer Manding

- Locations
  - Autistic Support Classroom
  - Library
  - Gen Ed class during indoor recess
  - OT room
- Implemented Daily
  - Either a peer from AS class or typical peer

Motivating Items

- Peer sessions started with food and play items and worked up to age appropriate activities (games/crafts)
- Work on generalization of skills across peers, environments and materials
- All materials used are previously mastered targets (Mand/Tact/LR)

Motivating Items cont.

- Since most of the students do not have a wide variety of interests - some conditioning of items is necessary
- Net Lessons are taken into consideration
  - Cooking/crafts/games
  - Any lessons that use a variety of materials
- Used Pinterest to get a list of lesson ideas
  - Search for lessons based on what is motivating for individual students
Peer to Peer Lesson Plan from NET
Lesson Plan

Prompt Procedures
- Differential reinforcement was used when Peer Manding first started
  - Student specific - still used for one student
  - A more independent response to the mand of a peer = more/better reinforcement
- Activities chosen were motivating for students so they would independently mand for items
- Staff member sits behind student and uses gestural prompts when necessary
- Time delay

Data
- Cold Probe Data is taken at the beginning of each Peer Manding session
- Manding to peer
- Responding to mand from peer
- Frequency data is taken throughout session
  - Manding to peer
  - Responding to mand from peer

Peer to Peer Manding - Data Sheet

Review of outcomes
- Reinforcement also delivered by adult when Peer Manding sessions first started
  - Reinforce for giving to peer and ready food
  - Staff needed to be in close proximity in the event prompting was needed
- Towards the end of year staff was able to fade back and just observe
- Variety of activities were conditioned
  - Students increased number and type of mands

Skill Sequence
- Peer to Peer pairing
- Increase time with activity
- Start with independent activities
- Condition new items (board games/activities)
- Increase number of peers paired
- Increase number of mands and type of mands
Barriers to Implementation

- Problem behaviors
- Lack of motivation for a variety of items

Successful Implementation

- Peers paired well
- A variety of activities were conditioned

The End!