

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/games 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 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 lot of lesson ideas
 - ▶ Searched for lessons based on what is motivating for individual students

Peer to Peer Lesson Plan from NET Lesson Plan

[illegible]

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[illegible]

Review of outcomes

- ▶ Reinforcement also delivered by adult when Peer Manding sessions first started
 - ▶ Reinforce for giving to peer and ready hands
 - ▶ 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!