

Peer-Mediated Interventions (PMI)

Adapted from Sam, A., & AFIRM Team. (2015). *Peer-mediated instruction and intervention*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/Peer-mediated-instruction-and-intervention>

PMI...

- Is an evidence-based strategy to systematically teach peers without disabilities ways to engage students with ASD in positive and meaningful social interactions.
- Can include strategies such as *Peer Modeling*, *Peer Initiation Training*, *Direct Training for Target Student and Peer*, *Peer Networks*, and *Peer Supports*.
- Can be used effectively to address social interaction skills and academic skills for adolescents with ASD.

Why Use PMI?

- Students with ASD struggle with social impairments and might have limited opportunities to engage in meaningful social interactions with other students without disabilities.
- PMI increases the frequency that students with ASD interact with classmates without disabilities.
- Peers might also benefit from PMI by expanding social networks, increased school activities, and improvement in social skills.
- ***The support needed to implement PMI can vary. General education teachers may wish to collaborate with special education teachers or school psychologists to use this strategy in the gen ed classroom.***

Tips for Implementation

1. Identify the situation or time of day that peer interaction naturally occurs (for example, during group work or lunch period).
2. Identify potential students to serve as peers mediators to the student with ASD. Peer mediators typically have:
 - ✓ strong social skills
 - ✓ a history of positive interactions with students with disabilities
 - ✓ regular attendance and similar schedule or classes as student with ASD
 - ✓ willingness and permission to participate
3. Meet with peers and explain the PMI process.
4. Introduce the target skill for the student with ASD and train peers to support a particular area of need (for example, peers can be taught to prompt the student with ASD to engage in conversation and provide positive feedback when he/she does so). Peers can be trained to use support strategies through modeling, roleplay, and teacher feedback.

5. Provide regular opportunities for PMI sessions during times of the day when peer support is needed and social interaction typically occurs.
6. Provide support and periodic feedback to peers.
7. Monitor progress and modify as necessary.

Example PMI Materials



---PMII Pre-Assessment for Learner---

Learner's Name: _____ Date/Time: _____
 Observer(s): _____
 Target Behavior: _____

Communication:
 How does the learner get his or her needs met? _____


 Verbal and nonverbal communication used: _____

Social Behavior:
 Social behaviors used: _____

 Inappropriate behaviors displayed (if any): _____

 Where do social behaviors currently occur? _____

 Who does the learner interact with most? _____



---Progress Monitoring Form---


Learner's Name: _____ Date/Time: _____
 Peer(s): _____
 Activity: _____

Activity:

1. Did the learner participate in the activity? Yes No
2. Did peers and learner seem to enjoy the activity? Yes No
3. Did the activity contain materials that promoted social interaction? Yes No
4. Did the activity promote positive or negative interactions? Give examples. _____

5. What changes should be made in the arrangement of the intervention setting to improve social interactions (material used, introduction to the activity)? _____

6. Do any changes need to be made to the peers included in the activity (different peers, additional training)? _____



---PMII Self-Monitoring Checklist---

Peer's (Your) Name: _____ Date/Time: _____
 Learner's Name: _____
 Activity: _____

Questions:

How Did I Do?	Yes	A Little	No
1. Did I start talking to my friend?			
2. Did I keep talking to my friend?			
3. Did I look, wait, and listen?			
4. Did I answer his or her questions?			
5. Did I say something nice to him or her?			
6. Did I enjoy spending time with him or her?			
7. Would I like to continue working with him or her?			
8. Have I made other new friends in class?			

Adapted from: Thiernann, K. (2007). Improving social communication and peer interactions of school-age children with autism. Child Language Proseminar, Child Language Doctoral program, University of Kansas.

Learn more about PMI here:

- National Professional Development Center on Autism Spectrum Disorders. (2015). Evidence-Based Practices. <http://autismpdc.fpg.unc.edu/evidence-based-practices>
- Carter, E. W., Asmus, J., Moss, C. K., Biggs, E. E., Bolt, D. M., Born, T. L., ... & Fesperman, E. (2016). Randomized evaluation of peer support arrangements to support the inclusion of high school students with severe disabilities. *Exceptional Children, 82*, 209-233.
- Watkins, L., O'Reilly, M., Kuhn, M., Gevarter, C., Lancioni, G. E., Sigafoos, J., & Lang, R. (2015). A review of peer-mediated social interaction interventions for students with autism in inclusive settings. *Journal of Autism and Developmental Disorders, 45*, 1070-1083.