Peer-mediated Instruction and Intervention (PMII)
---EBP Brief Packet---

Components of the EBP Brief Packet...

This evidence-based practice overview on Peer-mediated Instruction and Intervention (PMII) includes the following components:

1. **Overview:** A quick summary of salient features of the practice, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
2. **Evidence-base:** The *PMII Evidence-base* details the NPDC criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for this practice.
3. **Step-by-Step Guide:** Use the *PMII Step-by-Step Practice Guide* as an outline for how to plan for, use, and monitor PMII. Each step includes a brief description as a helpful reminder while learning the process.
4. **Implementation Checklist:** Use the *PMII Implementation Checklist* to determine if the practice is being implemented as intended.
5. **Data Collection Sheets:** Use the data collection sheets as a method to collect and analyze data to determine if progress is being made for a learner with ASD.
6. **Tip Sheet for Professionals:** Use the *PMII Tip Sheet for Professionals* as a supplemental resource to help provide basic information about the practice to professionals working with the learner with ASD.
7. **Parent Guide:** Use the *PMII Parent Guide* to help parents or family members understand basic information about the practice being used with their child.
8. **Additional Resources:** Use the *Additional Resources* to learn more about the practice.
9. **CEC Standards:** A list of *CEC Standards* that apply specifically to PMII.
10. **Module References:** A list of numerical *References* utilized for the PMII module.

Suggested citation:

AFIRM

Autism Focused Intervention Resources & Modules

This overview brief will support your use of the evidence-based practice: Peer-mediated Instruction and Intervention.

For more information visit:
www.afirm.fpg.unc.edu

What is Peer-mediated Instruction and Intervention?

Several terms used to describe PMII include: *Peer Modeling, Peer Initiation Training, Direct Training for Target Student and Peer, Peer Networks,* and *Peer Supports.*

Peer-mediated instruction and intervention (PMII) can address social concerns by training peers how to initiate and respond to social interactions of learners with ASD.

With a foundation in behaviorism and social learning theory,[1] PMII involves systematically teaching peers without disabilities, ways of engaging learners with ASD in positive and meaningful social interactions.[2-4]

Evidence-base

Based upon the recent review, peer-mediated instruction and intervention meets the evidence-based practice criteria with 15 single case design studies. The practice has been effective for preschoolers (3-5 years) to high school-age learners (15-22 years) with ASD. Evidence-based practices (EBP) and studies included in the 2014 EBP report detailed how PMII can be used effectively to address: social, communication, joint attention, play, school-readiness, and academic skills.

How is PMII Being Used?

PMII can be used by a variety of professionals, including teachers, special educators, therapists, and paraprofessionals, in different educational and community-based environments.

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---Evidence-base for Peer-Mediated Instruction and Intervention---

The National Professional Development Center on ASD has adopted the following criteria to determine if a practice is evidence-based. The EBP Report provides more information about the review process (Wong et al., 2014).

Efficacy must be established through high quality, peer-reviewed research in scientific journals using:

- randomized or quasi-experimental design studies (two high quality experimental or quasi-experimental group design studies),
- single-subject design studies (three different investigators or research groups must have conducted five high quality single subject design studies), or
- combination of evidence [one high quality randomized or quasi-experimental group design study and three high quality single subject design studies conducted by at least three different investigators or research groups (across the group and single subject design studies)].

--OVERVIEW--

With a foundation in behaviorism and social learning theory, PMII involves systematically teaching peers without disabilities ways of engaging learners with ASD in positive and meaningful social interactions. PMII meets the evidence-based practice criteria with 15 single case design studies. The practice has been effective for preschoolers (3-5 years) to high school-age learners (15-22) with ASD. PMII can be used effectively to address social, communication, joint attention, play, school-readiness, and academic skills.

In the table below, the outcomes identified by the evidence base are shown by age of participants.

Early Intervention (0-2)	Preschool (3-5)	Elementary (6-11)	Middle (12-14)	High (15-22)
No studies	Social	Social	Social	Social
	Communication	Communication		
	Joint Attention	Joint Attention		
	School-Readiness			
	Play	Play		
		Academic	Academic	Academic

Early intervention (0-2 years)

No studies

Preschool (3-5 years)

Carr, E. J. & Darcy, M. (1990). Setting generality of peer modeling in children with autism. *Journal of Autism and Developmental Disorders, 20* (1), 45-59. doi: 10.1007/BF02206856

Kohler, F. W., Strain, P. S., Maretsky, S., & DeCesare, L. (1990). Promoting positive and supportive interactions between preschoolers: An analysis of group-oriented contingencies. *Journal of Early Intervention, 14*(4), 327-341. doi: 10.1177/105381519001400404

Nelson, C., McDonnell, A. P., Johnston, S. S., Crompton, A., & Nelson, A. R. (2007). Keys to play: A strategy to increase the social interactions of young children with autism and their typically developing peers. *Education and Training in Developmental Disabilities, 42*(2), 165.

Odom, S. L. (1991). Reducing teacher prompts in peer-mediated interventions for young children with autism. *The Journal of Special Education, 25*(1), 26-43. doi: 10.1177/002246699102500103

Petursdottir, A. L., McComas, J., McMaster, K., & Horner, K. (2007). The effects of scripted peer tutoring and programming common stimuli on social interactions of a student with autism spectrum disorder. *Journal of Applied Behavior Analysis, 40*(2), 353-357. doi: 10.1901/jaba.2007.160-05

Sainato, D. M., Goldstein, H., & Strain, P. S. (1992). Effects of self-evaluation on preschool children's use of social interaction strategies with their classmates with autism. *Journal of Applied Behavior Analysis, 25*(1), 127-141.

Trembath, D., Balandin, S., Togher, L., & Stancliffe, R. J. (2009). Peer-mediated teaching and augmentative and alternative communication for preschool-aged children with autism. *Journal of Intellectual and Developmental Disability, 34*(2), 173-186. doi: 10.1080/13668250902845210

Elementary (6-11 years)

Kamps, D. M., Barbetta, P. M., Leonard, B. R., & Delquadri, J. (1994). Classwide peer tutoring: An integration strategy to improve reading skills and promote peer interactions among students with autism and general education peers. *Journal of Applied Behavior Analysis, 27*(1), 49-61. doi: 10.1901/jaba.1994.27-49

Kamps, D. M., Potucek, J., Lopez, A. G., Kravits, T., & Kemmerer, K. (1997). The use of peer networks across multiple settings to improve social interaction for students with autism. *Journal of Behavioral Education, 7*(3), 335-357. doi: 10.1023/A:1022879607019

Laushey, K. M., & Heflin, L. J. (2000). Enhancing social skills of kindergarten children with autism through the training of multiple peers as tutors. *Journal of Autism and Developmental Disorders, 30*(3), 183-193. doi: 10.1023/A:1005558101038

Elementary (6-11 years continued)

Lee, S., Odom, S. L., & Loftin, R. (2007). Social engagement with peers and stereotypic behavior of children with autism. *Journal of Positive Behavior Interventions, 9*(2), 67-79. doi: 10.1177/10983007070090020401

Mundschenk, N. A., & Sasso, G. M. (1995). Assessing sufficient social exemplars for students with autism. *Behavioral Disorders, 21*(1), 62-78.

Owen-DeSchryver, J. S., Carr, E. G., Cale, S. I., & Blakeley-Smith, A. (2008). Promoting social interactions between students with autism spectrum disorders and their peers in inclusive school settings. *Focus on Autism and Other Developmental Disabilities, 23*(1), 15-28. doi: 10.1177/1088357608314370

Sasso, G. M., Mundschenk, N. A., Melloy, K. J., & Casey, S. D. (1998). A comparison of the effects of organismic and setting variables on the social interaction behavior of children with developmental disabilities and autism. *Focus on Autism and Other Developmental Disabilities, 13*(1), 2-16.
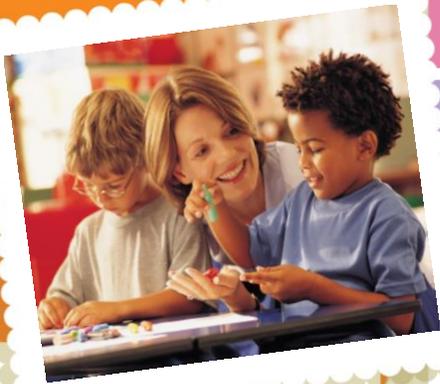
Middle (12-14 years)

*Carter, E. W., Cushing, L. S., Clark, N. M., & Kennedy, C. H. (2005). Effects of peer support interventions on students' access to the general curriculum and social interactions. *Research and Practice for Persons with Severe Disabilities, 30*(1), 15-25. doi: 10.2511/rpsd.30.1.15

High (15-22 years)

*Carter, E. W., Cushing, L. S., Clark, N. M., & Kennedy, C. H. (2005). Effects of peer support interventions on students' access to the general curriculum and social interactions. *Research and Practice for Persons with Severe Disabilities, 30*(1), 15-25. doi: 10.2511/rpsd.30.1.15

* Research which included participants in multiple age ranges.

Peer-Mediated Instruction and Intervention (PMII)

---Step-by-Step Guide---

This practice guide outlines how to plan for, use, and monitor PMII.

Keep in mind that the five types of PMII are:

- Peer modeling
- Peer initiation training
- Direct training for target student and peer
- Peer networks
- Peer support

While each type is slightly different, the practice guide is applicable to all. When unique features are tied to a specific type, we will identify them through examples or cautions.

AFIRM Autism Focused Intervention Resources & Modules

BEFORE YOU START...

Each of the following points is important to address so that you can be sure the selected EBP is likely to address the learning needs of your student.

Have you found out more information about. . .?

- □ Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered...

- □ Identifying evidence-based practices...

If the answer to any of these is "no," review the process of how to select an EBP.

For more information visit:
www.afirm.fpg.unc.edu

Now you are ready to start...

Step 1: PMII Planning

The planning step explains how to select peers and train peers in sessions.

1.1 Identify times when social interactions naturally occur

To identify times when social interactions occur, ask yourself the following questions:
- During what activities does the learner with ASD interact most with peers?
- What times of the day would work best for using PMII?
- If the learner with ASD is not currently interacting with peers, then consider times of the day where the learner could interact either socially or academically with peers.

*The **Peer Mediated Instruction and Intervention Pre-Assessment for Learners** found in the Resource section will help you answer these questions.*

1.2 Identify and recruit peers

Select two to six peers who are developing typically to participate. Plan for the peers to be involved in activities for a minimum of three to four months to promote acquisition of skills.

*The **Peer Selection Checklist** in the Resource section will help you identify and select peers to include.*

1.3 Prepare for session

Select a quiet, distraction free space to conduct peer trainings. Have all materials needed for the session ready and close at hand.

1.4 Introduce target skill or strategy to peers

The specific content of the peer training sessions will vary according to the age and needs of the selected peers and the learner with ASD. Start the first training session by teaching peers to recognize and appreciate individual differences. Next, review the specific target behaviors that are used to facilitate social interactions.

1.5 Develop scripts for peers

Develop a list of prompts and models with peers that might be necessary to promote social interactions with the learner with ASD.

*The **Script Template for PMII** and **Written Cues Template** can be downloaded in the resource section.*

1.6 Use role plays with peers

The adult leading the training session should first model the use of a strategy. Then, peers can role play with one another to practice the skill or strategy.

Step 1: PMII Planning (continued)

1.7 Review peer schedules and how peers record data and notes using notebooks, if appropriate

For students in middle school and high school, peers should write down their daily class schedules and match them with the schedule of the learner with ASD to develop a schedule of interactions for the learner with ASD. Review with peers how to use a Peer Notebook to record anecdotal information following each intervention activity.

*The **Daily Schedule Form** and **Peer Notebook** can be found in the resource section.*

Step 2: Using PMII

This section describes the process of using PMII through assigning peers to a learner, conducting regular sessions, and providing support and feedback to peers.

2.1 Assign peers to learner with ASD

For peer modeling, peer initiation training, and direct training for target student and peer, only one peer might be assigned to the learner with ASD at a specific time. Depending on schedules and opportunities for social interaction, trained peers might rotate interacting with the learner with ASD.

For peer supports, two to six peers might be assigned to the learner with ASD depending on the schedules of the learner with ASD and peers.

For peer networks, four to six peers can be assigned to participate in groups to promote the social networks and the integration into peer groups of the learner with ASD.

2.2 Conduct a minimum of one regular 15-minute session daily

Plan for the assigned trained peer to interact with the learner with ASD for at least one 15 minute session daily.

2.3 Provide materials for learner to participate in session

The learner with ASD might need additional materials or instructional supports (e.g. visual cue cards or written scripts) to participate fully in a session.

*The **PMII Target Skill Written Cues Template** and **PMII Topic Bubble Script Template** can be found in the resource section.*

Step 2: Using PMII (continued)

2.4 Provide support and periodic feedback to peers

- Follow-up support for peers will vary according to the age of the students.
- Preschool and Elementary-Aged Students: Educators might need to be more involved in initial sessions to provide specific models of how the peers should interact with the learner with ASD.
- Middle and High School Students: The primary way in which educators should provide ongoing support and feedback to peers is during weekly problem-solving meetings. These meetings should encourage peer involvement and input through open discussion, problem- solving, and sharing of anecdotal information from peer notebooks.

Step 3: Monitoring PMII

The following process describes how the use of modeling can be monitored and how to adjust your plan based on the data.

3.1 Observe and document behavior of learner with ASD

Direct observation and anecdotal notes help educators to assess both the quantity and quality of the target behaviors of the learner with ASD related to the use of PMII. Some older learners with ASD might be able to participate in data collection through a self-assessment process.

*The **Anecdotal Form**, **PMII Progress Monitoring Form**, **Self-Monitoring Template** can be found in the resource section.*

3.2 Determine if peers need additional support/training

Based upon data collected, educators can determine if peers need additional support or training. If a learner with ASD is not showing progress, then educators might need to re-train peers to ensure peers are providing prompts and sufficient support to the learner with ASD.

3.3 Next steps based on progress of learner with ASD

If the learner with ASD is showing progress with PMII based upon collected data, then continue to use this practice with the learner. Gradually new target skills and behaviors can be introduced to the learner with ASD.

If the target skill or behavior is not increasing, ask yourself the following questions:
- Is the skill or behavior well defined?
- Is the skill or behavior measurable and observable?
- Is the skill too difficult and needs to be broken down into smaller steps?
- Have we devoted enough time to using this strategy (intensity and duration)
- Was PMII used with fidelity?
- Do peers need more support or training?

If these issues have been addressed and the learner with ASD continues to not show progress, consider selecting a different evidence-based practice to use with the learner with ASD.

Peer-Mediated Instruction and Intervention (PMII)
---Implementation Checklist---

Before you start:

Have you...

☐ Identified the behavior?

☐ Collected baseline data through direct observation?

☐ Established a goal or outcome that clearly states **when** the behavior will occur, **what** the target skill is, and **how** the team will know when the skill is mastered.

If the answer to any of these is "no", refer to the "Selecting EBPs" section on the website.

	1	2	3	4
Observation				
Date				
Observer's Initials				
Step 1: Planning				
1.1 Identify times when social interactions naturally occur				
1.2 Identify and recruit peers				
1.3 Prepare for session				
1.4 Introduce target skill or strategy to peers				
1.5 Develop scripts for peers				
1.6 Use role plays with peers				
1.7 Review peer schedules and how peers record data and notes using notebooks, if appropriate				
Step 2: Using				
2.1 Assign peers to learner with ASD				
2.2 Conduct a minimum of one regular 15-minture session daily				
2.3 Provide materials for learner to participate in session				
2.4 Provide support and periodic feedback to peers				
Step 3: Monitoring				
3.1 Observe and document behavior of learner with ASD				
3.2 Determine if peers need additional support and/or training				
3.3 Next steps based on progress of learner with ASD				

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---PMII Anecdotal Notes---

Learner's Name: _____

Educators can observe target behaviors as they occur through using anecdotal notes. The Anecdotal Notes form is a tool that assists multiple educators in collecting information about the learner's target behavior, comments, and plans for next steps.

Anecdotal Notes:

Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps
Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps
Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps

For more information visit:
www.afirm.fpg.unc.edu

---PMII Daily Schedule of Peer---

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

Learner's Name: _____

Think about your schedule throughout the week. List classes and times of classes for the week. Write down clubs, sports, or other activities you participate in on a weekly basis.

For more information visit:
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Daily Schedule:

Daily Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
Class:					
Class:					
Class:					
Class:					
Class:					
Class:					
Class:					
Class:					
Lunch:					
Club:					
Club:					
Sport:					
Sport:					
Other:					

---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)? _____

_____

_____

Social Interaction Behaviors:

		Target Behaviors					
Time	Activity						

Adapted with permission from Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza, R., Chandler, L. K., McEvoy, C. A., & Favazza, P. C. (1993). *Play Time/Social Time: Organizing your classroom to build interaction skills.* Tucson, AZ: Communication Skill Builders.

For more information visit:
www.afirm.fpg.unc.edu

---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? _____

_____

Academic (if applicable):

Academic strengths of the learner: _____

_____

_____

What area of academics does the learner need support? _____

_____

_____

Considerations:

What times of the day would work best for using PMII? _____

_____

_____

**For more
information visit:**
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---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: Thiemann, K. (2007). *Improving social communication and peer interactions of school-age children with autism.* Child Language Proseminar, Child Language Doctoral program, University of Kansas.

What have I learned from working with (Learner's name)? _____

_____

_____

For more information visit:
www.afirm.fpg.unc.edu

---PMII Peer Selection Checklist---

Learner's Name: _____   Date/Time: _____

Observer(s): _____

Target Behavior(s): _____

_____

Checklist:

Peer Characteristics	Possible Peers							
Exhibits good social skills, language, and age appropriate play skills								
Has positive social interactions with learner with ASD								
Is generally compliant with adult directives								
Attends to an interesting task or activity for age-appropriate amount of time								
Attends school on a regular basis								
Has similar schedule or academic groups as the learner with ASD								
Expresses a willingness to participate								
Has parent/teacher permission to participate								

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---PMII Peer Notebook---

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Peer's (Your) Name: _____

Learner's Name: _____

Target Skill: _____

_____

Notes:

Date	Activity	Notes on Target Skill	Other Notes

**For more
information visit:**
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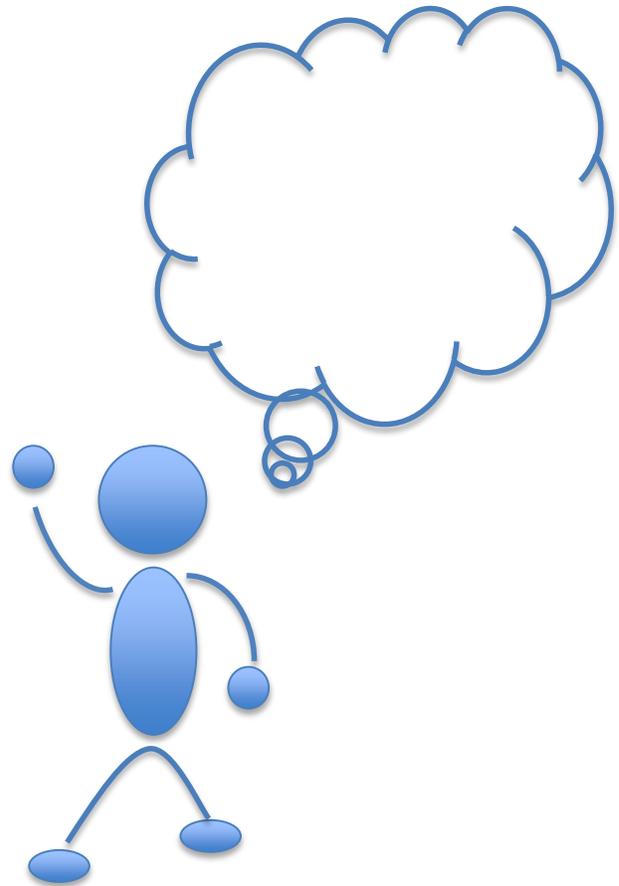# ---PMII Topic Bubble Template---

Learner's Name: _____   Date/Time: _____

Observer(s): _____

Target Behavior(s): _____

_____

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---PMII Target Skill Written Cues Script---

Learner's Name: _____   Date/Time: _____

Observer(s): _____

Target Behavior(s): _____

_____

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Skill:

Skill:

Skill:

**For more
information visit:**
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Peer-Mediated Instruction and Intervention (PMII)
---Tip Sheet for Professionals---

Peer-Mediated Instruction and Intervention...

- a method to systematically teach peers without disabilities ways to engage learners with ASD in positive and meaningful social interactions.
- a group of specific interventions that address social skills of learners with ASD by using trained peers. These specific interventions include Peer Modeling, Peer Initiation Training, Direct Training for Target Student and Peer, Peer Networks, and Peer Supports.

Why Use?

- Learners with ASD struggle with social impairments and might have limited opportunities to engage in meaningful social interactions with other children and youth without disabilities.
- PMII increases the frequency that learners with ASD will interact with peers without disabilities.
- Peers might also benefit from PMII by expanding social networks, increased school activities, and improvement in social skills.

Outcomes

- The evidence-base for PMII supports the use of this practice to address the outcomes below:

Early Intervention (0-2)	Preschool (3-5)	Elementary (6-11)	Middle (12-14)	High (15-22)
No studies	Social	Social	Social	Social
	Communication	Communication		
	Joint Attention	Joint Attention		
	School-Readiness			
	Play	Play		
		Academic	Academic	Academic

TIPS:

- Consider times of the day (lunch, small groups, and transitions) that would work best for using PMII.
- Select peers who have similar schedules and academic groupings as learner with ASD. The peers should exhibit good social skills and positive social interactions with learner with ASD.
- Use enjoyable, age-appropriate activities that will foster interactions among learner with ASD and peers.

Peer-Mediated Instruction and Intervention (PMII)
---Tip Sheet for Professionals---

Peer-Mediated Instruction and Intervention PMII

This tip sheet was designed as a supplemental resource to help provide basic information about the practice.

For more information visit:
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AFIRM Autism Focused Intervention Resources & Modules

STEPS FOR IMPLEMENTING

1. Plan

- Identify times when social interactions naturally occur
- Identify and recruit 1 to 6 peers
- Prepare for session
- Introduce target skill or strategy to peers
- Develop scripts for peers
- Use role plays with peers
- Review peer schedules and how peers record data and notes using notebooks if appropriate

2. Use

- Assign 1 to 6 peers to the learner with ASD
- Conduct at a minimum regular 15 minute sessions daily
- Provide materials for learner to participate in sessions
- Provide support and periodic feedback to peers

3. Monitor

- Observe and document behavior of learner with ASD
- Determine if peers need additional support/training
- Next Steps Based on Progress of Learner with ASD

Peer-Mediated Instruction and Intervention (PMII)

---Parent's Guide---

This parent introduction to PMII was designed as a supplemental resource to help answer basic questions about this practice.

To find out more about how PMII is used with your child, speak with:

_____

For more information visit:
www.afirm.fpg.unc.edu

This introduction provides basic information about peer-mediated instruction and intervention.

What is PMII?

- PMII is an evidence-based practice for children and youth with autism spectrum disorder (ASD) from 3 to 22 years old.
- You might have heard PMII called: Peer Modeling, Peer Initiation Training, Direct Training for Target Student and Peer, Peer Networks, or Peer Supports.
- PMII teaches peers without disabilities ways to socialize with learners with ASD.

Why use PMII with my child?

- Learners with ASD struggle with socialization and might have limited opportunities to have meaningful social interactions with other children and youth without disabilities.
- PMII increases the likelihood that learners with ASD will interact with peers without disabilities.
- Skills addressed by PMII can include:
  - saying hello
  - playing with others
  - joining a game or activity
  - having a conversation with peers

What activities can I do at home?

- Praise or reinforce socially appropriate behaviors (such as saying hello, playing a game with a sibling, listening, using appropriate personal space)
- Model social interactions frequently (such as turn taking, having a conversation)
- Create opportunities for your child to interact with peers (such as a sports team, church group, school clubs, or play group)

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Check out these resources to support your use of peer-mediated instruction and intervention (PMII).

For more information visit:
www.afirm.fpg.unc.edu

---Additional Resources---

Articles:

Battaglia, A. A., & Radley, K. C. (2014). Peer-mediated social skills training for children with autism spectrum disorder. *Beyond Behavior,* 23(2), 4-13.

Carter, E. W., Common, E. A., Sreckovic, M. A., Huber, H. B., Bottema-Beutel, K., Gustafson, J. R., ... Hume, K. (2014). Promoting social competence and peer relationships for adolescents with autism spectrum disorders. *Remedial and Special Education, 35*(2), 91-101. doi: 10.1177/0741932513514618

Gardner, K. F., Carter, E. W., Gustafson, J. R., Hochman, J. M., Harvey, M. N., Mullins, T. S., & Fan, H. (2014). Effects of peer networks on the social interactions of high school students with autism spectrum disorders. *Research & Practice for Persons with Severe Disabilities*, 39(2), 100-118. doi:10.1177/1540796914544550

Katz, E. K. & Girolametto, L. (2013). Peer-mediated intervention for preschoolers with ASD implemented in early childhood education settings. *Topics in Early Childhood Special Education, 33*(3), 133-143. doi: 10.1177/0271121413484972

Reilly, C., Hughes, C., Harvey, M., Brigham, N., Cosgriff, J., Kaplan, L., & Bernstein, R. (2014). "Let's talk!" Increasing novel peer-directed questions by high school students with autism to their general education peers. *Education and Training in Autism and Developmental Disabilities, 49*(2), 214-231.

Schmidt, C. & Stichter, J. P. (2012). The use of peer-mediated interventions to promote the generalization of social competence for adolescents with high-functioning autism and Asperger's syndrome. *Exceptionality, 20*(2), 94-113. doi: 10.1080/09362835.2012.669303

Books:

Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies for improving all students' social lives and learning*. Baltimore: Paul H. Brookes Pub.

Websites:

Human Development Institute. (2015). Kentucky Peer Support Network Project. Retrieved February 13, 2015, from: http://www.kypeersupport.org/

Pennsylvania: Department of Education. (2010). Using Natural Peer Supports in Middle/High School: Inclusion, Learning and Relationships. Retrieved February 13, 2015, from: http://www.pattan.net/

Peer-Mediated Instruction and Intervention CEC Standards

The CEC Standards that apply to all 27 evidence-based practices can be found on our website at: http://afirm.fpg.unc.edu/learn-afirm

Below are CEC Standards that apply specifically to peer-mediated instruction and intervention (PMII) module.

Standard	Description
Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
ISCI 1 K11	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
DDA1 K5	Speech, language, and communication of individuals with developmental disabilities/autism spectrum disorders
Initial Preparation Standard 2: Learning Environments	
ISCI 2 K5	Social skills needed for educational and other environments
ISCI 2 S2	Identify realistic expectations for personal and social behavior in various settings
ISCI 2 S3	Identify supports needed for integration into various program placements
ISCI 2 S7	Establish and maintain rapport with individuals with and without exceptionalities
DDA2.S3	Use specialized instruction to enhance social participation across environments
Initial Preparation Standard 3: Curricular Content Knowledge	
ISCI 3 S2	Integrate affective, social, and life skills with academic curricula
DDA3 S1	Provide pragmatic language instruction that facilitates social skills
DDA3 S2	Provide individuals with developmental disabilities/autism spectrum disorders strategies to avoid and repair miscommunications
DDA3 S5	Use specialized instruction to enhance social participation across environments
Initial Preparation Standard 5: Instructional Planning Strategies	
ISCI 5 S13	Use strategies to facilitate integration into various settings
DDA5 S2	Implement instructional programs that promote effective communication skills using verbal and augmentative/alternative communication systems for individuals with developmental disabilities/autism spectrum disorders
DDA5 S8	Provide instruction in community-based settings
DDA5 S12	Utilize student strengths to reinforce and maintain social skills
DDA5 S15	Use specialized instruction to enhance social participation across environments
Initial Preparation Standard 7: Collaboration	
ISCI 7 S6	Collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings
ISCI 7 S7	Use group problem-solving skills to develop, implement, and evaluate collaborative activities
ISCI 7 S8	Model techniques and coach others in the use of instructional methods and accommodations

Standard	Description
Advanced Preparation Standard 1: Assessment	
ACSI1 K4	Evaluate an individual's success in the general education curriculum
Advanced Preparation Standard 3: Programs, Services, and Outcomes	
SEDAS3.K1	General education curriculum and supports to facilitate the success of individuals with developmental disabilities/autism spectrum disorders
SEDAS3.S5	Implement instructional strategies that promote the generalization of skills across domains and settings
SEDAS3.S6	Arrange program environments to facilitate spontaneous communication
SEDAS3.S7	Design and implement instruction that promote effective communication and social skills for individuals with developmental disabilities/autism spectrum disorders
SEDAS3.S8	Provide varied instruction and opportunity to learn play and leisure skills

For more information visit:
www.afirm.fpg.unc.edu

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