Module: Peer-Mediated Instruction and Intervention (PMII)

Implementation Checklist for PMII: Early Childhood

Neitzel, J. (2008). *Implementation checklist for PMII: Early childhood*. Chapel Hill, NC: The National Professional Development Center on Autism Spectrum Disorders, Frank Porter Graham Child Development Institute, The University of North Carolina.

Instructions: The Implementation Checklist includes each step in the PMII process. Please complete all of the requested information including the site and state, individual being observed/interviewed, and the learner's initials. To assure that a practice is being implemented as intended, an observation is *always* preferable. This may not always be possible. Thus, items may be scored based on observations with the implementer, discussions and/or record review as appropriate. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: _____ State: _____

Individual(s) Observed: _____ Learner's Initials: _____

Skills below can be implemented by a practitioner, parent, or other team member

	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Planning (Steps 1 – 2)									
Step 1. Selecting Peers		**Score****							
1. Recruit multiple peers as peer buddies (4-5 per classroom, using selection guidelines).									
Step 2. Training and Supporting Peers									
1. Arrange the training session in a quiet area of the classroom or building.									
2. Have all materials for the lesson organized and close at hand.									
3. Teach pre-selected peers to recognize and appreciate individual differences including similarities and differences of ASD.									
4. Introduce a skill or strategy (e.g., organizing play, sharing, providing assistance) one at a time.									

***Scoring Key: 2 = implemented; 1 = partially implemented; 0 = did not implement; NA = not applicable*

Module: Peer-Mediated Instruction and Intervention (PMII)

	Observation	1	2	3	4	5	6	7	8
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Step 2. Training and Supporting Peers (cont.)		**Score****							
5. After describing the skills, demonstrate one of them in a role play with a peer.									
6. Encourage the other peers to watch and identify when the teacher/practitioner uses the skill in the demonstration.									
7. Encourage peers to use the target skill in a role play with each other.									
8. Provide prompts or suggestions to the peers during the role play as necessary.									
9. Provide subtle reinforcement (e.g., pats on the back, thumbs up) during the practice session.									
10. At the end of the training session, provide more explicit reinforcement and feedback (e.g., "I liked the way you gave James a pat on the back when he handed you the block").									
Intervention (Steps 3 – 4)									
Step 3. Implementing a Structured Teaching Session									
1. Select 1-2 peers and 1-2 learners with ASD for the teaching session.									
2. Locate the teaching session in a specific area of the classroom/school with defined boundaries (e.g., sociodramatic play areas, block area).									

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Module: Peer-Mediated Instruction and Intervention (PMII)

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Step 3. Implementing a Structured Teaching Session (cont.)		**Score****							
3. Introduce the activity (e.g., describes ways to play, assigns roles if appropriate) to peers and learners with ASD.									
4. Provide prompts or suggestions to peers for using skills learned during the teaching session if the learner with ASD is not engaged in social interaction for a 30-second period.									
5. Conclude the activity after 5-10 minutes. Learners with ASD and peers can continue to participate in the activity if they want, but they also can go to other activities.									
6. Comment on peers' and learners' social engagement after the social interaction has ended (rather than during the social interaction, which tends to be disruptive).									
7. When peers and/or learners with ASD direct their social interaction and/or attention to the teacher/practitioner, redirect peers and learners with ASD to interact with one another.									
8. At the end of the session, review positive examples of peers' uses of the skill learned and/or other social behavior.									
Step 4. Implementing in Classroom and School Settings									
1. Plan daily opportunities for peers and learners with ASD to interact.									

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	Observer's Initials								
Step 4. Implementing in Classroom and School Settings (cont.)		**Score****							
2. Plan for at least 15 minutes each day to implement peer-mediated intervention strategies.									
3. Peer-mediated activities take place at approximately the same time each day.									
4. Choose activities and materials that encourage social interactions (e.g., blocks, prop boxes, sand table) to implement peer-mediated intervention strategies.									
5. One staff member is consistently responsible for training peers, implementing peer-mediated activities, and observing learner progress.									
6. Prompt peers and learners with ASD to interact if there has been no interaction for at least 30 seconds.									
7. Prompts peers and learners with ASD to interact with one another when necessary by providing explicit instructions (e.g., "Try talking about what Taylor is doing with the cars") subtle verbal instructions (e.g., "It's your turn to talk"), picture cues, or gestures.									
8. Provide an initial prompt that is minimally intrusive. If the peer or learner with ASD does not respond within 10 seconds, the prompt is repeated or the intensity of the prompt is increased.									
9. Gradually fade of the use of prompts when peers and learners with ASD begin to interact spontaneously.									

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Module: Peer-Mediated Instruction and Intervention (PMII)

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Step 5. Extending Initiations Throughout the Day		**Score****							
1. Identify opportunities for the learner with ASD to engage in social interaction during natural activities and routines during the day.									
2. Assign different peers as peer buddies in 2-3 routines/activities during the day.									
3. Provide reminders to peer buddies to engage the learner with ASD in social interaction appropriate for the context (i.e., stay with your buddy, play with your buddy, talk with your buddy), when necessary.									
4. Provide the least level of support needed to promote students' social interaction.									

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