Module: Peer-Mediated Instruction and Intervention

Sample Scripts: Peer Initiation Training for Young Children

Target skills: Sharing and persistence

Objectives/Checklist:

1. Present social skills lesson.
2. Set up "Building a Road with Cars and Trucks" activity to use during training and play group.
3. Each child will practice sharing and persistence during the play session.

Teaching Sharing

INTRODUCTION TO SHARING

Teacher	***Child Response***
"Today we are going to talk about a way you can get your friends to play with you. You can share. What is a way to get your friends to play with you?" (Prompt the correct response as necessary.)	"Sharing."
"Sharing is giving a toy. What is sharing?" (*Prompt the correct response as necessary.)*	"Giving a toy."
"Now say the whole thing."	"Sharing is giving a toy."

GUIDED DISCUSSION ABOUT SHARING

Teacher	***Child Response***
"When you share, look at your friend and say, 'Here, _____,' and put a toy in his/her hand. What do you do?"	"Look at friend, say, 'Here, _____,' and put the toy in his/her hand."

Module: Peer-Mediated Instruction and Intervention

TEACHER DEMONSTRATION OF SHARING

Teacher should focus on having the peer(s) answer his/her questions.

Teacher	***Child Response***
"Now let's practice. I am going to share with _____. Tell me if I do it right." *(Demonstrate sharing*). "Did I share with _____? What did I do?"	"Yes. You looked at _____, said, 'Here, _____,' and put a toy in his/her hand."
"Right. I looked at _____, said, 'Here, _____,' and put a toy in his/her hand. Now watch me. See if I share with _____." (*Use different materials for each example*).	

With second child, just put the toy beside the role player.

Teacher	***Child Response***
"Did I share?"	"No."
"Why not?"	"You did not put the toy in _____'s hand."
"That's right. I did not put the toy in _____'s hand. When I share this special way I have to look at _____, say, 'Here, _____,' and put the toy in his/her hand."	

Module: Peer-Mediated Instruction and Intervention

Now model the total correct response.

Teacher	***Child Response***
"Did I share?"	"Yes."
"What did I do?"	"Looked at _____, said, 'Here, _____, and put a toy in his/her hand."

Reinforce peers for participation so far by giving high fives, patting them on the back, offering verbal praise.

Teaching Persistence

INTRODUCTION TO PERSISTENCE

Teacher	***Child response***
"Sometimes when you play with your friends, they do not want to play back. You have to keep on trying. What do you have to do?"	"Keep on trying."
"Yes, you can keep on trying."	

TEACHER DEMONSTRATION OF PERSISTENCE

Teacher	***Child response***
"Watch me. I am going to share with _____. Now I want you to see if I keep on trying."	

Teacher should choose a peer to be the role player. The adult should tell him/her what to do

Module: Peer-Mediated Instruction and Intervention

ahead of time. The adult role player will initially be unresponsive and the peer should be persistent until the role player finally responds.

Teacher	***Child Response***
"Did _____ get me to play with him/her?"	"Yes."
"Did I want to play at first?"	"No."
"What did he/she do?"	"Kept on trying."
"Right. He/she kept on trying and shared a different toy with me. Watch. See if _____ can get me to play this time."	

You should be unresponsive at first. Prompt the peer to get you to take a toy once. When you are unresponsive, prompt the child to start playing with something else.

"Did _____ get me to play?"	"No."
"What did he/she do?"	"Walked away."
"Right. _____walked away. If your friend says, 'No,' drops or throws the toy or doesn't take the toy, *think of something else to share; try a new way*. What else could you share? What news ways can you try to get your friend to play?"	

Module: Peer-Mediated Instruction and Intervention

CHILD-CHILD PRACTICE OF SHARING AND PERSISTENCE

Teacher	***Child response***
"Now, _____, I want you to share a toy with _____. What do you do to share?"	"Look at _____, say, 'Here, _____,' and put a toy in his/her hand."
"Right. Now _____ try to get _____ to play with you. Remember that _____ may not want to play with you so you, may need to try a new way."	

For these practice examples, you should tell the role player how to respond. For the first model, the role playing peer should be unresponsive to the child's sharing.

"Did _____ share with you?"	"Yes/No."
"What did he/she do?"	"Looked at _____, said, 'Here, _____,'and put a toy in his/her hand."

Repeat with other children so they can practice sharing and persistence. Provide praise and reinforcement to children for their participation in the training session (e.g., stickers, high fives, verbal praise).

STRUCTURED PLAY GROUP

After this training session have the children play in a structured play group with the play materials. The teacher should prompt high rates of sharing by both peers and the target child. He/she should remind them to keep on trying if they are unsuccessful initially.

(From Ostrosky, M., Chandler, L., Odom, S. L., McConnell, S. R., & Peterson, C. A. (1990). *Comprehensive intervention manual.* Vanderbilt-Minnesota Social Interaction Project, Minneapolis, MN: University of Minnesota).

Module: Peer-Mediated Instruction and Intervention

Sample Peer Initiation Activity for Young Children: Building a Road for Cars and Trucks

Materials: Blocks of various sizes and shapes, including curved blocks, 3 cars, 3 trucks

Play objective: Children will build a road, tunnels, and garage with the blocks and will use the cars and trucks on the roads.

Teacher Role

1. ***Arrangement***: Place the blocks in the middle of the children and give each dyad two cars/trucks. Extra cars may be placed with the blocks.
2. ***Introduction***: (to occur before the activity begins).
    a. GREETING ACTIVITY: Have all of the children say "Hi" to one another, emphasizing the children's names.
    b. PLAY: Tell the children you want them to build roads, tunnels, and a garage for their cars and trucks. Show them how to make a tunnel, stack blocks for a garage, and how curved pieces can fit together. Suggest children drive their cars on the road, put them in the garage, through the tunnel, etc.

3. ***Running the activity***: Teacher should remember that he/she is responsible for prompting toy plan and peer social interaction as necessary during the play session.

PROMPT SOCIAL INTERACTION:

1. Share
   "_____, give this truck to _____."
   "_____, let _____ use the garage too."
   "_____, trade cars with _____."

2. Share request
   "_____, ask _____ to trade cars with you."
   "_____, you need a curved block; point to the one you want _____ to get for you."
   "_____, ask _____, 'Can I have a truck, please?'"

Module: Peer-Mediated Instruction and Intervention

3. Play organizer
   "_____, tell _____ to drive to the garage."
   "_____, say '_____, put your blocks right here'."

4. Agreeing
   "_____, say 'I'll follow you to the garage'."
   "_____, take the car that _____ gives you."

5. Assistance/Assistance request
   "_____, ask _____ to help."
   "_____, help _____ build a tunnel."
   "_____, tell _____ to help you with the road."

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