Module: Peer-Mediated Instruction and Intervention (PMII)

Implementation Checklist for PMII: Elementary, Middle, and High School

Neitzel, J. (2008). *Implementation checklist for PMII: Elementary, middle, and high school*. 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)									
Step 1. Selecting Peers		**Score****							
1. Recruit multiple peers as peer buddies (4-5 per classroom, using selection guidelines).									
Intervention (Steps 2 – 5)									
Step 2. Training Peer									
1. Arrange the training session in a quiet area of the classroom or building.									
2. Have all of the materials for lesson organized and close at hand.									
3. Teach pre-selected peers to recognize and appreciate individual differences including similarities and differences of ASD.									

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

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	Observation	1	2	3	4	5	6	7	8
	Date								
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Step 2. Training Peers (cont.)		**Score****							
4. Talk with peers about the goals of and rationale for PMII as well as what is expected of them.									
5. Introduces target social skills for the learner with ASD.									
6. Engage peers in a discussion about specific games and activities that the learner with ASD enjoys. *For middle and high school students, the teacher/practitioner talks with peers about when and where learners with ASD may need support (e.g., at the beginning of class, during lunch, in the halls).*									
7. Encourage peers to generate scripts that can be used during activities that match the target skills for the learners with ASD.									
8. Teach peers how to look, wait, and listen. *For middle and high school students, the teacher/practitioner describes the basic strategies that can be used during social interactions.*									
9. Demonstrate the interaction skills in a role play with one of the peers.									
10. Encourage peers to use the skills in a role play with each other.									
11. Provide prompts or suggestions to the peers as necessary during the role play.									
12. Provide subtle reinforcement (e.g., pats on the back, thumbs up) during the training session.									

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Step 2. Training Peers (cont.)		**Score****							
13. 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 wrote his name on the paper").									
Step 3. Supporting Peers									
1. Provide ongoing support to peers by providing them with scripts, open-ended topic starters, and topic cards that can be used during social interactions.									
2. Engage peers in weekly problem-solving meetings.									
3. Gradually reduce the level of support as peers become more proficient at interacting with learners with ASD.									
Step 4. Implementing in Classroom and School Settings									
1. Assign numerous peers as peer buddies for the learner with ASD.									
2. Identify routines and activities where peer social networking can occur throughout the day (e.g., small academic groups, physical education, library, lunch, between classes).									
3. Monitor interactions and provides periodic feedback to peers at the end of activities, class periods, or during weekly problem-solving meetings.									

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 4. Implementing in Classroom and School Settings (cont.)		**Score****							
4. Teach peers how to prompt learners with ASD to interact during social activities (e.g., verbal prompts, written text and picture cue cards).									
Step 5. Extending Initiations Across the Day									
1. Identify opportunities for the learner with ASD to engage in social interactions during natural activities and routines during the day.									
2. Peer social networking activities occur in a minimum of two to three different routines and activities each day.									
3. Allow peers and learners with ASD to choose activities where peer-mediated instruction will occur.									
4. Implement peer-mediated instruction for at least 10 minutes.									

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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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