

Module: Peer-Mediated Instruction and Intervention

Sample: Pre-Assessment for Older Children and Adolescents

Learner's name: _____

Date: _____

Activity: _____

Time: _____

Observer: _____

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)	
Who does the learner interact with most?	

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Sample Progress Monitoring Form: PMII Activity Observation for Older Children and Adolescents

Date: _____

Time: _____

Observer: _____

Focal student present: _____

Peers present: _____

Activity: _____

Activity

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Did the students participate in the activity after your introduction? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Did the students seem to enjoy the activity? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Did the activity contain materials that promoted social interaction? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Did the activity promote positive or negative social interactions? | <input type="checkbox"/> | <input type="checkbox"/> |

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

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6. Do any changes need to be made to the peers included in the activity?

Social Interaction Behaviors

Time	Activity	Target Behaviors					
		Looking at peer	Starting conversation	Taking turns	Exchanging materials	Requesting items	Initiating interactions

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.

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Sample: PMII Self-Monitoring Checklist

Name: _____ Date: _____

Activity: _____

Other children: _____

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 questions?			
5. Did I say something nice to him?			

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.