

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, FPG Child Development Institute, UNC-Chapel Hill.

Instructions: The Implementation Checklist includes each step in the PMII process. Please indicate which step was appropriate for the day you were observing, as well as the date, time, and others present. Then check "yes," "no," or "NA" next to each item you observed to indicate whether it was addressed throughout the activity. Use the Notes column to comment on the step observed (e.g., positive as well as constructive remarks).

Site: _____

State: _____

Teacher / Practitioner: _____

Learner's Initials: _____

Observation	1	2	3	4	5	6	7	8
Date								
Observer's Initials								

Step 1. Selecting Peers

1. The teacher/practitioner recruits multiple peers as peer buddies (4-5 per classroom, using selection guidelines).

Observation	1	2	3	4	5	6	7	8
Score								

Step 2. Training Peers

1. The teacher/practitioner arranges the training session in a quiet area of the classroom or building.

Observation	1	2	3	4	5	6	7	8
Score								

2. The teacher/practitioner has all of the materials for lesson organized and close at hand.

Observation	1	2	3	4	5	6	7	8
Score								

3. The teacher/practitioner teaches pre-selected peers to recognize and appreciate individual differences including similarities and differences of ASD.

Observation	1	2	3	4	5	6	7	8
Score								

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

4. The teacher/practitioner talks with peers about the goals of and rationale of PMII as well as what is expected of them.

Observation	1	2	3	4	5	6	7	8
Score								

5. The teacher/practitioner introduces target social skills for the learner with ASD.

Observation	1	2	3	4	5	6	7	8
Score								

6. The teacher/practitioner engages 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).

Observation	1	2	3	4	5	6	7	8
Score								

7. The teacher/practitioner encourages peers to generate scripts that can be used during activities that match the target skills for the learners with ASD.

Observation	1	2	3	4	5	6	7	8
Score								

8. The teacher/practitioner teaches 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.

Observation	1	2	3	4	5	6	7	8
Score								

9. The teacher/practitioner demonstrates the interaction skills in a role play with one of the peers.

Observation	1	2	3	4	5	6	7	8
Score								

10. The teacher/practitioner encourages peers to use the skills in a role play with each other.

Observation	1	2	3	4	5	6	7	8
Score								

11. The teacher/practitioner provides prompts or suggestions to the peers as necessary during the role play.

Observation	1	2	3	4	5	6	7	8
Score								

12. The teacher/practitioner provides subtle reinforcement (e.g., pats on the back, thumbs up) during the training session.

Observation	1	2	3	4	5	6	7	8
Score								

13. At the end of the training session, the teacher/practitioner provides 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").

Observation	1	2	3	4	5	6	7	8
Score								

Step 3. Supporting Peers

1. The teacher/practitioner provides ongoing support to peers by providing them with scripts, open-ended topic starters, and topic cards that can be used during social interactions.

Observation	1	2	3	4	5	6	7	8
Score								

2. The teacher/practitioner engages peers in weekly problem solving meetings.

Observation	1	2	3	4	5	6	7	8
Score								

3. The teacher/practitioner gradually reduces the level of support as peers become more proficient at interacting with learners with ASD.

Observation	1	2	3	4	5	6	7	8
Score								

Step 4. Implementing in Classroom and School Settings

1. The teacher/practitioner assigns numerous peers as peer buddy's for the learner with ASD.

Observation	1	2	3	4	5	6	7	8
Score								

2. The teacher/practitioner identifies routines and activities where peer social networking can occur throughout the day (e.g., small academic groups, physical education, library, lunch, between classes).

Observation	1	2	3	4	5	6	7	8
Score								

3. The teacher/practitioner monitors interactions and provides periodic feedback to peers at the end of activities, class periods, or during weekly problem-solving meetings.

Observation	1	2	3	4	5	6	7	8
Score								

4. The teacher/practitioner teaches peers how to prompt learners with ASD to interact during social activities (e.g., verbal prompts, written text and picture cue cards).

Observation	1	2	3	4	5	6	7	8
Score								

Step 5. Extending Initiations Across the Day

1. The teacher/practitioner identifies opportunities for the learner with ASD to engage in social interactions during natural activities and routines during the day.

Observation	1	2	3	4	5	6	7	8
Score								

2. Peer social networking activities occur in a minimum of two to three different routines and activities each day.

Observation	1	2	3	4	5	6	7	8
Score								

3. The teacher/practitioner allows peers and learners with ASD to choose activities where peer-mediated instruction will occur.

Observation	1	2	3	4	5	6	7	8
Score								

4. The teacher/practitioner implements peer-mediated instruction for at least 10 minutes.

Observation	1	2	3	4	5	6	7	8
Score								