

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, 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

- Teachers/practitioners 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 and Supporting Peers

- 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								

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

Observation	1	2	3	4	5	6	7	8
Score								

- 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								

4. The teacher/practitioner introduces a skill or strategy (e.g., organizing play, sharing, providing assistance) one at a time.

Observation	1	2	3	4	5	6	7	8
Score								

5. After the teacher/practitioner describes the skills, he/she demonstrates one of them in a role-play with a peer.

Observation	1	2	3	4	5	6	7	8
Score								

6. After the teacher/practitioner describes the skills, he/she demonstrates one of them in a role play with a peer.

Observation	1	2	3	4	5	6	7	8
Score								

7. The teacher/practitioner encourages peers to use the target skill in a role play with each other.

Observation	1	2	3	4	5	6	7	8
Score								

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

Observation	1	2	3	4	5	6	7	8
Score								

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

Observation	1	2	3	4	5	6	7	8
Score								

10. 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 handed you the block").

Observation	1	2	3	4	5	6	7	8
Score								

Step 3. Implementing a Structured Teaching Session

1. The teacher/practitioner selects 1-2 peers and 1-2 learners with ASD for the teaching session.

Observation	1	2	3	4	5	6	7	8
Score								

2. The teacher/practitioner locates the teaching session in a specific area of the classroom/school with defined boundaries (e.g., socio-dramatic play areas, block area).

Observation	1	2	3	4	5	6	7	8
Score								

3. The teacher/practitioner introduces the activity (e.g., describes ways to play, assigns roles if appropriate) to peers and learners with ASD.

Observation	1	2	3	4	5	6	7	8
Score								

4. The teacher/practitioner provides 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.

Observation	1	2	3	4	5	6	7	8
Score								

5. The teacher/practitioner concludes 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.

Observation	1	2	3	4	5	6	7	8
Score								

6. The teacher/practitioner comments on peers' and learners' social engagement after the social interaction has ended (rather than during the social interaction, which tends to be disruptive).

Observation	1	2	3	4	5	6	7	8
Score								

7. When peers and/or learners with ASD direct their social interaction and/or attention to the teacher/practitioner, the teacher/practitioner redirects peers and learners with ASD to interact with one another.

Observation	1	2	3	4	5	6	7	8
Score								

8. At the end of the session, the teacher/practitioner reviews positive examples of peers' uses of the skill learned and/or other social behavior.

Observation	1	2	3	4	5	6	7	8
Score								

Step 4. Implementing in Classroom and School Settings

1. The teacher/practitioner plans daily opportunities for peers and learners with ASD to interact.

Observation	1	2	3	4	5	6	7	8
Score								

2. The teacher/practitioner plans for at least 15 minutes each day to implement peer-mediated intervention strategies.

Observation	1	2	3	4	5	6	7	8
Score								

3. Peer-mediated activities take place at approximately the same time each day.

Observation	1	2	3	4	5	6	7	8
Score								

4. The teacher/practitioner chooses activities and materials that encourage social interactions (e.g., blocks, prop boxes, sand table) to implement peer-mediated intervention strategies.

Observation	1	2	3	4	5	6	7	8
Score								

5. One staff member is consistently responsible for training peers, implementing peer-mediated activities, and observing learner progress.

Observation	1	2	3	4	5	6	7	8
Score								

6. The teacher/practitioner prompts peers and learners with ASD to interact if there has been no interaction for at least 30 seconds.

Observation	1	2	3	4	5	6	7	8
Score								

7. The teacher/practitioner 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.

Observation	1	2	3	4	5	6	7	8
Score								

8. The teacher/practitioner provides 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.

Observation	1	2	3	4	5	6	7	8
Score								

9. The teacher/practitioner gradually fades of the use of prompts when peers and learners with ASD begin to interact spontaneously.

Observation	1	2	3	4	5	6	7	8
Score								

Step 5. Extending Initiations Throughout the Day

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

Observation	1	2	3	4	5	6	7	8
Score								

2. The teacher/practitioner assigns different peers as peer buddies in 2-3 routines/activities during the day.

Observation	1	2	3	4	5	6	7	8
Score								

3. The teacher/practitioner assigns different peers as peer buddies in 2-3 routines/activities during the day.

Observation	1	2	3	4	5	6	7	8
Score								

4. The teacher/practitioner provides the least level of support needed to promote students' social interaction.

Observation	1	2	3	4	5	6	7	8
Score								

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

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