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.

INTRODUCTION TO SHARING

Teacher
“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.)

Child Response
“Sharing.”

“Sharing is giving a toy. What is sharing?” (Prompt the correct response as necessary.)

Child Response
“Giving a toy.”

“Now say the whole thing.”

Child Response
“Sharing is giving a toy.”

GUIDED DISCUSSION

Teacher
“When you share, look at your friend and say, ‘Here, _________,’ and put a toy in his/her hand. What do you do?”

Child Response
“Look at friend, say, ‘Here, _________,’ and put the toy in his/her hand.”

TEACHER DEMONSTRATION

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

Teacher
“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?”

Child Response
“Yes. You looked at ________, said, ‘Here, _________,’ and put a toy in his/her hand.”
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**Teacher**

“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.*

“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.”

*Now model the total correct 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.*

**INTRODUCTION TO PERSISTENCE**

**Teacher**

“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.”
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TEACHER DEMONSTRATION

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

“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 new ways can you try to get your friend to play?”

CHILD-CHILD PRACTICE

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.”
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Teacher

"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.