

Peer Mediated Intervention Strategy

Efficacy Rating
Level #2

Typical peers are taught initiation strategies to facilitate their play & interactions with children with disabilities.

What is it?

Peers taught to initiate play with children with ASD through sharing, offering assistance, suggesting play ideas, & showing affection. Teachers remind peers to use their initiation strategies to facilitate play with their peers with ASD. Research indicates interactions, stereotypic behaviors, time engaged & initiations & responses to initiations by children with ASD (Lee & Odom, 1996; Strain et al., 1996; Roeyers, 1996).

Types of Peer Intervention:

- Proximity --typically developing, socially competent children placed with children with disabilities & instructed to play with them w/out specific training (Roeyers, 1996)
- Prompt & reinforce--peers trained to prompt & RF student w/disabilities (Roeyers, 1996)
- Peer-initiation--typical peers trained to make social initiations w/children w/disabilities
- Antecedent prompting—student paired with competent peer, peer instructed to stay close, teacher provides periodic prompts to child with ASD to engage, teacher waits for response & if none, provides physical prompt (Simpson et al, 1997)
- Peer tutoring—student works in dyads with competent peers; peer learns about ASD; teacher structures tasks; informal interaction periods scheduled in (Simpson et al., 1997)

Efficacy:

- Social skills groups facilitated interactions & time engaged between 3 students with ASD & their typical peers in 1st grade (Kamps et al., 1992).
- Interactions among typical peers & children with disabilities & in stereotypic or unusual behaviors by the children with disabilities (Lee & Odom, 1996)
- 85 children with ASD & 48 typically developing peers (5 to 13 years of age) led to time engaged, length of sustained interactions, responsiveness to initiations, & decrease in self-stimulatory behaviors (Roeyers, 1996).
- Children w/ ASD reduced symptoms after 2 years of TX; developmental progress (Strain et al., 1996).
- Peer facilitative strategies & communicative interaction in preschool children w/ASD (Goldstein & Wickstrom, 1986)
- Typical 3 year old peers taught to engage w/socially withdrawn peers (Strain, 1977; Strain et al, 1977)
- Elementary students with ASD taught greeting, conversation & play in 8 sessions; improved greetings & play with less conversation success (Barry et al., 2003)
- Peer training successfully used to teach requests, comments & sharing (Morrison et al., 2001).
- Peer training & social interaction in cooperative groups w/39 students w/ASD (7-14 yrs.) (Kamps et al, 2002)
- Written text cues & peer training social communication of children w/ASD & peers (Thiemann & Goldstein, 2004)

Peer Mediation Resources and Information

References:

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