

What do SLP's need to consider when picking a peer for peer mediated intervention?

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Introduction

Peer-mediated intervention consists of the instruction of particular strategies to a small group of peers that demonstrates strengths in communication and social interactions with classmates diagnosed with autism spectrum disorder(ASD)(Thiemann-Bourque et. al., 2016). Peer-mediated intervention in a school setting is essential because it integrates the education of all children to provide opportunities to address play and functional communication skills.

Definitions:

Peer-Mediated Intervention using typical developing peers to model social and communication skills with nontypical classmates

Autism spectrum disorder a neurodevelopmental disorder identified by deficits in social communication and the existence of limited interests and repetitive behaviors.

Learner Outcomes

- 1.State the importance and benefits of peer-mediated interventions with individuals with ASD.
- 2.Describe the various methods that should be considered when selecting peers for peer-mediated intervention with individuals with ASD.
3. List strategies used during peer-mediated intervention with individuals with ASD.

Methods

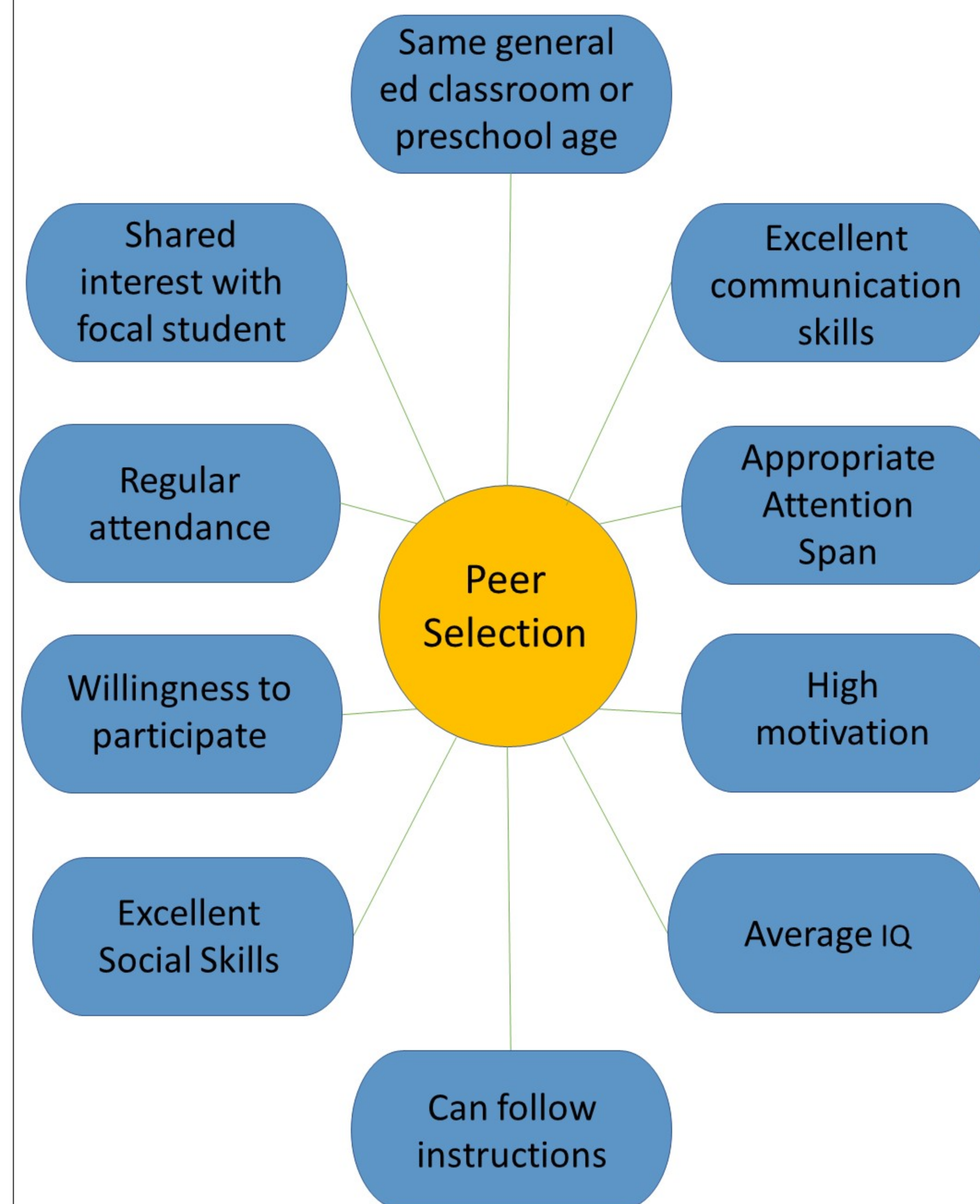
A literature review was conducted to provide information about how peers were selected for peer-mediated groups when working with individuals with autism spectrum disorder (ASD). Three articles were selected for review with the peers and the clinical population ranging from 3;0 years to 5;1 years. Based on the articles, all peer-mediated interventions took place in a school-based setting. Intervention occurred in preschool routines including art(play dough, painting), sensory and fine motor activities, center activities(e.g., kitchen, house, dolls), and snack time.

What are the benefits and Importance of peer-mediated interventions with ASD?

- 1 More peer acceptance
2. Improve social skills
3. Increase in frequency of social interactions
4. Increase in duration of social interactions
5. Improve communication/language skills
6. Evidence Based Strategy

(Van Rhijn et al. 2021)

What should be considered when selecting peers for peer intervention?



(Battaglia & Radley, 2014)

What strategies are used during peer-mediated intervention?

1. **Structured teaching sessions:** 5-8 min. sessions with selected peers to learn how to initiate organized play, sharing, helping, and providing affection and praise. Peers should show proficient skills in each before working with the focal child.
2. **Classroom Arrangement:** Quiet area for 15 min of play to occur at the same time every day for the peer and focal child.
3. **Material Selection:**
 - Use toys and play material that have a specific theme that are not usually available in the classroom. Include visual instructions for role play for selected peer and focal child.
 - Use motivating toys to encourage focal child to want to play with selected peer.
4. **Identify responsible staff:** One adult responsible for initiating, supervising, implementing activities, and observing progress.
5. **Use of prompts and reinforcement:** provide prompts when there is noninteraction between selected peer and focal child. Use cues and prompts for peer to start another interaction.
6. **Extend initiation across the day:** Use of buddy system and proximity of selected peer with focal child in other daily activities.

(Sperry et al. 2010)

Results

For peer-mediated intervention to benefit and improve the communication skills of individuals with autism, careful consideration should be made when selecting peers. This poster aims to bring attention to what SLPS should consider when selecting peers for mediated intervention, such as selecting peers based on the same interests, good conversational and social skills, and eagerness to participate. Another significant consideration when selecting peers is looking for children with excellent communication skills and age-appropriate social interactions. Based on these specific qualities, there is evidence to support increased communication and social interactions when selecting peers for peer-mediated intervention with individuals with ASD.

References

