

Peer-Mediated Instruction and Intervention Fact Sheet

Brief Description

Peer-mediated instruction and intervention (PMII) is used to teach typically developing peers ways to interact with and help learners with ASD acquire new behavior, communication, and social skills by increasing social opportunities within natural environments. With PMII, peers are systematically taught ways of engaging learners with ASD in social interactions in both teacher-directed and learner-initiated activities. Peers are paired or placed in cooperative learning groups that include at least one learner with ASD. PMII is a useful strategy for promoting positive transitions across settings.

Qualifying Evidence

PMII meets evidence-based criteria with 15 single case design studies.

Ages

According to the evidence-based studies, this intervention has been effective for preschoolers (3-5 years) to high school-age learners (15-18 years) with ASD.

Outcomes

PMII can be used effectively to address social, communication, joint attention, play, school-readiness, and academic skills.

Research Studies Providing Evidence

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- Kamps, D. M., Barbetta, P. M., Leonard, B. R., & Delquadri, J. (1994). Classwide peer tutoring: An integration strategy to improve reading skills and promote peer interactions among students with autism and general education peers. *Journal of Applied Behavior Analysis*, 27(1), 49-61. doi: 10.1901/jaba.1994.27-49
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- Odom, S. L. (1991). Reducing teacher prompts in peer-mediated interventions for young children with autism. *The Journal of Special Education*, 25(1), 26-43. doi: 10.1177/002246699102500103
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- Trembath, D., Balandin, S., Togher, L., & Stancliffe, R. J. (2009). Peer-mediated teaching and augmentative and alternative communication for preschool-aged children with autism. *Journal of Intellectual and Developmental Disability*, 34(2), 173-186. doi: 10.1080/13668250902845210

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