



Using Peer Network Interventions to Teach Social Engagement Skills

Objective: To teach social engagement/peer interaction skills during lunch time

Setting and Materials:

Setting: High school cafeteria

Materials:

- Adult facilitator
- Peer network manual for adult facilitators
- Peer partners

Content Taught

- Goals for network meetings
- Ideas for increasing interactions with each other

Teaching Procedures

Peer Partner Orientation
<ol style="list-style-type: none">1. Adult facilitator meets with peer partner2. Provide brief rationale for networks3. Discuss maintaining confidentiality

Orientation with Peer Partners and Focus Student
<ol style="list-style-type: none">1. Hold meeting with peer partners and focus student during scheduled lunch time2. Purpose of this meeting is to get to know one another, determine when interactions could occur outside of scheduled lunch time meetings, address importance of confidentiality, ask any questions, suggest activities for future meetings, and establish a regularly weekly meeting day3. Share social-related goal with group4. Discuss strategies for addressing the goal5. Adult facilitator



Evaluation

- a) Data on student's social interactions, social engagement, and targeted social-related goal using partial-interval recording (15 s observe, 15 s record)
 - a. Social interactions = any occurrences of verbal (e.g., speech, speech-generating devices) or nonverbal (e.g., gestures, signs) behaviors that appeared to have communicative intent)
 - b. Reading or echolalic behavior do not = social interaction unless they are clearly directed toward another person
 - c. Do not code self-talk as can interaction
 - d. *Active* social engagement = intervals including any communicative behavior directed toward a peer by the student
 - e. *Passive* social engagement = being in proximity to students and attending to the social conversation of other students for at least 5 consecutive seconds in an interval but making no active contributions to the conversation
 - f. *Unengaged* = attending to something other than the ongoing social exchanges among students, whether in or out of proximity to them
 - g. A targeted social-related goal should be operationally defined for student prior to beginning intervention
- b) Data on who was in proximity to student every 30 s using momentary time sampling
 - a. If interactions involve multiple people, separately code each person involved in the interaction
 - b. Code communicative behaviors as being directed toward a group when multiple people are present and the specific intended recipient cannot be clearly determined or when communicative behaviors are clearly directed toward the entire group
- c) Data on occurrence of adult facilitative strategies utilized at any time during a session

Lesson Plan Based on:

Mechling, L. C., & Seid, N. H. (2011). Use of a hand-held personal digital assistant (PDA) to self-prompt pedestrian travel by young adults with moderate intellectual disabilities. *Education and Training in Autism and Developmental Disabilities, 46*, 220-237.



NTACT

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Research to Practice Lesson Plan Starter

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