



## ***Using Peer Directed Novel Question Training to Teach Conversation Skills***

### **What is the evidence base?**

This is a promising practice for **students with autism** based on one methodologically sound single-subject study across three participants with disabilities.

### **Where is the best place to find out how to do this practice?**

The best place to find out how to implement peer directed novel question training is through the following research to practice lesson plan starter:

- [Using peer directed novel question training to teach conversation skills – Lesson Plan \(Reilly, Hughes, Harvey Brigham, Cosgriff, Lauren & Bernstein 2014\)](#)

### **With who was it implemented?**

- Students with
  - Autism (1 study, n=3)
- Ages ranged from 16-18
- Female (n=1), males (n=2)
- Ethnicity
  - White (n=2)
  - Black (n=1)

### **What is the practice?**

Novel question training has been defined as a form of social skill training that teaches students to ask peers questions across a variety of conversational partners, and these partners systematically responded to the questions (Reilly et al., 2014).

In the study used to establish the evidence base for using peer directed novel question training to teach conversation skills, the peer directed novel question training included using a:

- During the conversation, all topics are peer-directed questions asking students about their own interests or experiences (Reilly et al., 2014).

## Where has it been implemented?

- School (1 study)

## How does this practice relate to Common Core Standards?

- Comprehension and Collaboration (Anchor Standards for Speaking and Listening, Grade 9-12)
  - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
  - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented
  - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
  - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
  - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives

## How does this practice relate to the Common Career Technical Core?

- Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace (Communications)
  - Employ verbal skills when obtaining and conveying information
  - Communicate with other employees to clarify workplace objectives
  - Interpret verbal and nonverbal cues/behaviors to enhance communication with coworkers and clients/participants (Communications)
    - ❖ Interpret verbal behaviors when communicating with clients and co-workers

## References used to establish this evidence base:

Reilly, C., Hughes, C., Harvey, M., Brigham, N., Cosgriff, J., Lauren, K., & Bernstein, R. (2014). “Let’s talk”: Increasing novel peer-directed questions by high school students with autism to their general education peers. *Education and training in autism and developmental disabilities*, 49, 214-331.

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