



Using Peer Network Intervention to Teach Social Engagement

What is the evidence base?

This is a promising practice for **students with autism spectrum disorder** based on one methodologically sound single-subject study with four students with autism spectrum disorders.

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

The best place to find out how to implement peer network intervention to teach social engagement is through the following research to practice lesson plan starter:

- [Using Peer Network Interventions to Teach Social Engagement Skills – Lesson \(Mechling & Seid 2011\)](#)

With whom was it implemented?

- Students with
 - **ASD** (n=4)
- Ages 15 to 17
- Male (n=4)
- Ethnicity
 - African American (n=2)
 - European American (n=1)
 - Hispanic (n=1)

What is the practice?

Peer network interventions involve establishing a cohesive social group that meets formally and informally outside of the classroom and across a period of time with facilitation support from school staff (Carter et al., 2013). However, the majority of studies have evaluated peer networks within instructional settings (Hochman et al., 2015).

In the study used to establish the evidence base for using peer networks to teach social engagement:

- Peer networks were used during lunch periods for high school students with ASD to teach peer interactions and social engagement (Hochman et al., 2015).

Where has it been implemented?

- High school cafeteria

How does this practice relate to Common Core Standards?

- 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 (Comprehension and Collaboration; Speaking and Listening, Grades 9 – 10)
 - 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 (Comprehension and Collaboration; Speaking and Listening, Grades 11-12)
 - 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
- www.corestandards.org

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

- Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information (Communications)
 - Interpret verbal and nonverbal cues/behaviors to enhance communication with co- workers and clients/participants
- <https://cte.careertech.org/>

References used to establish this evidence base:

Hochman, J. M., Carter, E. W., Bottema-Beutel, K., Harvey, M. N., & Gustafson, J. R. (2015). Efficacy of peer networks to increase social connections among high school students with and without autism spectrum disorder. *Exceptional Children*, 82, 96-116. doi: 10.1177/0014402915585482

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