

Research-Based Practice: Peer-Mediated Instruction and Intervention (PMII)

References:

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Description: Training typically developing peers to use strategies and interventions to support the learning of students with disabilities. Primarily used for increasing social engagement, but can also be used to address academic skills, positive behavior, organization, etc. Peers can be trained formally during scheduled instructional periods including opportunities for role-play and feedback or they can be trained informally during naturally occurring routines and activities throughout the school day. Below are some important considerations when using PMII:

- Focus more on shaping the behavior of peers as opposed to directly teaching the children with disabilities how to interact with the peers.
- Deliver positive reinforcement to peers when they effectively utilize the strategies you taught them to use. Also, consider when natural reinforcement is all the peers need (i.e. they feel good when the students with disabilities respond positively to their initiations and during their interactions).
- Use student-friendly language when teaching the peers strategies to use. Avoid jargon.
- Focus on the peers following the lead of the student with a disability by tapping into the student's interests, strengths, and attentional focus.
- Provide frequent opportunities for peer-to-peer interaction to ensure there are enough learning opportunities for the peers to become fluent with the use of the strategies.
- Plan for generalization. Have discussions with peers related to various situations in which they can use the strategies they learned to increase engagement with the student they are interacting with.
- Have clearly defined roles for each peer.

- Examples of strategies that peers can learn to use include: positive reinforcement, visual supports, discrete trials, prompting/fading procedures, modeling/request imitation, task analysis/chaining, high-probability instructional sequences, time-delay, following the child's lead, etc. Keep in mind that you are not teaching the peers the actual names of the strategies, just ways to shape their behavior in the different ways we do when use the strategies.