

Peer-Mediated Instruction and Intervention (PMII) — An Overview

Evidence-Based Practice Link	Peer-Mediated Instruction and Intervention (PMII) is an evidence-based practice to systematically teach peers without disabilities ways to engage autistic learners in positive and meaningful social interactions. In PMII, “the peer receives training, and perhaps coaching from an adult to deliver social initiations or instructions in a way that supports the learning goal of the learner with autism.” (Steinbrenner et al, 103). PMII has been shown to be effective for teaching communication and social skills for students ages 3-18.
When to Use PMII?	Ideal times to use PMII with autistic children, or other children with or without disabilities, are when social interactions naturally occur, and could include but are not limited to: <ul style="list-style-type: none"> • lunch, • small group instruction, • class or activity transitions, or • activities that foster interactions among students.
Why Use PMII?	<ul style="list-style-type: none"> • Increases the opportunity for students with autism to learn and practice meaningful social interaction skills with peers • Increases the frequency with which autistic learners interact with peers • Expands social networks, increases engagement in activities, and improves social skills of peers
Critical Components of PMII	<ol style="list-style-type: none"> 1. Determine specific and measurable goals for the learner to target within the intervention. 2. Identify times of day when peer interactions can take place. 3. Select peers who exhibit good social skills and positive social interactions with the learner. 4. Use enjoyable, age-appropriate activities that naturally incorporate social interactions among students. 5. Identify appropriate type of PMII strategy to implement: <ol style="list-style-type: none"> a. Peer modeling b. Peer initiation training c. Direct training for target student and peer

	<ul style="list-style-type: none"> d. Peer networks e. Peer support <p>6. Develop a training plan for peers.</p>
PMII in Action	See attached lesson plan template to plan for PMII activities.
Implementation Tips	<ul style="list-style-type: none"> 1. Assign 1 to 6 students to the learner with autism. 2. Use scripts and/or role plays with peers during teaching sessions. 3. Conduct a minimum of regular 15-minute sessions daily. 4. Provide materials for autistic learner to participate in activity. 5. Provide support and feedback to peers. 6. Observe and document behavior of learner with autism. 7. Determine if additional training of peers is necessary.
Considerations for Students with Extensive Support Needs	Students with extensive support needs can benefit from peer-mediated instruction and intervention. Consider providing visual supports or other tools to help the autistic student participate in the target activities and communicate with peers. These may include choice boards, my turn/your turn cards, task analyses, or an augmentative communication device. Incorporate practice with how to utilize these supports when training peers for interactions so they can help prompt the learner as necessary throughout the activity.

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

<https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf>



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