**Peer- Mediated Instruction and Intervention**

**Lesson Planning Template**

**SKILL:** *Identify specific measurable goal for learner to target during activity.*

**Materials:** *List all materials that will be needed for activity.*

**Play or Social Objective:** *Describe the activity and the skills that will be incorporated into the interaction (i.e. building a tower, racing cars, taking turns during a game, reciprocal conversation during lunch, etc.).*

**Support Strategies:** *List supports that will be used during activity (scripts, role plays, visual cues, choice board, etc.).*

**Plan for prompting:** *Identify prompts that peers can use during the activity and prompts that the teacher can provide during the interaction when necessary.*

**Plan for data collection:** *Identify how and when data will be collected and create data collection tool for use during activity.*

**Teacher Role:**

1. Arrangement: *Set up of materials for the activity*
2. Introduction/Instruction: *Plan for training session with peers*
	1. *Review the importance of individual differences and helping others.*
	2. *Introduce skill/target behaviors based on the play or communication objective.*
	3. *Review scripts, visual supports, and models that might be necessary to promote interactions and target the skill.*
	4. *Model the skills for peers using supports and prompts.*
	5. *Peers role play to practice the skill or strategy with each other.*
3. Practice: *Identify times to practice with peers using supports, strategies, and scripts reviewed during instruction*
4. Execute the activity: *Identify times of the day to set up the activity and have all materials and supports in place prior to the activity.*
5. Provide feedback: *Debrief with peers after activity to discuss any changes or modifications and identify what skills may need additional practice.*

**Peer- Mediated Instruction and Intervention**

**SAMPLE Lesson Plan**

**SKILL:** *The target* s*tudent will take turns three consecutive times when playing a game with a peer.*

**Materials:** *Connect Four game, visual task analysis of game instructions, my turn/your turn visual*

**Play Objective:** *While playing Connect Four, the target student will take turns with a partner by putting one token into the board and waiting for the peer to take their turn.*

**Support Strategies:***Task analysis with game instructions\*, “my turn/your turn” card\*\*.*

**Plan for prompting:**

* *The peer can use task analysis to prompt the target student about rules/instructions when playing the game.*
* *The peer can use flip or move back and forth the “my turn/your turn” card to identify whose turn it is.*
* *The peer can move the board closer to the student when it is their turn, then move the board closer to themself when it is their turn as a cue for whose turn it is.*
* *The teacher can prompt the peer to use visuals and prompts to support the student.*
* *The teacher can provide physical or gestural prompts with the target student to help facilitate the turn taking.*

**Plan for data collection:** *For each turn taken, the peer will fill in a chart with the initials of the student who took the turn.*

**Teacher Role:**

 1. Arrangement: *Set up the Connect Four game along with visual supports.*

 2. Introduction/Instruction: *Plan for training session with peers*

* 1. *Review the importance of individual differences and helping others.*
	2. *Introduce taking turns as the target skill and review/teach peer how to play the game.*
	3. *Review the visual task analysis instructions and how to prompt the target student through steps of the game instructions and how to use the “my turn/your turn” card.*
	4. *Model the skills for peers using supports and prompts.*
	5. *Peers can practice playing the game with each other and prompting one another when errors occur.*

 3. Practice: *Practice will take place during the last ten minutes of the lunch period in the*   *classroom with the teacher.*

 4. Execute the activity: *The activity will be integrated into the first 15 minutes of the free*  *play time after lunch.*

 5. Provide feedback: *Debrief with peers after the activity to discuss any changes or*   *modifications and identify what skills may need additional practice.*

\*Connect Four Visual Instructions:

<https://handsinautism.iupui.edu/product/kids-corner-how-to-play-connect-4/>

\*\*My Turn/Your Turn Printable Tip Sheet <https://vkc.vumc.org/assets/files/triad/tips/My_Turn_Your_Turn_Caregivers.pdf>