The Impact of Embedding Practical Peer Mediated Strategies into Routines

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Our Journey in Iowa

Key Components of LEAP Preschool Model:

- Inclusive preschool setting (minimum of a 2:1 ratio of typical peers to children with autism)
- Implementation of a variety of naturalistic, evidence-based teaching strategies
- Grounded in the principles of Applied Behavior Analysis
- Implementation of Peer-Mediated Strategies
- Utilization of the LEAP Parent Skill Training Curriculum
What Having A Friend In Preschool Means For Later In Life Success

• Better academic skills
• Higher high school graduation rates
• Fewer special education services
• Better adult employment status
• Greater chance of independent living
• Better adult mental health
• Less drug/alcohol use in teen years

It’s Not Magic: Here Is What Friends Do For Each Other

• Always involve and include their friend
• Look out for their friend’s best interest
• Encourage exploration/learning new things

Other Reasons to be Concerned About Social Skills

• Foundation upon which many other crucial skills are built
• Major defining characteristic of children with special needs
• Often the first priority for families
Selecting Skills to Teach: Specific Behaviors that Lead to Friendships

- Lengthy Encounters
- Reciprocity

LEAP’s Social Skills Curriculum

1. Getting Your Friends Attention
2. Sharing - “Giving Toys”
3. Sharing - “Requesting Toys”
4. Play Organizer
   - “You be the Mommy.”
5. Giving a Compliment
   - “I like your painting.”
Benefits of Embedding

- Increased social interaction
- Multiple opportunities to practice skills
- Builds independence
- Increases active inclusion
- Uses peers to help targeted children meet goals
- Increases generalization of skills
- More intensive instruction

4 Questions

1. What am I doing now?
2. How do I know I am making progress?
3. How do I know I am done?
4. What do I do next?
LEAP Quality Program Indicator Scores  
(a classroom has reached fidelity with a score of 90% or higher)

<table>
<thead>
<tr>
<th></th>
<th>Classroom A</th>
<th>Classroom B</th>
<th>Classroom C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>35.14%</td>
<td>27.92%</td>
<td>N/A</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>66.05%</td>
<td>65.85%</td>
<td>68%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>96.05%</td>
<td>94%</td>
<td>92%</td>
</tr>
</tbody>
</table>

Overall TPOT Scores on 3 LEAP Classrooms  
(Spring 2018)

<table>
<thead>
<tr>
<th></th>
<th>Classroom A</th>
<th>Classroom B</th>
<th>Classroom C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>98%</td>
<td>98%</td>
<td>91%</td>
</tr>
</tbody>
</table>

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SPRING 2018 GOLD Data - Averages of 3 classrooms

<table>
<thead>
<tr>
<th></th>
<th>Not Meeting</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Total Meeting/Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IEP</td>
<td>NO IEP</td>
<td>IEP</td>
<td>NO IEP</td>
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<tr>
<td>Social Emotional</td>
<td>29%</td>
<td>2%</td>
<td>9%</td>
<td>9%</td>
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<tr>
<td>Physical</td>
<td>21%</td>
<td>4%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Language</td>
<td>41%</td>
<td>6%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Cognitive</td>
<td>29%</td>
<td>4%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Literacy</td>
<td>29%</td>
<td>2%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>29%</td>
<td>9%</td>
<td>13%</td>
<td>13%</td>
</tr>
</tbody>
</table>

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Practice

Instructions:
- Using the table provided, write your daily schedule in the first column, under Activity.
- Identify 1-2 planned (embedded) social response opportunities for each daily activity.
- List additional (naturalistic) opportunities that might occur under Additional Ideas to Promote Interactions.
Questions

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