I Get By With a Little Help From my Friends: Peer Supports and Video Modeling for Students with ASD and Related Disabilities
Who we are

- Julie Riley
  - Facilitator
- LASARD Project
- LSUHSC Human Development Center

- Shaun Crochet
  - Special Education Department Chair
- Hahnville High School
Objectives

Participants will:

- Identify the steps necessary for setting up peer supports for students with ASD and related disabilities with fidelity.
- Learn how to use video modeling to support the social interaction skills of students with ASD and related disabilities.
Peer Supports Across the Lifespan

We get by with a little help from our friends...
Studies have concluded:

- Individuals with ASD experience more loneliness than nondisabled peers. (Bauminger & Kasari, 2000)
- Students with ASD would like more satisfying social peer interactions, but do not know how to do so. (Bauminger, Shulman, & Agam, 2003)
Benefits of Peer Mediated Interventions (PMI)

- Foster positive interactions to enhance peers’ social perceptions of student with ASD and acceptance of student into peer groups.
- Increased opportunities to practice skills in natural, real life settings, which include natural interruptions and distractions.
- Natural peer social reinforcers and feedback
- Possible spill-over effects to untrained peers

Thiemann & Kamps, 2008
Benefits for Trained Peers

- Lasting friendships
- Sense of accomplishment and personal growth
- Appreciation for diversity and individual differences
- Increased self-confidence and responsibility
- Additional attention and feedback from adults

Carter, Cushing, & Kennedy, 2009
Peer Buddies
- No instruction
- No feedback
- Lack of research

PMI
- Well planned
- Systematic
- Includes instruction and feedback
- Supported by research
- **Inclusive practices** - I14: As needed, **individualized supports** in the general education classroom are delivered by **more than two** faculty/staff/peers.

- **Environment** - I25: Individualized environmental **supports** include more than two methods of implementation [e.g., human (adult and peer), visual support, and material support]

- **C&I** - I30: Generalization of the targeted skill is addressed within each lesson [i.e., skills are taught in multiple settings (large/small group), with multiple people (staff/peers), using multiple materials].

- **Communication** – I50: **Peers foster and sustain students’ communicative attempts** by responding (a) consistently, (b) in ways consistent with the student’s communicative purpose or motivation, and (c) at the student’s communicative level.

- **Social** – I62: Social skills instructional plans for students **include peer supported strategies**.
PMI can be used for:

- Social Skills
- Communication/Language Skills
- Academic Skills
Why HHS decided to use PMI

- Implementation decision based on student needs using LAQI indicators
- Data from LAQI results consistently showed school-wide need to increase social interaction
- Availability of responsible and accountable peers to implement programs
Steps to Peer Mediated Intervention

1. Selecting peers
2. Training peers
3. Supporting peers
4. Plan for implementation
5. Implementation
6. Generalization

Data collection throughout!

Adapted from Neitzel (2008)
Selecting Peers

- Good social skills
- Well-liked by peers
- Willing to participate

- Clubs
- Volunteers
- Teacher nomination

Neitzel (2008)
Where did HHS find peers?

- Student Government class
- Class consists of officers and elected members only
- Students already involved in school-wide PBS known as “Kick-Off Mentors”
- Students previously received training through PBS “KOM” program for peer interactions and mentoring
Training peers: Identify target skills

- Initiating interactions
- Responding to the target student
- Keeping an interaction going
- Greetings
- Topics to discuss
- Turn taking and sharing
- Compliments
- Helping others
- Including others in activities

Neitzel (2008)
What skills did HHS target?

- 3 students targeted for first step of implementation
- Began with review of social goals from IEP development (data should affect future IEP development)
- Reviewed anecdotal data collected from teachers and student observation
- Skills targeted
  - Jill--Initiate and maintain appropriate conversations with peers
  - Corey--Utilize typical interpersonal skills during a conversation with peers (space, facing speaker, appropriate volume)
  - Reice--Maintain age-appropriate conversations with peers
• Discuss similarities and differences between target student and trained peers.
• Discuss target student’s form(s) of communication
• Likes and dislikes
• “Look, wait, and listen”
• Role play
  o Teacher provides feedback and reinforcement

Neitzel (2008)
Training Peers:
Identify preferred activities
Games
Topics for conversation
Give ideas for social interactions around preferred activities

Neitzel (2008)
Identify appropriate supports

- **Generate scripts**
  - Words or phrases
  - Prompts
  - “What to do, what to say, and how to respond”

Neitzel (2008); Thiemann & Kamps, 2008
Supporting peers

- Weekly follow-up meetings to problem solve and discuss
- Any new supports are shared with peers
- Ideas for next week’s goals, including topics of conversation, questions to target, data collection

Neitzel (2008)
<table>
<thead>
<tr>
<th>Students</th>
<th>Activity</th>
<th>Target skills</th>
<th>Teaching/Prompting</th>
<th>Peers to be included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jill</td>
<td>Lunch</td>
<td>Initiate and maintain appropriate conversations with peers</td>
<td>Picture supports</td>
<td>2 Females</td>
</tr>
<tr>
<td>Corey</td>
<td>Lunch</td>
<td>Utilize typical interpersonal skills during a conversation with peers (space, facing speaker, appropriate volume)</td>
<td>Scripts</td>
<td>2 Male</td>
</tr>
<tr>
<td>Reese</td>
<td>Lunch</td>
<td>Maintain age-appropriate conversations with peers</td>
<td>Scripts with instruction for redirection</td>
<td>1 Female, 1 Male</td>
</tr>
</tbody>
</table>
Peer Training Plan

What? Why?
- Rationale for PMI
- Brief description of student
- Description of goals
  - Supports necessary for each
- Role play and feedback
- Develop schedule

Who?

How?

When?
• Jill is a 9th grade student. Jill works in the school bookstore. She participates in Karate, and is a black belt.

• Jill often answers, “I don’t know,” when asked a question in a social situation, even though it appears as if she knows the correct answer. She rarely initiates conversation by asking questions of others. Jill can be shy when she is in an unfamiliar or challenging situation, but at the same time she may also attempt to correct or “boss” those around her.
Respond to peer requests for information in a scripted conversation:

- You will be given a list of questions to which Jill already knows the answers. We will have rehearsed these answers with her ahead of time.
- Ask the question once, after 10 seconds, ask it again.
- If she doesn’t answer, answer the question for yourself.
- Keep a mental tally of how many times she responds to your question with an appropriate answer. Record them on your data collection sheet during next class period.
Example Role play

- Ask “How many brothers and sisters do you have?”
- Wait 10 seconds and ask again, “How many brothers and sisters do you have?”
- Wait 10 seconds and say, “I have ___ brothers and sisters.”
- Say, “I know you have at least 1 sister and she goes to school here. How many other brothers and sisters do you have?”

  • (no response)
  • (no response)
Ask one question of a peer, given a visual prompt:

- Jill will be given a set of picture cards containing questions that she can ask you.
- Say, “Now you ask me a question.”
- If she seems “stuck”, remind her to check her cards.
- Keep a tally of how many times she asks you a question with and without the visual prompt.
Support Example

**Visual prompts needed:**

- What is your name?
- What grade are you in?
- Do you have any brothers or sisters?
- What is your favorite food?
- Do you have any hobbies?
- What are you doing this weekend? What did you do last weekend?
Video Modeling

- Involves a student watching videotapes of positive examples of adults, peers, or him- or herself engaging in a behavior that is being taught.
- Can refer to interventions that use the self as model (video self-modeling, or VSM) and interventions that use another as model (e.g., peer or adult).
- May be created for a wide array of skills (e.g., social, communication, functional) and in a variety of settings (e.g., home, school, community).

Benefits of Video Modeling

- Promotes acquisition of new skills
- Enhances skill performance (increases fluency and decreases anxiety)
- May be combined with other strategies
- Allows for the use of natural supports and prompt fading
- Increases self-confidence through viewing of successful interactions
- Promotes self awareness

Meta-analysis of video modeling studies found:

- Effective strategy for addressing social-communication skills, behaviors, and functional skills.
- Skills are maintained over time and generalized to other people and settings.
- Effective for individuals with ASD across the spectrum with a broad range of ages.
- Rapid results - average of 9 sessions; video average 3 min.

Bellini & Akullian (2007)
Guidelines for Video Modeling

- Select a model (peer or self)
- Select the targeted skill, behavior, or social concept. Keep it simple.
- Identify other actors – be sure to secure video permission from parents
- Plan the production. Natural environment or role play? Develop an outline or script.
- (If using VSM) Determine the support or edits that will be necessary to portray the child as socially successful.

Bellini, 2006
Guidelines for Video Modeling

- Prepare for the filming stage – run a test
  - Consider camera set up, lighting, and sound quality
  - Focus on relevant stimuli
- Edit
- Share the video
  - Determine where and when
  - Instructions should be simple and direct
- Collect data

Bellini, 2006
Troubleshooting

- Use positive models
  - No non-examples
- Frequency of viewings
- Technology
  - Camera use
  - Editing
Given what you know now, watch the attached video model. How could you improve it?
Peer mediated interventions benefit both targeted students and their peers.

PMI is a systematic way for peers to provide support to students with ASD and related disabilities.

Training and follow-up support of peers are important for success with PMI.

Video modeling is an evidence-based strategy for teaching various skills to students with ASD and related disabilities.
The LASARD Project is a collaborative effort between LSUHSC Human Development Center and the Louisiana Department of Education. The goals of the project are: (1) to improve educational practices and outcomes for students with autism spectrum disorders (ASD) and related disabilities and (2) to develop statewide capacity to provide high quality educational programs for these students.

Seven school districts currently participate in the Project: DeSoto, Lafayette, Natchitoches, Ouachita, Recovery, St. Charles, and St. Tammany.

Each parish contracts directly with HDC through the LASARD project for Training and Technical Assistance. LASARD facilitators provide regular technical support to each building level team to support their efforts to implement their action plans and become demonstration sites.

Autism Training Modules

In collaboration with the Louisiana Department of Education, the LSUHSC Human Development Center is developing professional development electronic modules as part of the Louisiana Autism Spectrum and Related Disabilities (LASARD) Project. To-date there are five modules offered:

All modules are available online 24 hours a day, 7 days a week for your convenience. Click here to get to the modules.

LASARD offers Training Opportunities
Click HERE for information.
Thank you!

- **Julie Riley**
  - LASARD Project, LSUHSC Human Development Center
  - [www.lasard.lsuhsc.edu](http://www.lasard.lsuhsc.edu)
  - jrile1@lsuhsc.edu

- **Shaun Crochet**
  - Hahnville High School
  - [scrochet@stcharles.k12.la.us](mailto:scrochet@stcharles.k12.la.us)


