

Peer Models for Students with Autism

Peer Mediated Instruction & Intervention (PMII)



Emerson Elementary School is Making it Happen!



WE ARE a K-5 elementary school in Seymour Indiana. We are one of 5 elementary schools in the Seymour Community School system. We have 317 students and 2 sections at each grade level. One unique characteristic of our school is that we house the SOAR (Successful Opportunities with Autism Resources) programs for the district.

OUR STUDENTS & FAMILIES

38% Free & Reduced Lunch, 90% White
15% Special Education and 3% of population with Autism

OUR TEACHERS

Emerson has 12 general education, 3 itinerate, and 3 special education teachers. Our general education teachers have all been trained in evidence based practices through IRCA by way of monthly meetings at our school for the last 2 years. One of our special education teachers has a BCBA and another special education teacher is currently working on her masters in autism.

OUR PROMISING PRACTICE

Emerson has been implementing an evidence based practice called Peer Models. Peer Models support our students with autism with their social behaviors, academics and play through out the school day. These Peer Models report back to our guidance counselor at a weekly meeting to discuss progress made towards the goal behaviors. Data is monitored on an ongoing basis and as goals are met the peer models, teachers, and the guidance counselor start on the next behavior that is identified.

OUR STEPS

To implement Peer Models in our school these are the steps we followed:

1. Identify a student that would benefit from the evidence based practice of Peer Models.
2. Chose students that would be good Peer Models for those students.
3. Get permission for students to participate, this includes peer models and the student with autism.
4. Identify a behavior of concern and collect baseline data on the behavior.
5. Chose a facilitator. We chose our guidance counselor.
6. The facilitator meets with the peer models about their role, goals, and target behaviors at the beginning of the process.
7. The facilitator meets weekly with the peer models to discuss progress, data, and any changes that need to be made as goals are met.
8. At the end of the school year, some of the peer models will be assigned to the same classroom to continue working with the student. New peer models are added to the team to reduce the chance of dependency and increase generalization.

IN OUR OWN WORDS

"The peer modeling program has taught my daughter the value of collaboration and how to successfully assist students in making good choices. She has thoroughly enjoyed being an active part of the classroom community". Heather Wirtz, parent.

"The student is more socially outgoing", "He use to walk around the playground and now plays with peers", Peer students

For more information about our school or corporation, email: kellyj@scsc.k12.in.us
or visit our website: <http://emerson.scsc.k12.in.us/>