|  |
| --- |
| **Definition of Positive Social Interactions (for both the target student and peer):**  The student engages in any of the following with a peer:   * **Vocal comment** **or question** made to a peer such as saying hi, yes, no, thanks, I like \_\_\_\_, where did you go. The comment or question might be to get something they want, talk about something they like, ask for information, give information, share with a peer, accept or reject, or give a polite response. * **Making appropriate facial expressions** that match the tone of the situation such as smiling when greeting a peer or when greeted by a peer, a joke is told, or a peer shares something, or showing concern when a peer is upset. * **Looking at, turning body toward, or moving closer** to a peer when a peer approaches or starts talking to the student. * **Appropriate contact with peer** such as a high five, knuckles, tapping a shoulder for attention, a pat on the back, hug if a person is hurt, or helping a peer do an activity that requires physical assistance. * **Appropriate body gestures** such as pointing to something the peer has or to something in the room to get the peer to look at it, giving a head nod to indicate yes or a head shake to indicate no in response to peer, or holding hands out to share something.   **Definitions:**   * Peer = has skills to serve as a good social and language model * Student = target student that needs social interaction support * Peer initiates = peer began the social interaction with the student * Student initiates = student began the social interaction with the peer |

**Notes:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Did a **peer** initiate a positive interaction with student? |  | **Date:** | **Date:** | **Date:** | **Date:** | **Date:** | **Date:** | **Date:** |
| **Arrival** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** |
| **Class 1** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** |
| **Class 2** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** |
| **Hallway**  **Transition** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** |
| **Lunch** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** |
| **Departure** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** |
|  |  |  |  |  |  |  |  |  |
| Did **student** initiate a positive interaction with a peer? | **Arrival** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** |
| **Class 1** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** |
| **Class 2** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** |
| **Hallway**  **Transition** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** |
| **Lunch** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** |
| **Departure** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** | **Yes**  **No**  **NA** |

**\***NA= No opportunity for a social interaction

**Instructions**:

* During the designated times (i.e. Arrival, group, recess, hallway transition time, lunchtime, and departure), observe the student, answer the two questions regarding social interaction by circling Yes or No or NA (no opportunity for a social interaction).
* After every third data point, analyze the data; determine if, when given the opportunity, social interaction, is occurring or is not occurring at a desirable level; and then, based on your analysis of the data, develop a corresponding plan

**Data analysis:**

Based on the past 3 data points, when student is given the opportunity to interact, social interaction:

Is occurring at a desirable level

Declining or not occurring at desirable level

Observe interactions and determine possible problems

Excellent! Continue current teaching format and when social interaction is consistently at desired level, begin to fade intervention and maintain in the natural environment.

🞎 Peers don’t know how to engage with student

🞎 No mediums of exchange (e.g. playing a game, listening to music, sharing)

🞎 Student doesn’t know how to engage with peers

🞎 No access to peers

🞎 Adult prompting is interfering

🞎 Student is not interested in peers

**Plan of action:**

* Increase general education access
* Set up a peer to peer program
* Identify student’s interests and use as a medium of exchange
* Educate peers on student’s interests
* Pair student with a peer of similar interests
* Allow students to bring in items that might create interactions
* Reduce adult interference and let students interact
* Teach/retrain peers to pay attention, ask student questions, invite to join, give choices, tell them what they are doing
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_