

Figure 3.2
Peer-Mediated Learning Strategies Observation Form

Peer Participant: _____	Target Student: _____
Teacher: _____	Date: _____ Period: _____
Location: _____	Activity: _____
Key: N = never, S = seldom, O = often, A = always	
1. Peer is independently initiating activities with the target student	N S O A
2. Target student is responding to peer initiations	N S O A
3. Peer is using reinforcement effectively	N S O A
4. Target student is initiating with peer	N S O A
5. Peer is responding to the target student	N S O A
6. Target student engages in inappropriate behaviors	N S O A

Troubleshooting

After initial interactions are cultivated, the teacher's job is to conduct careful observation, collect and analyze data, and troubleshoot issues that may arise. In order to make effective modifications, it is critical to collect data on both peer and target student behavior. For example, if a peer asks a focal student a question but then quickly turns to converse with other peers in the class, then the peer will need additional coaching on effective social interactions with the target student. If data were not collected on the peer and target student, the teacher might fail to recognize that the poor responding by the focal student was actually related to the performance of the peer.

Another challenging scenario is when a focal student does not appear to enjoy a particular activity or item that was once a favorite. Conducting informal preference assessments of target students on a regular basis (every 2–3 weeks) can help because preferred items can change and vary over time. In some cases, this can be as simple as asking the focal student what items he or she enjoys playing with most or activities he or she wants to use with peers. For students with more severe impairments or who are nonverbal, teachers can place several preferred items out for the child to interact with and record items selected first or used most often (DeLeon & Iwata, 1996).