

PEER INTERACTIONS

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This following data collection system was tailored to incorporate the child’s IEP goals focusing on skills used in a peer play setting. The data sheet enabled the team to look at whether the child was learning language and/or other adaptive skills to independently interact with his peers in a play situation. Instructors recorded the frequency of independent and prompted responses for each category during the school session (seeking peer attention, initiating play, etc.). Instructors facilitated peer interaction through a variety of strategies such as teaching specific language to the child that related to each category, prompting a peer to initiate interaction in a specific way, and/or arranging a situation in which the child “needed” the peer interaction to continue with a desired activity. For example, this child enjoyed floor puzzles. The instructor would arrange the pieces so that the child would need to initiate interaction with his peer to gain access to more pieces of the puzzle. Additionally, the instructors noted the duration of each play situation and whether it was best described as parallel play or interactive play.

Record frequency of prompts (P) and/or independent opportunities (I)

Seeking Peer Attention		Initiating Play		Joining Play		Sharing/ Turn Taking		Parallel	Interactive
P	I	P	I	P	I	P	I	Duration	Duration
								1.	1.
								2.	2.
								3.	3.
								4.	4.
								5.	5.
T:	T:	T:	T:	T:	T:	T:	T:	T:	T:
Avg:								Avg:	Avg:

Example:

Record frequency of prompts (P) and/or independent opportunities (I)

Seeking Peer Attention		Initiating Play		Joining Play		Sharing/ Turn Taking		Parallel	Interactive
P	I	P	I	P	I	P	I	Duration	Duration
III	II	II	IIII		III	IIII	II	1. 3 min	1. 3 min
								2. 5 min	2. 2 min
								3. 7 min	3.
								4. 5 min	4.
								5. 7 min	5.
T: 3	T: 2	T: 2	T: 4	T: 0	T: 3	T: 5	T: 2	T: 27 min	T: 5 min
Avg.	40%	67%		100%		29%		Avg: 5.4 min	Avg: 2.5 min