NTACT THE COLLABORATIVE | National Technical Assistance Center on Transition

PRACTICE DESCRIPTION

Using Peer-Assisted Instruction/Support to Teach Social Interactions

(Research-Based Practice)

What is the evidence base?

This is a research-based practice for **students with disabilities** based on one methodologically sound group design study with random assignment and three methodologically sound single-case design studies across 106 participants with autism, intellectual disability, deaf/blindness, or multiple disabilities.

Where is the best place to find out how to do this practice?

- Lesson Plan: Using Peer-Assisted Instruction/Support to Teach Social Interactions

With whom was it implemented?

- Students with
  - Autism (*n* = 46)
  - Intellectual disability (*n* = 57)
  - Deaf/Blind (*n* = 1)
  - Multiple disabilities (*n* = 2)
- High school-aged students

What is the practice?

Peer-assisted instruction/support occurs when a same-aged general education peer works as a partner with a student with a disability. Peers are recommended by their teachers to participate in the peer-assisted instruction/support opportunity. General education peers partake in a training that allows them to better understand the student they will be working with, learn expectations, and learn ways to support the student in various class activities. Throughout the class, the peer assists the student with a disability in engaging in social interactions by using the instructional/support strategies that they learned in the training.

Where has it been implemented?

- School settings (i.e., general education academic classroom, resource classroom, library, hallways, school courtyard, classroom, and cafeteria; 3 studies)
- Inclusive elective courses (1 study)

How does this practice relate to Common Core Standards?

- **CCSS.ELA-LITERACY.CCRA.L.3** – Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

How does this practice relate to the Common Career Technical Core?

- **Plan education and career path aligned to personal goals.** Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals.
- **Act as a responsible and contributing citizen and employee.** Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
- **Apply appropriate academic and technical skills.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive

References used to establish this evidence base:

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Carter, E. W., Gustafson, J. R., Sreckovic, M. A., Dykstra Steinbrenner, J. R., Pierce, N. P., Bord, A., Stabel, A., Rogers, S., Czerw, A., & Mullins, T. (2017). Efficacy of peer support interventions in general education classrooms for high school students with autism spectrum disorder. *Remedial and Special Education*, *38*(4), 207-221. https://doi.org/10.1177/0741932516672067

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Reilly, C., Hughes, C., Harvey, M., Brigham, N., Cosgriff, J., Kaplan, L., & Bernstein R. (2014). "Let's talk!": Increasing novel peer-directed questions by high school students with autism to their general education peers. *Education and Training in Autism and Developmental Disabilities*, *49*(2), 214–231.

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