

**Module: Peer-Mediated Instruction and Intervention**

**Sample: Pre-Assessment for Young Children**

Child's name: \_\_\_\_\_

Date: \_\_\_\_\_

Activity: \_\_\_\_\_

Time: \_\_\_\_\_

| <b>Communication</b>                       |  |
|--------------------------------------------|--|
| How does the child get his needs met?      |  |
| Verbal and nonverbal communication used    |  |
| <b>Social Behavior</b>                     |  |
| Social behaviors used during play          |  |
| Inappropriate behaviors displayed (if any) |  |
| Who does the child interact with most?     |  |

**Module: Peer-Mediated Instruction and Intervention**

**Sample Progress Monitoring Form: PMII Activity Observation for Young Children**

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Focal child/children present: \_\_\_\_\_

Peers present: \_\_\_\_\_

Activity: \_\_\_\_\_

**Activity**

|                                                                                                                                                                              | <b>Yes</b>               | <b>No</b>                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Did the children participate in the activity after your introduction?                                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Did the children seem to enjoy the activity?                                                                                                                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Did the activity contain materials that promoted social interaction?                                                                                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Did the activity promote positive or negative social interactions? Give examples.<br>_____                                                                                |                          |                          |
| 5. Did the children use the toys constructively or in a repetitive, non-useful manner? Give examples.<br>_____                                                               |                          |                          |
| 6. What changes should be made in the arrangement of the play setting to improve social interactions (e.g., materials used, introduction to the activity)?<br>_____<br>_____ |                          |                          |

**Module: Peer-Mediated Instruction and Intervention**

7. Do any changes need to be made to the peers included in the activity? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, please describe. \_\_\_\_\_

*Social Interaction Behaviors*

| Time | Activity | Target Behaviors |               |              |                      |                  |                |
|------|----------|------------------|---------------|--------------|----------------------|------------------|----------------|
|      |          | Looking at peer  | Parallel play | Taking turns | Exchanging materials | Requesting items | Asking to play |
|      |          |                  |               |              |                      |                  |                |
|      |          |                  |               |              |                      |                  |                |
|      |          |                  |               |              |                      |                  |                |
|      |          |                  |               |              |                      |                  |                |

(Adapted with permission from Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza, R., Chandler, L. K., McEvoy, C. A., & Favazza, P. C. (1993). *Play Time/Social Time: Organizing your classroom to build interaction skills*. Tucson, AZ: Communication Skill Builders.)