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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date: | A | G | R | HT | L | D |  | Date: | A | G | R | HT | L | D |  | Date: | A | G | R | HT | L | D |
| Did a peer initiate an interaction with student? | Y | Y | Y | Y | Y | Y | Did a peer initiate an interaction with student? | Y | Y | Y | Y | Y | Y | Did a peer initiate an interaction with student? | Y | Y | Y | Y | Y | Y |
| N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO |
|  | | | | | | |  | | | | | | |  | | | | | | |
| Did student initiate an interaction with a peer? | Y | Y | Y | Y | Y | Y | Did student initiate an interaction with a peer? | Y | Y | Y | Y | Y | Y | Did student initiate an interaction with a peer? | Y | Y | Y | Y | Y | Y |
| N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO |

|  |
| --- |
| Key:   * A=Arrival time; G= Group; R= Recess; HT= Hallway transition; L= Lunch; D= Departure * Y= Yes N= No NO = No opportunity * Peer = has skills to serve as a good social and language model; Student = target student that needs social interaction support   Social initiation can be both verbal (e.g. hi, what are you doing?) and non-verbal (e.g. wave, nod).  **Describe what social initiation looks like for this student?** |

**Instructions**:

* During the designated times (i.e. Arrival, group, recess, hallway transition time, lunch time, and departure), observe the student, answer the two questions regarding social interaction by circling Y (yes) or N (no).
* 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

Is NOT occurring at a desirable level

Conduct an assessment

Social interaction is not occurring at an acceptable level because:

Excellent! Keep current strategies in place and when consistently at desired level, begin to fade intervention to be maintained by 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

**Plan of action:**

* Increase general education access
* Set up a peer to peer program
* Identify student’s interest and use as a medium of exchange
* Educate peers on student’s interest
* 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_