

HARRIS, KATHLEEN I., Ph.D., August 2010

Lifespan Development
and Educational Services

THE EFFECTS OF PEER-MEDIATED INTERVENTION IN PROMOTING SOCIAL
SKILLS FOR CHILDREN WITH DISABILITIES (173 pp.)

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Peer-mediated intervention (PMI), a strategy those working in preschool inclusive environments can use, creates opportunities for peers to assume instructional roles to promote positive social behaviors for children with disabilities. The purpose of the study was threefold: first, to examine peer mediators' use of PMI during baseline and intervention; second, to examine the effects of PMI in increasing positive social behaviors and decreasing negative social behaviors of the target children; and third, to examine whether the social skills for target children improved from baseline to intervention following implementation of PMI. A multiple baseline design across participants was used to examine the effectiveness of PMI with three target children. Six children served as peer mediators and were responsible for implementing PMI strategies. Dependent variables were identified measuring child attributes essential to the social area of development (i.e., positive social behaviors) and those that were not desired or considered socially acceptable (i.e., negative social behaviors). Turn taking was selected as the essential positive social behavior for all child participants. Teacher participants trained peer mediators to administer the independent variable, peer-mediated intervention, specifically peer prompting, peer initiating, and/or giving feedback with the support of a social story during free play. Overall, results of the study indicate peer

mediators implemented PMI successfully and with fidelity and little training. Target children increased positive social behaviors and decreased negative social behaviors from baseline to intervention. In addition, target children stayed the same or increased their social skills from baseline (pre) to intervention (post). Findings contribute to the literature regarding the effectiveness of PMI as an evidence-based practice for increasing positive social behaviors and decreasing negative social behaviors in the social area of development for young children in preschool inclusive settings.