

## 125 Has little or no interaction with peers

**1.** Assign a peer to sit/work directly with the student (e.g., in different settings or activities such as art, music, P.E., on the bus, tutoring, group projects, running errands in the building, recess, etc.). Gradually increase group size when the student has become comfortable working with another student.

**2.** Encourage or reward others for interacting with the student.

**3.** Give the student the responsibility of acting as a teacher's aide for an activity (e.g., holding up flash cards, demonstrating the use of equipment, etc.).

**4.** Give the student the responsibility of tutoring a peer.

**5.** Ask the student to choose a peer to work with on a specific assignment. If the student has difficulty choosing someone, determine the student's preference by other means such as a class survey.

**6.** Request that the student be the leader of a small group activity if he/she possesses mastery of skills or an interest in that area.

**7.** Try various groupings to determine the situation in which the student is most comfortable.

**8.** Assess the appropriateness of the social setting in relation to the student's ability to interact with peers.

**9.** Provide the student with many social and academic successes.

**10.** Assign the student to work with one or two peers on a long-term project (e.g., mural, bulletin board, report, etc.).

**11.** Create situations in which the student must interact (e.g., returning completed assignments to students, proofreading other students' work, etc.).

**12.** Have the student work with a peer who is younger or smaller (e.g., choose a peer who would be the least threatening).

**13.** Establish social rules:

1. Share materials.
2. Use a quiet voice in the building.
3. Walk indoors.
4. Use care in handling materials.

Reiterate rules often and reinforce students for following rules.

**14.** Identify a peer to act as a model for the student to imitate appropriate interactions with peers.

**15.** Determine the peer(s) the student would most prefer to interact with and attempt to facilitate this interaction.

**16.** Assign an outgoing, nonthreatening peer to help the student interact more appropriately with peers.

**17.** Structure the environment so that the student has many opportunities to interact with peers.

**18.** Have the student run errands with a peer in order to facilitate interaction.

**19.** Conduct a sociometric activity with the class in order to determine the peer who would most prefer to interact with the student.

**20.** Make certain the student understands that interacting with a peer is contingent upon appropriate interactions.

**21.** Teach the student appropriate ways to interact with another student (e.g., how to greet another student, suggest activities, share materials, problem solve, take turns, converse, etc.).

**22.** Supervise interaction closely in order that the peer with whom the student interacts does not stimulate the student's inappropriate behavior.

**23.** Make certain that the interaction is not so stimulating as to make successful interaction with another student difficult.

**24.** Involve the student in extracurricular activities in order to encourage interactions with peers.

**25.** Assign an older peer with desirable social skills to interact with the student (e.g., in the play area, cafeteria, hallways, etc.).

**26.** Reduce the emphasis on competition. Failure may cause the student to be reluctant to interact with peers.

**27.** Teach the student problem-solving skills in order that he/she may better deal with problems that occur in interactions with another peer (e.g., talking, walking away, calling upon an arbitrator, compromising, etc.).

**28.** Find a peer with whom the student is most likely to be able to interact successfully (e.g., a student with similar interests, background, classes, behavior patterns, nonacademic schedule, etc.).

**29.** Structure the interaction according to the needs/abilities of the student (e.g., establish rules, limit the stimulation of the activity, limit the length of the activity, consider time of day, etc.).

**30.** Limit opportunities for interaction on those occasions when the student is not likely to be successful (e.g., when the student has experienced academic or social failure prior to the scheduled nonacademic activity).

**31.** Select nonacademic activities designed to enhance appropriate interaction of the student and a peer (e.g., board games, model building, coloring, etc.).

**32.** Through interviews with other students and observations, determine those characteristics of the student which interfere with successful interactions in order to determine skills or behaviors the student needs to develop.

**33.** Have the student practice appropriate interactions with the teacher(s).

**34.** Make certain the student understands that failing to interact appropriately with a peer may result in removal from the activity and/or loss of participation in future activities.

**35.** Encourage the student to interact with others.

**36.** Have the student interact with a peer for short periods of time in order to enhance success. Gradually increase the length of time as the student experiences success.

**37.** Do not force the student to interact with someone with whom he/she is not completely comfortable.

**38.** Communicate with parents (e.g., notes home, phone calls, etc.) in order to share information concerning the student's progress and so that they can reinforce the student at home for interacting with peers at school.

**39.** Write a contract with the student specifying what behavior is expected (e.g., sitting near another student, talking to another student, etc.) and what reinforcement will be made available when the terms of the contract have been met.

**40.** Reinforce the student for interacting with peers based on the length of time he/she can be successful. Gradually increase the length of time required for reinforcement as the student demonstrates success.

**41.** Reinforce those students in the classroom who interact appropriately with peers.

**42.** Establish classroom rules:

1. Work on task.
2. Work quietly.
3. Remain in your seat.
4. Finish task.
5. Meet task expectations.

Reiterate rules often and reinforce students for following rules.

**43.** Speak with the student to explain: (a) what he/she is doing wrong (e.g., not talking, sharing, etc.) and (b) what he/she should be doing (e.g., talking, sharing, etc.).

**44.** Reinforce the student for interacting with peers: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).

**A Reminder: Do not "force" the student to interact with peers.**