

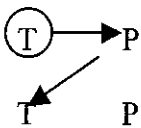
Target-Peer Observation Directions:

Target-peer observations focus on interactions with peers that the student (Target) initiates and participates in. Initiations are indicated by circling the T or P in accordance with whomever begins the interaction. Arrows indicate how many times the conversation goes back and forth. The following are counted:

- Reciprocal interactions (i.e., back and forth)
- Multiple-reciprocal conversations (i.e., more than once back and forth)
- Initiated interactions that resulted in no reciprocity.

The interactions are also examined to determine the number of above interactions that were initiated by the student (Target) versus being initiated by a peer. Eye contact (or lack thereof) is also noted, and notes are taken with any other relevant details.

Below is an example of how to record a Target-initiated reciprocal interaction:



When completing a T-P observation, the observer should be covert, but close enough to hear the Target's conversation and see the interaction. Listen to what the Target is saying in response to a peer. Is it a true response to the question/comment? Is it not a response, but a start to a new topic? (Peer: "I got a new video game last night" Target: "I love dinosaurs.") Is it a learned social response? (Uh huh, oh, right, I see, etc.) Only count a reciprocal interaction if the Target response is a true response.

Multiple Peers: Some conversations will include more than one peer. Keep coding those as part of the same multiple-reciprocal interaction, but note Peer 1 (P1), Peer 2 (P2), etc in the P column.

Example Write-Up

Target-Peer Observation:

Target-peer observations focus on interactions with peers that the student initiated and participated in. To analyze the student's interactions with peers, the interactions were reviewed as reciprocal interactions (i.e., back and forth), multiple-reciprocal conversations (i.e., more than once back and forth), and interactions that were initiated but resulted in no reciprocity. The interactions were also examined to determine the number of interactions that were initiated by the student versus being initiated by a peer.

XXX was observed by [name], School Psychologist, on [date] during [lunch/recess/snack time/etc.]. During the observation, XXX [sat with a group of male peers who were all talking and joking]. Within the ZZZ-minute observation, XXX initiated ZZZ reciprocal interactions, while peers initiated ZZZ reciprocal interactions with XXX. XXX initiated ZZZ multiple-reciprocal interactions (ZZZ times back and forth), while peers initiated ZZZ multiple-reciprocal interactions with XXX (ZZZ and ZZZ times back and forth). [These peer-initiated multiple-reciprocal interactions included more than one peer.] Also, XXX initiated ZZZ interactions with no reciprocity, while peers initiated ZZZ interactions with XXX without reciprocity. XXX's eye contact appeared to be [in]appropriate throughout the observation. Overall, XXX's social interactions appeared to be [typical throughout the observation, and his conversations were complex, as they included many peers contributing to the same topic. EXAMPLE laughed and directed smiles to other students during the observation.]

Target – Peer Observation Notes:

1. When completing a T-P observation, you should be close enough to the students to hear the conversation.
2. Listen to what the ASD student is saying in response to a peer. Is it a true response to the question/comment? Is it a "learned social response"? (Uh huh, oh, right, I see, etc), Is it not a response but a start to a new topic? (Peer - "I got a new video game last night." Target – "I love dinosaurs.") Only count it as a back and forth conversation if the Target response is a true response.
3. Note both T and P eye contact. Sometimes when students are together, neither student is looking at the other; both are visually engaged in a task. It's good to compare the amount of eye contact.

