

Positive Peer Reporting Reminder Sheet

Purpose

The Positive Peer Reporting intervention is designed to enhance the social status and interaction skills of peer rejected or isolated youth. The intervention rewards youth for providing genuine and specific positive peer reports about a target student who is peer rejected or isolated youth. There is a large literature base supporting the efficacy of the Positive Peer Reporting intervention.

Identifying the MVP (Most Valuable Person)

The MVP is the student in the class who is identified to be the recipient of positive peer reports. The student will remain as the MVP for a minimum of a week. The teacher will select another student following week to be the MVP. The name of the MVP should be *prominently displayed* in the class for the other students to see.

In order to identify the MVP, all the names of the youth in the class will be put into a hat for selection. This process will appear to be random to the students, but, in fact, it will be rigged to produce the name of the target student during weeks when s/he is scheduled to be the MVP. Conversely, when the target student is not scheduled to be the MVP, the selection process will be rigged to produce the name of any other student besides the target student.

Example schedules:

Week 1 (recipient): Target Youth
Week 2 (recipient): Other Youth
Week 3 (recipient): Target Youth
Week 4 (recipient): Other Youth

Week 1 (recipient): Other Youth
Week 2 (recipient): Target Youth
Week 3 (recipient): Other Youth
Week 4 (recipient): Target Youth

Positive Peer Reporting

The youth are given Good Behavior Bucks or some other reward for providing positive reports about the MVP. The teacher should model, teach, and shape how to give appropriate positive peer reports. The positive peer reports need to be genuine and related to a specific event/act the MVP engaged in for that day. For example, "*The positive peer report I would like to provide for Billy is about how he was able to accept a negative decision from the teacher.*" OR "*Billy was nice to me today and shared his pencil.*" Examples of inappropriate positive peer reports would be, "Billy did good at school" or "Billy was good." In these instances, the teachers would want to probe further and have the youth describe why or how Billy did good at school.

Setting for Delivering Positive Peer Report

The positive peer reports will be delivered during approximately 10-minute period near the end of the school day. Good Behavior Bucks or other rewards or incentives should be provided to the students immediately after they deliver an appropriate positive peer report. If a student says the MVP did something extraordinarily good, then consider giving the MVP something as well.

Data Collection

As part of the evaluation, the teacher will complete Daily Behavior Report Cards on the target youth. The Daily Behavior Report Cards include specific ratings on positive social interactions, negative social interactions, and comparison to an average peer in terms of social functioning. I

Student: _____

Date: _____

Rater: _____

Daily Behavior Report Card
Social Interactions

Behavior 1: Positive Social Interactions. “target child either approaches/engages peer OR is approached/engaged by a peer in a prosocial manner, including smiling, waving, initiating or maintaining socially appropriate conversations, relationship building, encouragement of others, collaboration or participation in activities, and inviting others to play or join group”

Target child initiated

1 2 3 4 5 6 7 8 9

(no positive interactions)

(some positive interactions)

(several positive interactions)

Peer initiated

1 2 3 4 5 6 7 8 9

(no positive interactions)

(some positive interactions)

(several positive interactions)

10.b.8

Behavior 2: Negative Social Interactions “refusing to acknowledge peers, bossing, provoking (i.e., rude responses, derogative name-calling or performing physically threatening postures or gestures, or throwing objects to get someone’s attention), or aggression (i.e., forceful contact with another person or verbally threatening behavior such as stating that the student will physically attack another).

1

2 3 4 5 6 7 8 9

(no negative interactions)

(some negative interactions)

(several negative interactions)

Comparison to peers’ social functioning: Relative to an average peer in the home or school, how well did the target child engage in social interactions for the day.

1

2 3 4 5 6 7 8 9

(a lot worse)

(about the same)

(a lot better)