

Intervention Name: Positive Peer Reporting

Brief Description

Positive Peer Reporting (PPR) is a classwide intervention designed to increase the social involvement of socially withdrawn children. The primary component of PPR is that children are provided with structured peer praise for engaging in appropriate social behaviors. Children who are severely socially withdrawn, neglected, socially aggressive, or socially isolated can benefit from this intervention.

What "Common Problems" Does This Address?

PPR is designed to increase peer attention (conceptualized as a reinforcer) for appropriate social behavior while reducing peer attention for inappropriate behaviors. As such, PPR is designed to differentially reinforce children who are being ignored for appropriate behaviors, and rewarded for inappropriate behavior.

Procedures

1. The teacher informs the class that they will be working on peer relations.
2. Each day the teacher will choose a student, or a small group of student to be the focus for the day.
3. On that day the students will have a chance to praise the target student's/students' good behavior.
4. The teacher goes over the steps for delivering suitable praise statements:
 - a. Look directly at the person who you want to compliment.
 - b. Smile at the person who you want to compliment.
 - c. Describe what they said or did.
 - d. Say "good job" or some other similar positive statement.
5. The teacher repeats the steps and gives examples of appropriate praise statements: "Susan helped me solve a math problem."
6. The PPR session should last between 7 and 10 minutes each day.
7. Statements should be encouraged with group prompts during the intervention.
8. Teacher praise and reward should follow each praise statement:
 - a. Place a cotton ball in a jar for each appropriate praise statement.
 - b. When the jar is full, deliver a classwide reward (popcorn, early recess, etc.)

Critical Components that must be implemented for intervention to be successful:

In order for this intervention to work, teachers must minimize reinforcement for inappropriate behaviors and reinforce appropriate behaviors consistently.

Materials

- Token (e.g. cotton balls or chips) and place to put/display the tokens
- Group reward (e.g. popcorn, early recess, etc.)

References

Moroz, K. & Jones, K. (2002). The effects of positive peer reporting on Children's social involvement. *School Psychology Review, 31*, 235-245.

Rathvon, N. (1999). *Effective School Interventions: Strategies for Enhancing Academic Achievement and Social Competence*. New York: Guilford Press.