**Positive Peer Reporting**

This strategy targets students who engage in negative social interactions with others as well as those who tend to be socially rejected. It has been used successfully to help provocative students to display appropriate behavior, helps shy students display appropriate social skills, and helps the class in general to focus on their peers’ positive behaviors rather than their negative behaviors.

This strategy has been successful with elementary and middle school students (in both regular and special education settings) in terms of improving social interactions, peer acceptance, and social involvement of rejected or isolated students.

**Pre Activities:**

1. Create a “Points Chart” that displays the number of points needed to earn the class or group reward, as well as the number of points earned each day. A practical chart would be one with a big thermometer on it, where points can be colored in each day with a different color.
2. Create a “Compliments Chart” listing steps and examples in providing compliments. Here are somethings that might appear on such a chart.
   1. Four Steps in Giving Compliments
      1. Look at the person
      2. Smile
      3. Say something positive the person did or said during the day
      4. Say something encouraging like, “Good job!” or “Way to go!”
   2. Examples of Compliments:
      1. Phoebe told me my new headband looked nice.
      2. Kevin gave me a pencil to borrow when I couldn’t find mine.
      3. Joy had a great idea during our group project.
      4. Mario helped me log on during computer time.
3. Conduct a 20 minute training session with the class on how to give compliments. Give examples and non-examples, and ask students for examples while providing praise and corrective feedback as needed.
4. Explain Positive Peer Reporting procedure to students as enumerated below.

**Positive Peer Reporting:**

1. Select “Star” students. At the beginning of the day or intervention period, select 2-3 students at random as well as one or two targeted students (those who tend to be negative, or are shy or isolated).
   1. Do not have the same students as “stars” every day – this can lead to embarrassment.
2. Announce the Star Students and write their names on the white board in alphabetical order.
   1. On selected days try a strategy where star students are not announced until the very end of the day, so students have to watch for friendly behaviors from everybody that day. Recommend to use this AFTER procedure well established.
3. At the end of each intervention, go down the list of Star Students and ask students to raise their hand if they have an appropriate compliment for that student.
   1. Use group prompts rather than individual. For example say, “Would anyone else like to say anything?” versus “Does anyone else have a compliment for Maria?”
   2. Keep track of compliments given; they translate into points for the class.
   3. If a student delivers a sarcastic remark, tell him or her that no points are awarded for comments that are embarrassing or hurtful. Follow-up with the student about the purpose of positive peer reporting later in private.
4. Once the first Star Student has received 2-3 compliments, give that STAR Student a chance to praise another Star Student if desired.
5. Repeat for the other Star Students
6. After all of the Star Students have received compliments, tally the number of compliments and add that number of points to the points chart. The compliments session should last 5-7 minutes.
7. Deliver the reward when the criterion has been reached, and begin a new points chart.