

Positive Peer Reporting

- Designed to enhance the social status and interaction skills of peer rejected or isolated youth
- Can also be used to alter a negative peer ecology that is characterized by put downs, tattling, or aggressive behavior
- The intervention rewards youth for providing genuine and specific positive peer reports about a target student who is peer rejected or isolated youth
 - The target youth is identified as the “MVP”

The MVP (Most Valuable Person)

- MVP is the student in the class who is identified to be the recipient of positive peer reports
 - Rig it to make it look like the selection of the MVP was a random process (e.g., pick name out of a hat)
- The student will remain as the MVP for a minimum of two days to a maximum of a week
- The teacher will select a new MVP each week
- The name of the MVP should be prominently displayed in the class for the other students to see

Preparing for Positive Peer Reports

- Must teach students how to give positive peer reports (PPR) (compliments)
 - Positive peer reports consist of talking about what the MVP: • Did (behaviors)
 - Said (verbal interaction)
 - Achieved/earned
- Positive reports can be done directly or anonymously
 - Secondhand compliments are often more powerful
- Find a time to solicit positive peer reports
 - 5 to 15 minutes of class time
- Identify the class rewards that can be earned and method of tracking progress toward goal attainment