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Internship Seminar

2017-2018

Annotated Bibliography

**Action Research Question**:  How do I meet the extensive differentiation needs for IEP students with learning disabilities while balancing instruction for the rest of the class? ​

**Ball, Lindsey & Erik Carter. (2013) Peer-Mediated Support Strategies. *Tennessee Department of Education*, 1-6. https://vkc.mc.vanderbilt.edu/assets/files/resources/psiPeermedstrategies.pdf**

This is a report released by the Tennessee Department of Education about specific strategies to use with peer-buddies in high needs classrooms. Three strategies in particular stood out 1) classroom-wide tutoring 2) peer-support arrangements and 3) lunch bunches. Classroom-wide tutoring is where you split the class into heterogeneous pods with at least one high-performing, one average-performing, and on low-performing student. Allows for students to work together to problem-solve while each is given the opportunity to be the ‘tutor’ of the group. Peer-support arrangements are a fancy name for peer buddies, which allow for one-on-one social and academic support for a student with special needs. The third strategy named is called ‘lunch bunches’. This strategy is used to connect special education students to their general peers in non-academic situations, specifically lunchtime. General peers are given social skills training beforehand explicitly teaching social skills through modeling and role-playing. Student in the lunch bunch take turns talking about different subjects of interest and asking questions to each other. This can be facilitated by teachers, but they should take a more observational role in these environments because the point of the activity is for peers to get to know each other.

**Ford, J. (2013). Education Students with Learning Disabilities in Inclusive Classrooms, *Electronic Journal for Inclusive Education, 3* (1). Retrieved from** [**https://corescholar.libraries.wright.edu/cgi/viewcontent.cgi?article=1154&context=ejie**](https://corescholar.libraries.wright.edu/cgi/viewcontent.cgi?article=1154&context=ejie)

This article discusses the strengths and weakness of inclusive classrooms vs. pull-out programs for students with learning disabilities (LD). Many of the key strengths discussed for inclusion classrooms revolved around different types of co-teaching including *One Teach, One Assist*, *Station Teaching* (workshop), *Parallel Teaching*, *Alternative Teaching,* and *Team Teaching*. It also discusses the benefits of differentiated instruction and give 5 key guidelines to creating effective differentiated lessons. Teachers need to 1) clarify key concepts 2) use assessment to extend instruction 3) emphasize the importance of critical and creative thinking 4) engage every student in learning and 5) create a balance between teacher-assigned material and student choice. The author also emphasized the importance of peer-mediated instruction and intervention. This instruction can be direct (tutoring) or indirect (modeling) and can be used to improve both academic and social-emotional development. Ford specifically lists 3 peer interventions that be believes provide then most scaffolding for students with LD, they are Classwide Student Tutoring Teams, Classwide Peer Tutoring, and Peer-Assisted Learning Strategies.

**Four interventions that help students with learning disabilities improve their writing. (2015). Retrieved from** [**https://www.ernweb.com/educational-research-articles/learning-disabilities-writing-strategies/**](https://www.ernweb.com/educational-research-articles/learning-disabilities-writing-strategies/)

Students with learning disabilities often have trouble with juggling the multiple skills needed to be a good writer. This article from the Education Research Newsletter identified 4 writing interventions that have had a significant effect for students with learning disabilities to allow them to be better writers. The first intervention had to do with *strategy instruction*. By teaching students writing strategies for planning and writing texts as well as strategies for revision and editing texts students saw a significant improvement in their writing. The next strategy is one that would work well as a peer-mediated intervention. The second strategy is to provide students with the opportunity to *dictate their work*. The article goes to so far as to say that “transcription difficulties with handwriting, typing, and spelling can so consume students with LD that they have little working memory left to devote to content” (par 5). Taking away this frustration, and encouraging students to focus on the content, rather than the conventions of their work allows students to be more engaged in the writing prosses. The last two strategies are tied together, being *goal-setting* and *process writing*. Students need to work towards a goal, whether this goal is student generated or teacher-facilitated from a rubric. Then this goal needs to be worked towards in a methodical process that is scaffolded in different learning conditions such as workshops, pairs, and whole group instruction.

**Greenwood, Charles. (1997). Classwide Peer Tutoring. *Behavior and Social Issues, 7*(1), 53-57.**

This article details the strategy of Classwide Peer Tutoring (CWPT) as a means to increase academic performance and social interaction within the classroom for students with disabilities and those of diverse cultural backgrounds. CWPT is used in the different ways, depending on the instruction level of the classroom. At the elementary level it is meant to replace much of the seat work and lecture elements of the classroom while at the secondary level CWPT is used for skill building and review. CWPT uses a tutor-student pair that rely on each other throughout the day. Each member will be rewarded with points for implementing their role appropriately and are completing against other groups for a class set reward. These roles and who students are partnered with change every week (sometimes even daily depending on the activity) building “social and teaching skills needed in the teaching role” (Greenwood, 1997).

**Hott, B.L, Isbell, L., Montani, T.O. (2014) Strategies and Interventions to Support Students with Mathematics Disabilities. *Council for Learning Disabilities,* 1-7. Retrieved from** [**https://council-for-learning-disabilities.org/wp-content/uploads/2014/12/Math\_Disabilities\_Support.pdf**](https://council-for-learning-disabilities.org/wp-content/uploads/2014/12/Math_Disabilities_Support.pdf)

This article discusses students with learning disability specific to math and the interventions that can be used to help scaffold instruction and improve student learning. The authors describe 3 acronym-based strategies (RIDE, FAST DRAW, and TINS Strategy) to target literacy within math, they help students break down word problems and assist with abstract reasoning, attention, memory and/or visual spatial skills (Hott, 2014). They also discuss strategies to support vocabulary development within math as well highlighting the importance of tracking the progression of Concrete to Abstract mastery using the STAR method.

**Merill, Anna. Incorporating Typical Peers into the Social Learning of Children with Autism Spectrum Disorder. *Indiana University Bloomington*. https://www.iidc.indiana.edu/pages/Incorporating-Typical-Peers-Into-the-Social-Learning-of-Children-with-Autism-Spectrum-Disorders**

This is an article released by Indiana University, Bloomington on the effects of peer-mediated instruction and intervention on students with Autism Spectrum Disorder. They claim that between 3-8 years, peer-initiation training that encourages general students to play and help students with ASD is the most beneficial. Between the ages of 9-18 years a different approach is needed to focus more on social networking skills to be used between class periods and other non-classroom settings. This article went into the skills needed to be a peer mentor, skills like: excellent social, language, and play skills, positive social history with the target child/children, well-liked by the majority of classmates, follows teacher and adult instruction, able to attend to tasks and activities for at least 10 minutes, willingness to participate, and good attendance. The most surprising/interesting requirement was the last one, good attendance, for I had never thought about how all the positive things from a peer buddy can be easily washed away with consistently poor attendance.

**National Association of Special Education Teachers. (Date). *Promoting Positive Social Interactions in an Inclusion Setting for Students with Learning Disabilities* (Report #7). http://faculty.uml.edu/darcus/01.505/NASET\_social\_inclusion.pdf**

This is a report released by the National Association of Special Education Teachers that promotes the peer buddy system as a way to boost social interaction and skills of students with learning disabilities. They recommend that this change be done through full inclusion classrooms which involve special education students staying in general education classrooms and having support services brought to the child instead of the child leaving the classroom for the support services. They would like to see a boost in social interaction with special education students because their studies show that they tend to be quieter and unwilling to approach their peers leading to underdeveloped social-problem-solving skills. They advocate for a peer buddy system between general and special education to help boost this social interaction and model acceptance and tolerance.

**Sturomski, Neil. (1997). Interventions for Students with Learning Disabilities. *National Dissemination Center for Children with Disabilities New Digest*, *25*(1), 1-14.**

In this article, Sturomski states that the goal for teaching students become efficient and effective learners is by teaching them *how* to learn (Sturomski, 1997). He claims that by equipping students with a toolbelt of strategies for learning that teachers with be setting students up for success throughout their life. These strategies range from organization skills for themselves and their materials, strategies that are content specific, as well as strategies for systematic task completion and reflection. He goes on to outline the process for introducing and practicing these learning strategies in the classroom. First by pretesting students to pique student interest, then describe the strategy to students and then model for the them. After the modeling have students practice themselves while the teacher provides feedback. As the final step, teachers should encourage reflection in order to promote generalization in the classroom.

**Utley, C.A., Mortweet, S.L., & Greenwood, C.R. (1997). Peer-Mediated Instruction and Interventions. *Focus on Exceptional Children 29*(5), 1-16.**

This article discusses the importance of classroom peers in the learning process for students with learning disabilities. Many students with learning disabilities will mirror their peers’ behavior for better or worse and Utley encourages teachers to mold this mirroring behavior to students benefit. He advocates for the use of peer-mediated instruction and interventions (PMII) while can be broken down into 6 elements: peer-modeling, peer initiation training, peer monitoring, peer network strategies, and peer tutoring. The article then discusses specific programs that have been designed and implemented using these elements. These include Classwide Peer Tutoring (CWPT), Peer-Assisted Learning Strategies (PALS), ClasssWide Student Tutoring Teaming (CSTT), and Reciprocal Peer Tutoring (RPT).

**Xin, Joy F. (1999). Computer-Assisted Cooperative Learning in Integrated Classrooms for Students With and Without Disabilities. *Information Technology in Childhood Education Annual, 1999*(1), 61-78. Association for the Advancement of Computing in Education (AACE).**

This article discussed the effects of using computer-assisted cooperative learning to improve math instruction within integrated classroom. The study was intended to investigate students with learning disabilities and their achievement in math *and* within the social sphere of the classroom. The programing allowed for the individualized instruction students’ needs while also providing students with immediate feedback for students self-monitoring their learning. This study is unique because it advocated for the combination of Cooperative learning (a peer-based teaming system, similar to Classwide Peer Tutoring) with this math skills program for a two-force math intervention program. The results were interesting because while test scores went up, student surveys to measure social acceptance of students with learning disabilities indicated no significant increase.