**Class-Wide Peer Tutoring**

This learning strategy is used to help integrate children with special needs in the general learning environment. It is a student-centered learning strategy, in which the students become the teachers/tutors of others. As a result, it encourages the students to interact with one another, positively.

**How to use**

**Group/Pair up**

The students are divided then paired up by their level of comprehension. Student A gives student B a keyword to spell. Student A then checks the spelling of the work. If students B get it correct, then he acquires points.

**When to use**

* After a lesson has been completed.
* Before a test.
* To assess the students' knowledge.
* To keep all students engaged.
* To monitor students process.
* To self – assess one's comprehension.
* To encourage positive interaction.
* To provide feedback to students.
* To help improve the reading skills of urban middle school students.
* To help students with disabilities increase comprehension.with disabilities can increase their mastery of academic skills

**Varition**

* Pair up students for the day, instead of the week
* Pair up students at random.
* Read an excerpt instead of spelling a word
* The student work on mathematical equations versus vocabulary words

**Direct Instruction**

Direct instruction has been proven to help students with learning disabilities comprehend information at a higher rate. It is an instruction that keeps the students engaged in the learning process, while improving thinking and problem, solving skills. It also helps heighten the self-esteem of shy students who are hesitant to answer.

**How to use**

The teachers ask a student a set of questions. The student then responds to the questions, within a timeframe. The teacher gives the student positive feedback after each response. The teacher shows the student the correct answer if the student answers incorrectly.

**When to use**

* Before the beginning of a lesson plan.
* During a lesson plan.
* During reteach.
* To improve the performance levels of students with special needs.
* To help at-risk students.
* To teaching reading, language arts, spelling, and math
* To improve thinking and problem-solving skills.
* To help heightened self-esteem.

**Variations**

* Students will pair up.
* Students will get in groups.
* Teach information according to a student’s level of comprehension
* Allow for greater respoding time.
* Allow the students to ask the questions

**Behavioral Strategy Of Self-Monitoring**

This strategy is to help focus on students who suffer from disabilities. It allows these type of students to monitor their successes and mishaps in the classroom. As a result, they are better able to improve their academic performance and behavior.

**How to use**

Identify what kind of behavior the student is presenting. Keep track of things that change children's behavior, such as time. Come up with a set of activities that can help settle the child down. For example, if the student is feeling anxious thus allow him to walk around. Guide the student to learn how to self-monitor behavior by discussing writing down how the student feels when he or she is feeling impulsive (different). Give feedback when the child learns to use undisruptive behavior.

**When to use**

* To promote academic and behavioral success.
* To Encourage independent work
* To allow individuals with disabilities to rely less on the direction of others.
* To Self-monitoring one's behavior.
* To learn to identify and increase positive, pro-social behaviors.
* To increased social skills.
* To decreased off-task behavior.
* To reduced teacher frustration and will ensure greater academic absorption by students
* To help students with ADHD.
* To help take away negative attention.

**Variations**

* Let the student decide what activities to do when feeling anxious
* Allow students to monitor a partner in a positive way

**References:**

Martel, H. A. (2009). *Effective Strategies for General and Special Education Teacher*s. Retrieved from https://commons.emich.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1251&context=honors