

## **Effectiveness of a Peer-Mediated Intervention on Writing Skills in Students with Autism Spectrum Disorder in the Inclusive Classroom**

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**Abstract :** The current study aimed to investigate the effectiveness of a Peer-Mediated Intervention (PMI) on writing skills for a student with autism spectrum disorders in inclusive classrooms. The participants in this study were two students, one as a tutor and another as a tutee who was diagnosed with autism spectrum disorder (ASD). The target participant struggled with writing skills and was paired with a student with high academic outcomes. The Tutor had a readiness to act as a tutor for his peer and was trained on how to assist his peer and how to identify and guide his peer's writing mistakes. Multiple baseline design across behaviors was implemented to monitor the student's progress in writing skills. The results of the present study showed that PMI yielded significant improvements in academic achievements for the target student. This study suggests that further studies should replicate the current study with an intensive focus on other academic skills such as reading comprehension, writing social stories, and math.

**Keywords :** peer tutoring, writing skills, autism, inclusion

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