

## Peer-Mediated Interventions as a High-Leverage Practice in Inclusive General Education Classrooms

**Authors :** Daniel Pyle, Nicole Pyle, Ben Lignugaris-Kraft, Lawrence Maheady

**Abstract :** Students with disabilities are not included in general education at the same rate as their peers without disabilities. There are multiple reasons cited for why inclusion rates vary, such as teachers' lack of knowledge of the successful delivery of inclusive practices to students with the most extensive support needs. However, decades of research document effective inclusive practices associated with benefits across domains for students with disabilities. One effective inclusive practice that teachers use to improve outcomes for students with disabilities is flexible grouping. Teachers can use flexible grouping to facilitate students working collaboratively by using peer-mediated interventions (PMIs). This article describes PMIs as a flexible grouping of High Leverage Practices (HLP). There are variations of PMIs to select from when using flexible grouping. PMIs are described by varied grouping arrangements and different instructional procedures to clarify the flexibility of grouping students and students' roles within those groupings. In support of teachers' use of flexible grouping in inclusive general education classrooms, we identify different PMI formats teachers can use depending on the preferred grouping arrangement, explain the distinctive characteristics of PMI models to distinguish expected procedures with peers, highlight outcomes associated with PMIs, and provide an overview of evaluating PMIs effectiveness.

**Keywords :** peer-mediated interventions, high leverage practices, flexible grouping, general education, special education

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