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Peer-Mediated Interventions within the Instructional Routine in an Educator Preparation Program

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Abstract

As students with disabilities increasingly receive special education supports and services with peers without disabilities in general education classrooms, educators seek to identify effective instructional practices to increase student outcomes. Further motivated by federal initiatives, educators are accountable to deliver evidence-based interventions to improve outcomes for all students. Policy makers have influenced the current national conversation of evidence-based interventions to identify evidence-based activities, strategies, or approaches based on the four evidence tiers defined in Every Student Succeeds Act (ESSA) of 2015. As educators in the lowest performing schools are required to implement interventions that meet one of four tiers of evidence, state and district leaders request help with identification and implementation of evidence-based interventions (Rentner & Kober, 2019). The purpose of this paper is to describe effective instructional practices that are featured in evidence-based peer-mediated interventions (PMIs) in an aim to advance teacher educators' implementation of evidence-based practices.

Keywords: peer-mediated interventions, educator preparation programs, general education, inclusion, special education