

Effect of the use of peer Tutoring strategy in the development of Math skills students with intellectual disability

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Abstract

This study aimed to identify the effectiveness of peer tutoring strategy in the development of numeracy skills to students with intellectual disability in intermediate school, The sample consisted of (12) students (4) ordinary students and (8) students with intellectual disability who are educable and aged between (14 - 18) and the degree of intelligence between (52 - 73) scale, Stanford interfaces moreover to the lack of two or more fields of adaptive behavior are not suffering from any other associated disability. Students has been divided into two groups, The experimental group consisted of (8) students, (4) of them with intellectual disability and (4) are ordinary students and distributed into (4) teaching groups, each group: ordinary student (teacher peer) and student with intellectual disability (learner peer), while the control group were grouped (4) students with intellectual disability. The methodology of the study is the experimental design by using one single case design is a multi-design Investigation (Multiple Probe Design) (MPD). The program continued for two months at a rate of (3) session a week ,the duration of each session is (45) minutes , has been done in a classroom in a regular school with class rooms for children with intellectual disabilities. The results showed the effectiveness and success of peer teaching strategy in the development and acquiring of multiplication table skills for (3) students from the experimental group, where they reached the required level in the three groups assigned to them, while one student managed to reach to the required level in two of the three groups, In the other hand, two students from the control group managed to reach the required level in the three groups, while one student managed to master two of the three groups, and one student managed to master one set of three groups determined. Results of the study also revealed that there is no statistically significant differences in the scale of student directions with intellectual disability (experimental group) toward math. The results of the study also showed no statistically significant differences in the scale of ordinary student directions toward students with intellectual disability. The researcher recommends further studies and research on the impact of the use of strategic teaching peer education, due to its effectiveness with students with special needs and conduct a study on the difficulties faced by teachers in their application and prepare procedural manual for teachers and pupils about strategy teaching peers.

Keywords: Peer Tutoring Approach, with intellectual disabilities, Math skills