I currently work as a special education teacher at an elementary school in Chesterfield County. I work with Kindergarten, first grade, and third grade students with developmental delays or learning disabilities. Most of my students are struggling academically and receive most of their instruction in a collaborative setting. Although most of my instruction takes place in the regular education classroom setting, for guided reading, I pull my students to my special education classroom for more intense instruction in a small group setting. During guided reading time, they are expected to read independently while using whisper phones (and speaking in a low whisper) while I listen to each student one on one to analyze their individual reading strategies.

The problem I face in my practice is that although a pull out setting can benefit students – as this is where they receive the most intense, individualized instruction – it does not allow them to be around their peers. These peers can be good role models of appropriate social skills and work and study habits. In the past, I have tried adding regular education peers to work periodically with special education students in my classroom as an attempt at reverse inclusion. I felt it might be a way to motivate my special education students. My research question is: **Will first grade students with developmental delays be more motivated to read and show more on-task behaviors during reading group when working with a regular education peers in a pull out classroom?**
1st grade special ed students with 1st grade regular ed students

Behavior rating: 4=Great, 3=Average, 2=Barely Ok, 1= Needs Improvement

(Using whisper phones appropriately, on task(reading), not talking with others)

3rd grade special ed mentors with 1st grade special ed students