



CHAPTER 54

ADAPTING MODEL LEAD TEACHING STRATEGY IN SPECIAL NEEDS EDUCATION

Grace Itikpo M.Sc (Ed)

John Friday Ph.D

Felicia Agbo Prof.

*Department of Science and Technology Education,
University of Jos, Jos Nigeria*

Introduction

In 2015, the Federal ministry of education in Nigeria initiated the National Policy on Special needs education in Nigeria. This policy holistically addresses all that pertains to special education in Nigeria. However before we delve further into the topic of the role of special education in Nigeria, it is imperative that we shed some light on what special education entails.

The model-lead test is a three phase teaching strategy where the teacher model the correct use of the strategy, the teacher will then lead the students to practice the correct use of the strategy and the teacher finally tests the students' independent use of the strategy. The model-lead test approach to teaching is used to provide and demonstrate frequent opportunities for students to develop and practice new cognitive and psychomotor skills. The model lead-test approach includes three phases. These are model phase, lead phase and test phase. The model phase is the teacher demonstrating and modeling expected skill(s); the lead phase enables the students to practice the skill and leads them towards automatically responding as a group. The test phase measures the students' ability to perform the skill correctly and automatically. This approach provides an automatic response for teachers which support the learning needs. Omwirhiren and Ubanwa (2016) advised the use of models in the teaching and learning process for thee will improve students' ideas and understanding. The use of the third stage, TEST, in MLT instructional strategy is important, because during the process of teaching and learning, there is usually the false perception of students' ability to solve problems which may hinder many of them from benefitting from instruction, correction of assignment and revision classes (Adesoji, Omilani& Dada, 2017). The test phase is likely to correct any of such perceptual errors.

Visual impairment

visual impairment means that a person eyesight cannot be corrected to a normal level. Vision impairment may be caused by a loss of visual acuity, where the eye does not see objects as clearly as usual. It may also be caused by a loss of



visual field, where the eye cannot see wide an area as usual without moving the eyes or turning the head.

There are different ways of describing how severe a person's vision loss is. The world health organization defines "low vision" as usual acuity between 20/70 and 20/400 with the best possible correction, or a visual field of 20 degrees or less. Visual impairment severity may be categorized differently for certain purposes. visual impairment changes how a child understands and functions in the world. Impaired vision can affect a child's cognitive, emotional and neurological and physical development by possibly limiting the range of experiences and the kinds of information a child is exposed to. Nearly two-thirds of children with vision impairment also have one or more other developmental disabilities such as mental retardation, cerebral paralysis, hearing loss or epilepsy. Children with more severe vision impairment are more likely to have additional disabilities than are children with milder vision impairment.

Types of visual impairment

There are different types of visual impairment and these include:

Loss of central vision: this creates blur or blind spot but side vision remains intact. This makes it difficult to read, recognize faces and distinguish most details in the distance. Mobility, however is usually unaffected because side vision remains intact.

Loss of peripheral (side) vision: Loss of peripheral vision is typified by an inability to distinguish anything to one side or both sides or anything directly above and or below the eye level. Central vision remains, however, making it possible to see directly ahead. Typically, loss of peripheral vision may affect mobility and if severe, can slow reading as a result of seeing only a few words at a time. This is sometimes referred to as "tunnel vision".

Blurred vision: Blurred vision causes both near and far to appear to be out of focus, even with the best conventional spectacle correction possible.

Generalized haze: Generalized haze causes the sensation of a film or glare that may extend over the entire viewing field.

Night blindness: night blindness results in inability to see at night under starlight or moonlight or in dimly lighted areas such as movie theaters or restaurants.

Extreme Light Sensitivity: Extreme light sensitivity exists when standard level illumination overwhelms the visual system, producing a washed out image and/or glare disability. People with extreme light sensitivity may actually suffer pain or discomfort from relatively normal levels of illumination.

Challenges of visual impairment

Having to deal with sight loss or low vision is merely one of the challenges that the visually impaired are facing when living life. Some of these include:



Access to information:the major sensory organ in the person is the eyes. One glimpse around us is enough to make us realize how visual is most of the information in our environment. A billboard advertising a new product is an example of visual type of information we come across daily. Most of these information is inaccessible for the visually impaired, blind there by inhabiting their independence, since access to information signifies autonomy.

Overly helpful individuals: It is very common for sighted individuals, strangers, friends and family members, to be overly excited to help a visually impaired person, most times, this behavior holds assumption that the visually impaired individual requires assistance, although this might not reflect the reality. Rushing to help the visually impaired without asking to be helped might make them feel helpless instead of independent. Moreover, not allowing a visually impaired individual perform a task by themselves, does not give them the room to learn how to do so independently.

Societal Stigma: Being blind in a world suited for sighted, it means there will be multiple normal mishaps. Stumbling upon an office chair or a desk are small accidents that can happen and that is okay. However, such mishaps tend to be perceived by the sighted person as the inability of the visually impaired to perform a task, while in reality, they stem from the inaccessibility of our world. Just because the sighted cannot imagine their world without vision does not mean that the visually impaired have a sad or unhappy life because of their visual condition.

Leisure: The lack of accessibility for the visually impaired is central to a number of issues that the blind or low visual usually face. There is a limited number of accessible activities for the visually impaired which are as simple as a visit to the museum or surfing the internet. These activities are not fully accessible by the visually impaired because of their condition. It can be seen that their leisure options are limited as far as sight is concerned.

Often living in isolation: Considering all listed above, it's not a surprise that living with a visual impairment might signify often living in isolation. Dealing with sight loss, already, is a challenge itself. The lack of emotional support at diagnosis center, limited accessibility to activities and information, the societal stigma and the lack of unemployment, are all factors frequently leading blind or low vision individuals in isolation. The last point illustrates how the problem for the visually impaired is not their blindness or lower vision in itself but their segregation from anyone else.

Special need is defined as an individual with a mental, emotional or physical disability. An individual with special needs may need help with communication, movement, self-care, decision making. Other types of special needs include Autism, ADHD, cerebral palsy, down syndrome, emotional disturbance, Epilepsy,



Reading and learning disabilities, intellectual disabilities, pervasive development disorder, speech and language impairment, spinal bifida, traumatic brain injury and visual impairment. Individuals with such disabilities or special needs may require special care. To ensure their safety, several laws have been enacted into government.

For the purpose of this study, our emphasis will be on the visual impairment. Vision impairment means that a person's eyesight cannot be corrected to a "normal" level.

According to Wikipedia, special needs education is designed to facilitate the learning of individuals who for a wide variety of reasons require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an educational programme. Teaching them effectively has always been a challenge because they need special attention. In other countries Model Lead Test strategy has been used to teach special needs learners especially those with autism defect (Peterson et al, 2008; Dundon et al, 2013). Such records are scarce in Nigeria, hence the need for the paper.

The thesis statement of this paper will include:

- Model lead test teaching strategy and its associated issues
- Implications of the model lead test to special needs students
- Conclusions
- Suggestions

Model -Lead -Test teaching strategy and its associated issues.

Model lead and test consist of the teacher modeling the correct response, next the student and teacher correctly respond together and finally the teacher requires the student to independently complete the task correctly. Model- lead-test provides explicit and systematic instruction by allowing students to observe and practice the skill repeatedly before being asked to independently complete the task. Model- lead-test technique is a superior method of training for children with special needs because it helps improve the children's repertoires (Carnes et al, 2015; Chijioke, Okwelle&Omeodu, 2016).

The model-lead-test procedure, also known as my Turn, Together, your turn or I Do, We Do, You do, is highly effective in promoting active student engagement and increasing student success and achievement.

Model lead test instructional methods are similar to other instructional methods in that they are ultimately intended to give students a solid conceptual foundation in special education and to aid them to reason effectively and succeed at problem- solving task. However, they differ from traditional lecture based method in putting far greater emphasis on engaging students in a variety of specific classroom activities. Model-lead-test instructional methods strongly encourage learning independently, emphasizes rapid feedback, and guide students to express and reflect on their own reasoning processes. The very purpose of MLT procedure



is to maximize the cognitive and learning abilities of students by increasing their rate of success and their achievements. However, it is only when this strategy is applied in context explicitly based on proper planning and implementation into students learning that superior learning gains could be clearly and repeatedly demonstrated.

The model-lead-test approach is embedded and scripted into every enCORE lesson. This “I do, we do, you do” instructional strategy provides students with frequent opportunities for practicing a skill under the direct lead and supervision of a teacher, and reduces the development of inappropriate skills.

Model-lead-test provides explicit and systematic instruction by allowing students to observe and practice the skill repeatedly before being asked to independently complete the task. During modeling, the skill or task is demonstrated correctly. After the skill is explicitly modeled, students are led through the skill or task and given opportunities to practice independently or as a group. Last, students are given an independent opportunity to perform the target skill or task during the testing phase.

MODEL

During modeling, the skill or task is demonstrated correctly.

Levels 1, 2 and 3: Put the Word Cards “Who,” “am,” and “I” from the Writing Worksheet on the Magnetic Display Tray on the Magnetic Whiteboard. Here is our question: Who am I? Point to each word as you read it. “Who” is one of our sight words! Watch me write this question. Write the question on the Magnetic Whiteboard. What punctuation do we use at the end of a question? Allow students to respond. Yes, we need a question mark. Add a question mark to the end of the sentence.

LEAD

After the skill is explicitly modeled, students are led through the skill or task and given opportunities to practice independently or as a group.

Level 1:

Let’s work together. Let’s write our question again. Put the Word Cards “am,” “I,” and “Who” on a Magnetic Display Tray on the Magnetic Whiteboard. The first word is “Who.” Write the word “Who.” Have the students come to the board and match the “Who” Word Card to the written word. Provide support as needed. Repeat with “am” and “I.” Put a question mark at the end. Have the students write a question mark at the end of the sentence.

Level 2:

Let’s work together. Let’s write our question again. Put the word cards “Who,” “am,” and “I,” on a Magnetic Display Tray on the Magnetic Whiteboard. The first word is “Who.” Have the students come to the board to copy the word “Who.” Provide support as needed. Repeat with “am” and “I.” Write a question mark at the end. Have the students write a question mark at the end of the sentence.



Level 3:

Let's work together. Let's write our three words again. The first word is "Who." Have the students come to the board to write the word "Who." Provide support as needed. Repeat with "am" and "I." What do we need at the end of a question? Have the students write a question mark at the end of the sentence.

TEST

Last, students are given an independent opportunity to perform the target skill or task during the testing phase.

Level 1:

Your turn. Provide students with a sheet of paper. Give the students the Word Cards "Who," "am," and "I." Write the question, "Who am I." Allow students to use the model sentence on the Magnetic Whiteboard as a visual support. Assist students as needed in gluing or taping the Word Cards on their paper. Put a question mark at the end. Help students glue or tape the picture of the rat under the question. Then, attach the paper square "flap" with the word "rat" written on it (made in the Writing Basics activity). When students are finished, they can write their name on their book.

Level 2:

Your turn. Leave the model sentence made during the Lead phase on the Magnetic Whiteboard. Provide students with two sheets of paper. Allow students to pick one of the additional pictures (Sam or man) to include in their book. Write the question, "Who am I?" Allow students to write the question. Put a question mark at the end. Help students glue or tape the picture of the rat under the question. Then, attach the paper square "flap" with the word "rat" written on it (made in the Writing Basics activity). Repeat for one additional page. When students are finished, they can write their name on the cover.

Level 3:

Your turn. Provide students with three sheets of paper. Give students the three pictures (rat, Sam, and man) to include in their book. Write the question, "Who am I?" Allow students to write the question. What goes at the end of our question? Help students glue or tape the picture of the rat under the question. Then, attach the paper square "flap" with the word "rat" written on it (made in the Writing Basics activity). Repeat for two additional pages. When students are finished, they can write their name on the cover.

Application of Model-Lead-Test

Model lead test is a great strategy to use for special needs students especially if they are older. The teacher will begin by modeling the problem for the students, then leading them through the problem and last testing them on what they have learned. These are some reviewed work on Model-Lead-test strategy



Kimamo and Muraya (2011) carried out a study on effects of cooperative learning approach on biology mean achievement scores of secondary school students' in Kenya. This study sought to determine the effect of cooperative learning approach on mean achievement scores in Biology of secondary school students. Solomon-four-non-equivalent-control-group design was used and the target population comprised one hundred and (183) form two students in four secondary schools. Students were taught one Biology topic for five weeks and cooperative learning approach was used in experimental groups while the regular teaching method was used in control groups. Pre-test was administered before treatment and a post-test after treatment. A Biology Achievement Test was used to measure students' achievement and it attained a reliability coefficient of 0.84 (N=59) at pilot testing. Data were analyzed using t-tests, ANOVA and ANCOVA findings revealed that Cooperative learning approach resulted in significantly higher mean achievement scores compared to regular teaching method and gender had no significant influence on achievement. It was concluded that cooperative learning approach is an effective teaching approach which Biology teachers should be encouraged to use. This work is similar to the present work in terms of data analysis but differs in terms of location, sample size and subject taught.

Bulkley, Laura and Neyman (2012) examined the effect of model lead test to teach letter name in mathematics. The purpose of this study was to assess the model, lead, and test (MLT) procedure on the letter name and sound identification performance for two elementary students. The two participants were diagnosed with learning disabled in math, reading, writing and communication. One of the two students also had behavior goals. The study took place in a resource classroom located in a public school in the Pacific Northwest. California. A multiple-baseline across letter sets was employed to assess the effectiveness of the model, lead, and test procedure. The behavior measured was correct letter name and sound identification. The results showed mastery of all letters of the alphabet by the participants when the model, lead, and test procedure was employed. The present outcomes replicate those of previous research and were easy to implement and assess by the classroom personnel. This study differs from the present study in terms of population and location.

Derby and Clark (2015) examined Effect of Model-Lead-Test error correction procedure on pre-school student in East Valley School District. USA. The purpose of the study was to assess the effectiveness of the model, lead, and test (MLT) error correction procedure on increasing the numbers a student is able to count using 1:1 correspondence. The participant was preschool boy in a general education classroom receiving cognitive therapy services. An A-B single case design across two sets of numbers was employed to evaluate the efficacy of MLT. The success of the procedure led to the continuation of the intervention across a number of skills. The result of the study showed that the participant made impressive improvements and enjoyed the sessions. The above study was carried out using only one participant while the present study will be carried out in senior secondary school



II using organic chemistry as subject of interest. Besides, the outcome in terms of achievement is expected to be different given the fact that the participant had cognitive disorder. There may be improvement but the standard score of not less than 80% may not be achievable in this case. This study is relevant to the present study in terms of using Model-lead-test and it differs from the present study in terms of population size, location as well as method of Data analysis.

Clark, Mclaughlin, Molly and Neyman (2013) carried out a study to evaluate the effectiveness of employing the model, lead, and test error correction procedure across two iPad applications in a special preschool classroom in United State of America. These augmentative and alternative systems interventions were used to teach a preschool student with autism to correctly communicate. The two applications employed were My Choice Board and Go Talk Now for Free. The behavior measured was the participant's correct requests with each application. The use of model, lead, and test was also evaluated in a multiple baseline across applications. In addition, data were gathered with the use of model, lead, and test error correction to assess the maintenance of treatment effects over time. The outcomes indicated increased correct requesting when model, lead and test were employed. In addition, after model, lead, and test error correction was no longer in effect, the participant continued to accurately use both applications on his Ipad touch. The benefits of employing model, lead, and test error correct as part of an overall system to teach young students with autism to communicate were discussed. The present study is related to this study in terms of using model-lead-test to teach the students. The reviewed study is related to the present study in terms of employing the model-lead-test strategy but it differs in terms of population as well as location.

Conducting Effective Lessons for Students with Special Needs (Positive Action, 2016)

Review the Previous Lesson

1. If you covered how to regroup in subtraction in the last lesson, review several problems before jumping into the current lesson.
2. Emphasize key points by using worksheets to highlight keywords in the instructions for students with special needs to focus on.
3. If you're unable to highlight before the lesson, simply underline keywords as you and the students go through the instructions together.
4. During reading sessions, get students to note down key sentences on a separate piece of paper before asking for a summary of the entire book.

In mathematics problem statements, show students how to underline the important facts and operations; *if Mary has two apples and John has three, underline "two," and "three."*



Help the Student Participate During the Lesson

Agree on special cues for students with special needs to help them stay focused and prepare to answer questions when called upon. It could be something as simple as a light pat on the back or a sticky note on their desk.

Don't rush your student with special needs. Try to ask them probing questions only *after* they've had enough time to solve an equation.

Wait at least 15 seconds before giving the answer or picking another student, then ask follow-up questions so that students can demonstrate their understanding.

Steer clear of sarcasm and criticism – this brings attention to differences between students with learning disabilities and their classmates.

Utilize a variety of audiovisual materials to present academic lessons. For example, when teaching students how to solve fractions, you can use a wooden apple divided into quarters and a pear divided into halves.

Help Students Focus

1. As the lesson proceeds, share gentle reminders with students to keep working on their assigned tasks.
2. At this point, you can also remind students of the behavioral expectations you set at the beginning of the lesson.
3. Break down assignments into smaller, less complex tasks. For example, allow students to complete five math problems before presenting them with the remaining five problems.
4. Implement group work as a way for students to maximize their own and each other's learning abilities. Think-Pair-Share is an excellent tool to get you started:
 - Ask students to reflect on a topic for a few minutes.
 - Request they partner up and discuss their thoughts.
 - Get everyone to engage and share ideas as a collective.

Also, keep an eye out for difficulty in reading comprehension or daydreaming. Provide these students with extra explanations, or request a classmate to serve as a peer tutor for the lesson.

Check Student Performance

Question individual students with special needs to gauge their mastery of the lesson's content.

For example, as students do their seatwork (i.e., lessons completed by students at their desks in the classroom), ask them to:

- Demonstrate the formula they used to arrive at the answer to a math problem.
- Share their own thoughts on how the main character of a story felt in a specific chapter.



Use these moments to help students with special needs correct their own mistakes, such as sharing tips on checking calculations for math problems and avoiding spelling errors.

Avoid high pressure and timed tests when it comes to students with special needs. These situations don't allow them to demonstrate the full scope of their knowledge due to their potential time blindness. More time to complete quizzes means minimal test anxiety.

Provide Follow-Up Directions

- After instructing the entire class, provide additional oral directions for a student with special needs. For instance, ask them whether they understood the directions and repeat them together.
- Provide follow-up directions in writing. For example, write the page number and details for an assignment on the chalkboard, then remind the student to look at the chalkboard if they forget the assignment.

Concluding Lessons

- Let students know when the lesson is about to end, preferably 5 or 10 minutes beforehand.
- Go over assignments with students to gauge their understanding and offer pointers on how to prepare for the next lesson.
- Let students know what to expect in the next lesson. For example, instruct them to put away their textbooks and prepare for a group selling session in front of the class.

As teachers, we often measure the success of our instructional lessons by the instructional gains our students make. Research shows that evidence-based teaching strategies are likely to have the largest impact on student results. This month, we are going to focus on the direct instruction approach called **Model-Lead-Test**.

It is critical that we make the most of our time with students and do all that we can to provide quality instruction using strategies and procedures that are known to work. Model-Lead-Test has solid research supporting its effectiveness. We know that you want to take your classroom instruction and student success to the next level, so why not give the Model-Lead-Test approach a try?

Chances are, you are already familiar with model-lead-test! The Model-Lead-Test Procedure, also known as My Turn-Together-Your Turn or I Do-We Do-You Do, is highly effective in promoting active student engagement and increasing student success and achievement.

- Model involves the teacher modeling or demonstrating the targeted skill for the students.
- Lead has the teacher and students perform the targeted skill together.
- Test has the students perform the skill independently.



In addition, the model-lead-test format can be effectively used to teach descriptors and concepts by utilizing an **Example/Non-Example Procedure**. When instructing with an Example/Non-Example Procedure, the student is required to demonstrate their understanding by identifying examples and non-examples of the concept. To prepare for instruction using this procedure, you will need to gather multiple example and non-example items. Remember, not only is using evidence-based practices a noble requirement, but student learning and growth is maximized when implemented consistently.

According to Okwelle and Omeodu (2016), the Model-Lead-Test instructional strategy share most or all of the following characteristics:

- (1) Instruction is informed and explicitly guided by
 - a) Specific learning difficulties related to particular physics concepts;
 - b) Specific ideas and knowledge elements that is potentially productive and useful;
 - c) Students' beliefs about what they need to do in order to learn;
 - d) Specific learning behaviors;
 - e) General reasoning processes.
- (2) Specific student ideas are elicited and addressed.
- (3) Students are encouraged to "figure things out for themselves."
- (4) Students engage in a variety of problem-solving activities during class time.
- (5) Students express their reasoning explicitly.
- (6) Students receive rapid feedback in the course of their investigative or problem-solving activity.
- (7) Qualitative reasoning and conceptual thinking are emphasized.
- (8) Problems are posed in a wide variety of contexts and representations.
- (9) Instruction frequently incorporates use of actual physical systems in problem solving.
- (10) Instruction recognizes the need to reflect on one's own problem-solving practice.
- (11) Instruction emphasizes linking of concepts into well-organized hierarchical structures.
- (12) Instruction integrates both appropriate content based on knowledge of students and active engagement.

Implications of model lead test for special needs

1. Model lead test will help the teacher in the use of appropriate teaching methods which will enhance achievement.
2. The model lead test strategy will enhance transformation in the lives of people with special needs and avoid being discriminated by the public.
3. It will help Nigeria as a nation in competing favorably with other advanced countries in the treatment of people with special needs.



Special Needs Education

Some of the Identifiable Roles and Challenges of Special Needs Education in Nigeria

According to Ogungbe (2019) some of the roles of special needs education include

- Develop the child into a sound, effective and productive citizen.
- Equal access to education as well as other services and opportunities in the country.
- Full inclusion of individuals with special needs to discover the dignity and worth of being human while also helping them to identify their strengths and overcome weaknesses.
- Full inclusion of individuals with special needs into the community.
- Provide enabling environment to acquire relevant skills that positions them to be able to compete globally.

Notwithstanding, the National policy on special education, the provision of quality education to all children with disabilities in Nigeria remains challenging due to:

- Inadequate experienced teachers
- Lack of residual vision for blind children
- Poor resources
- Inequitable distribution of educational services
- Cultural-stigma issues
- Late identification of children with special needs
- Inadequate and experienced teachers.

Conclusions

In conclusion, Teaching the special needs students require high level of interaction and repeated presentation with active involvement of the learners which Model Lead Test strategy provides, Model-Lead-test strategy is appropriate for use as it could enhance the teaching of special need learners because it is centered on the learners and it encourages active participation, problem solving task and also gives an in-depth teaching and learning ability, Model-lead-test therefore is recommended for teaching special needs education as this will boost the teaching-learning process and thereby enhance their performance.

Suggestions

The Government of Nigeria should provide adequate funding in ordered to build more facilities for SNE, Appropriate campaign or awareness should be created to educate people more on SNE, people should be informed on the right knowledge about those with special needs to avoid discrimination.



References

- Adesoji, F. A., Omilani, A. O. & Dada, S. O. (2017). A Comparison of perceived and actual; students' learning difficulties in physical Chemistry, *International Journal of Brain and Cognitive Sciences*, 6(1), pp. 1-8. doi: 10.5923/j.ijbcs.20170601.01.
- Carlifonia Optometric Association () challenges blind people face when living. www.coavision.org
- Carnes, H. R., McLaughlin, T. F., Derby, K. M. & Clark, A. (2015). Using a Model, Lead, Test error correction procedure with consequences and 1:1 correspondence to increase the number of objects a 4-year-old preschool student could count. *International Journal of Basic and Applied Science*, 3(3), pp. 52-60.
- Derby & Clark (2015). Effect of Model-Lead-Test error correction procedure on preschool student in East Valley School District. USA.
- Dundon, M., McLaughlin, T. F., Neyman, J. Clark, C. (2013). The effects of a model, lead, and test procedure to teach correct requesting using two APPS on an IPAD with a 5year old student with autism spectrum disorder. *Educational Research International*, 1(3), 1-10.
- Bartimeus, E (2021). Challenges blind people face when living life. www.letsenvision.com/blog/challenges
- Kaminer, R. & McMahan, E. (2022) Blindness and visual impairment pediatrics in review pp 16 77-78
- Liyu., C, (2014). *The impact of MLT coaching o parents implementation of reinforcement, promoting and fading with their children with Autism Spectrum disorder*. Published thesis West Virginia University.
- Muraye, D. & Kimamo, G. (2011). Effects of cooperative learning approach on biology mean achievement scores of secondary school students' in Machakos District, Kenya. *Educational Research and Reviews*, 6(12), pp. 226-245.
- Obi., F.N (2007) **Institutionalization, mainstreaming or inclusion: Challenges for special education in Nigeria.** *International Journal of Educational Research* 3(2), pp. 267-273.
- Okwelle, P. C. & Omeodu, D. (2016). Enhancing physics education delivery using Model Lead Test (MLT) instructional strategy in Nigeria Secondary Schools. *International Journal of Education and Evaluation*, 2(6), 8-15.
- Omwirhiren, E. F. & Ubanwa, A. O. (2016). An analysis of misconceptions in organic chemistry among selected senior secondary school students in Zaria Local Government Area of Kaduna State, Nigeria. *International Journal of Education and Research*, 4(7), pp. 247-266.
- Peterson, L., McLaughlin, T. F., Weber, K. P. & Anderson, H. (2008). The Effects of Model, Lead, and Test technique with visual prompts paired with a fading procedure to teach "where" to a 13yearold echolalic boy with Autism. *Journal of Developmental and Physical Disabilities* 20(1):31-39. DOI: [10.1007/s10882-007-9077-1](https://doi.org/10.1007/s10882-007-9077-1)
-



Positive action (2021).<https://www.positiveaction.net/blog/teaching-special-education-strategies>. Downloaded 20/09/2022.