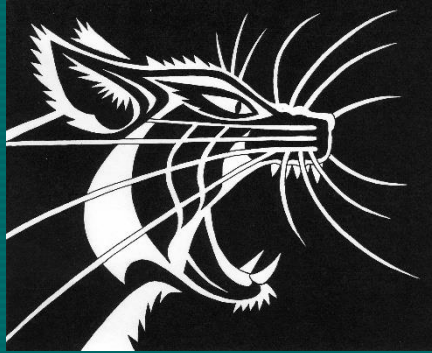


TAMANAWIS SECONDARY



PEER TUTORING PROGRAM TRAINING MANUAL



Introduction

Welcome! You are now involved in a very necessary and very important component of the educational process at Tamanawis Secondary. As part of the Learning Support Team, you have just begun a partnership in learning and teaching at this school. You are a very important and integral part of our program. When you are a Peer Tutor you are more than a student: you are a **role model**, a **mentor**, and someone that others look up to and admire. Our unique program here could not function without you. You are a very special person! You are beginning an unforgettable year, and we welcome you.

Peer Tutoring Course Outline

The main focus of peer tutoring is to assist other students in classroom settings or work with Learning Support students in a tutorial classroom. Peer tutoring provides valuable experience in working with people in a leadership role, while enhancing the study skills, general knowledge, and academic expertise of the tutor. It may also complement their Graduation Transition Plan.

Peer tutoring is associated with many occupations, including **teaching**, **health care**, **counseling**, **law**, and the **hospitality** industry. It provides a valuable learning experience, and helps you learn more about yourself as well!

Peer tutors work under the supervision of a sponsor teacher and receive training in the following areas:

Interpersonal skills

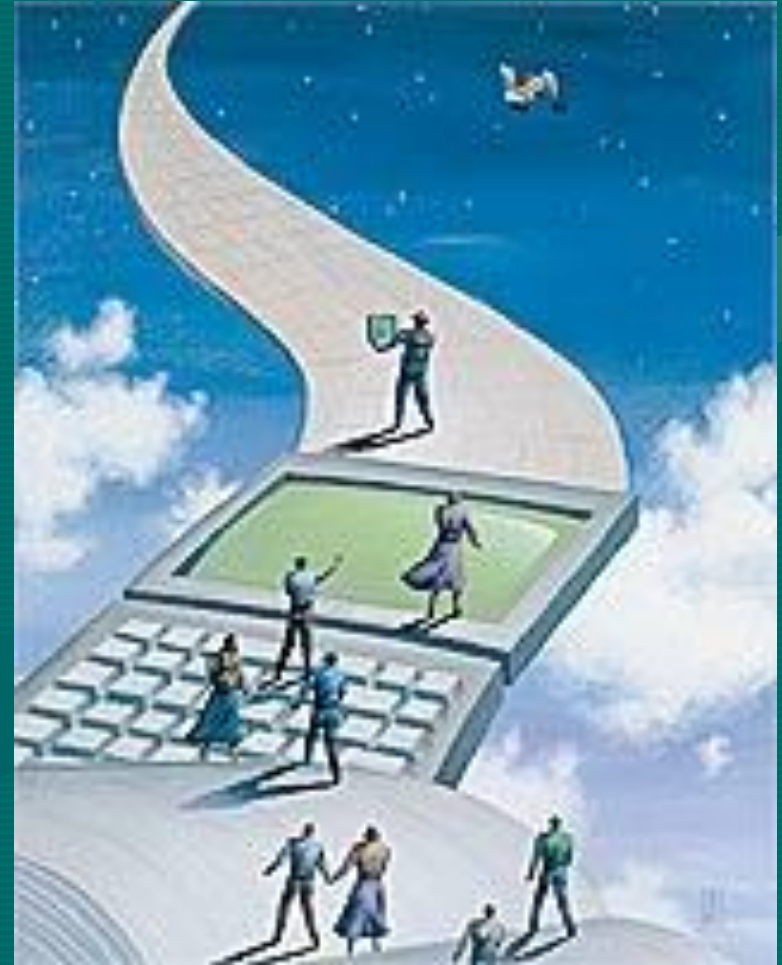
Communication skills

Learning styles

Multiple Intelligences

Confidentiality

Instructional strategies



The responsibilities of a Peer Tutor are:

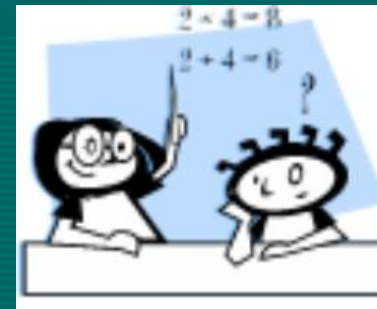
To role-model positive behaviour, work ethic, attitude and attendance.

To successfully complete peer tutoring training.

To attend peer tutoring meetings, complete weekly logs and any other assignments.

To maintain regular contact with the sponsor teacher.

To respect confidentiality.



To work collaboratively with the sponsor teacher.

Tutoring opportunities:

Learning Support Team classes

Individual tutoring in the classroom setting (working one-on-one)

Floater in the classroom

Types of program placement Grades 8 through 12:

Learning Support Team

Regular classes

ELL

Bases program

Evaluation:

Sponsor Teacher Evaluations **50%**

Weekly Logs

15%

Assignments

15%

Master Binder

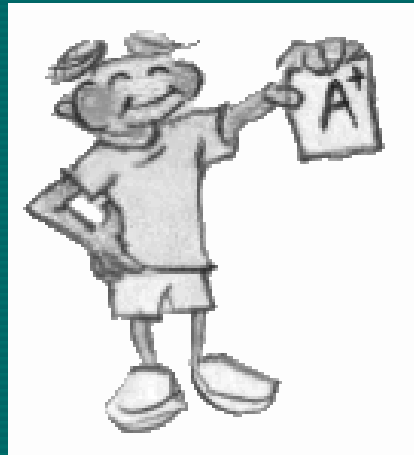
5%

Homework Club

5%

Final Project

10%



Why Be A Peer Tutor?

- Help students learn how to learn
- Help students feel good about themselves as they learn
- Help the classroom teacher who cannot reach all the students each day
- Earn valuable experience that can be applied to employment
- Document Peer Tutoring on a resume
- Feel good about yourself from helping others
- Learn from those with whom you work
- Be an integral and valuable asset to Tamanawis

Why Do Some Students Need A Peer Tutor?

Poor organizational skills/test-taking skills

Absent from class due to illness

Need additional support/low self-esteem, poor motivation

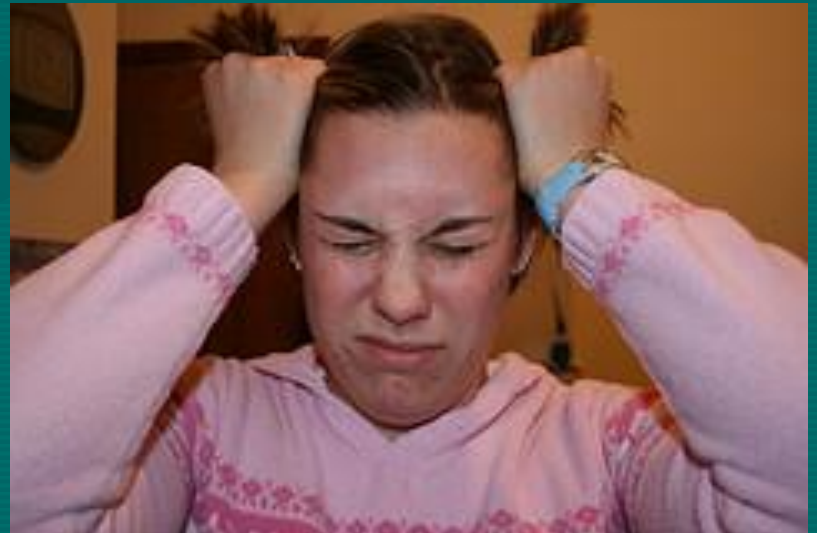
Need a challenge/stay interested

Poor achievement/low ability

Difficulties with a new language and culture:

English/Canadian

Have learning disabilities



PEER TUTOR EXPECTATIONS



Tutors should model good behaviour, attendance, attitude, and work habits.

Tutors should NOT leave the classroom during class time.

Tutors may work with a specific student and/or a small group as required.

Tutors should provide support to tutees as independently as possible, but will need to know specific teacher expectations.

Teachers are to report any anomalies in attendance and/or lates to the supervising teacher.

Code of Ethics

Tutors must speak and act towards clients with respect and dignity at all times.

Tutors must work fairly with their clients and remember their individual rights and feelings.

Tutors must review with their Teacher Contact progression or digression of their client.

Tutors must behave accordingly as a role model for their clients and maintain a “clean” record with the administration.

****Tutors MUST keep all information and business with their client absolutely and completely
CONFIDENTIAL.****

Goals For The Tutor

To improve **your** own organizational, study and communications skills.

To improve **your** attitude and achievement in your own classes.

To increase your **awareness** of and ability to respond to your tutee's (and others) needs.

To increase your **empathy** with other students.

To appreciate the role of the teacher.



To provide subject support through tutoring course skills, reviewing and studying course concepts and editing of course assignments...thus **actively engaging the student** in his/her learning process.

To assist the tutee in “learning how to learn” through learning strategies and study skills that enable **success** in the regular classroom.

To model **cooperation and respect** in the learning process, both for oneself and for the tutee.

To provide support and **encouragement** in the tutee’s development of a **positive self-image**, a belief in his/her ability to learn, and a **sense of pride** and accomplishment in what he/she is able to do.

To demonstrate flexibility and adaptability in the learning process.



Tutor Behaviours

1. BE YOURSELF



You have been accepted into this program because you are the way you are. The tutee will not find it difficult to be relaxed if you are.

2. BE CONFIDENT



The key to effective tutoring is good communication. The more confidence you demonstrate, the more confidence the tutee will have in you.

3. BE PREPARED



Model independent, responsible learning behaviours by keeping your journal up to date and by planning for lessons in a thorough manner.

4. BE FLEXIBLE



If one approach in tutoring is not effective for the tutee, be prepared to try alternate methods or materials. There are a variety of **learning styles**.

5. BE RESPONSIBLE



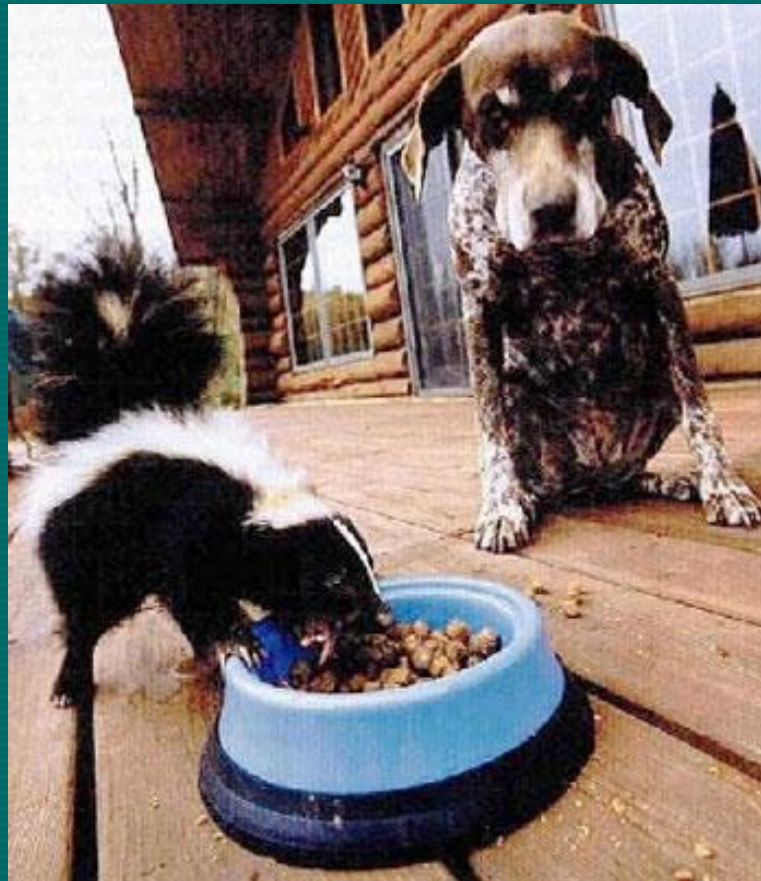
Model responsibility by arriving on time, by being ready to work, and by coming with all supplies. Encourage the tutee to set to task immediately.

6. BE ALERT



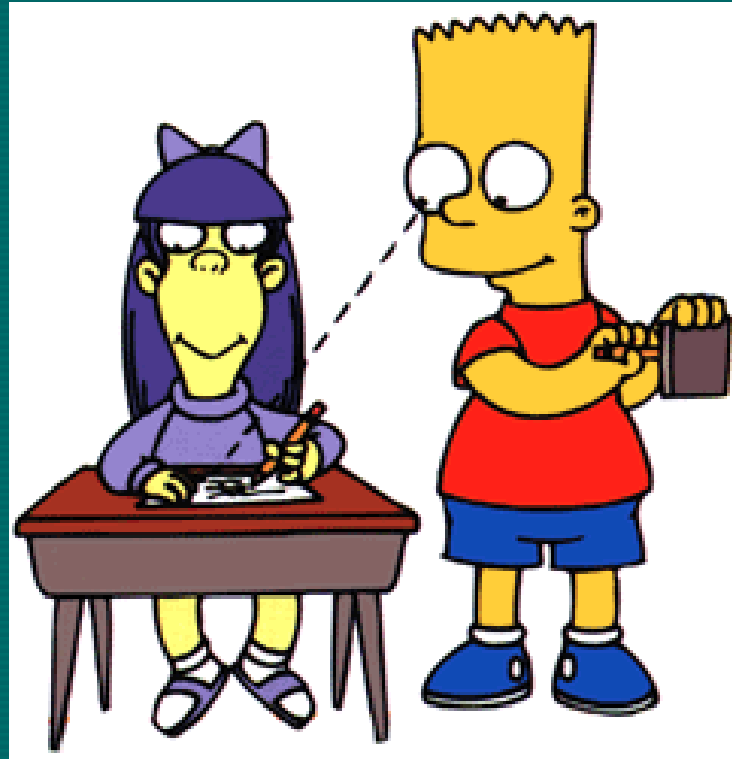
Watch for changes in your tutee's attitude and attention. Physical traits such as frowning, fidgeting, or hair twisting, etc. may indicate frustration or confusion with the work.

7. BE PATIENT



It may take your tutee a little longer to learn than you, but each person has a different **learning style** and rate of learning. Learn to be satisfied with small successes at first.

8. BE HONEST



When your tutee asks you about his/her reading level or learning disability, **be honest**. Don't make promises about how much he/she will progress. Broken promises only cause distrust and disappointment.

9. BE PROFESSIONAL



Perhaps this is the most important behaviour you must demonstrate. Respect all confidences regarding the tutee with whom you are working. Keep all information and test results to yourself and the teacher. DO NOT discuss the personal problems with your tutee to any of your friends.

10. BE FRIENDLY



Nothing works as effective as a smile, but it must be **sincere**. If you are glad to see your tutee and are sincere in your willingness to help, your tutee will know it.

The Ten Commandments of Good Listening

1. STOP TALKING



You cannot listen if you are talking.

2. PUT THE TALKER AT EASE



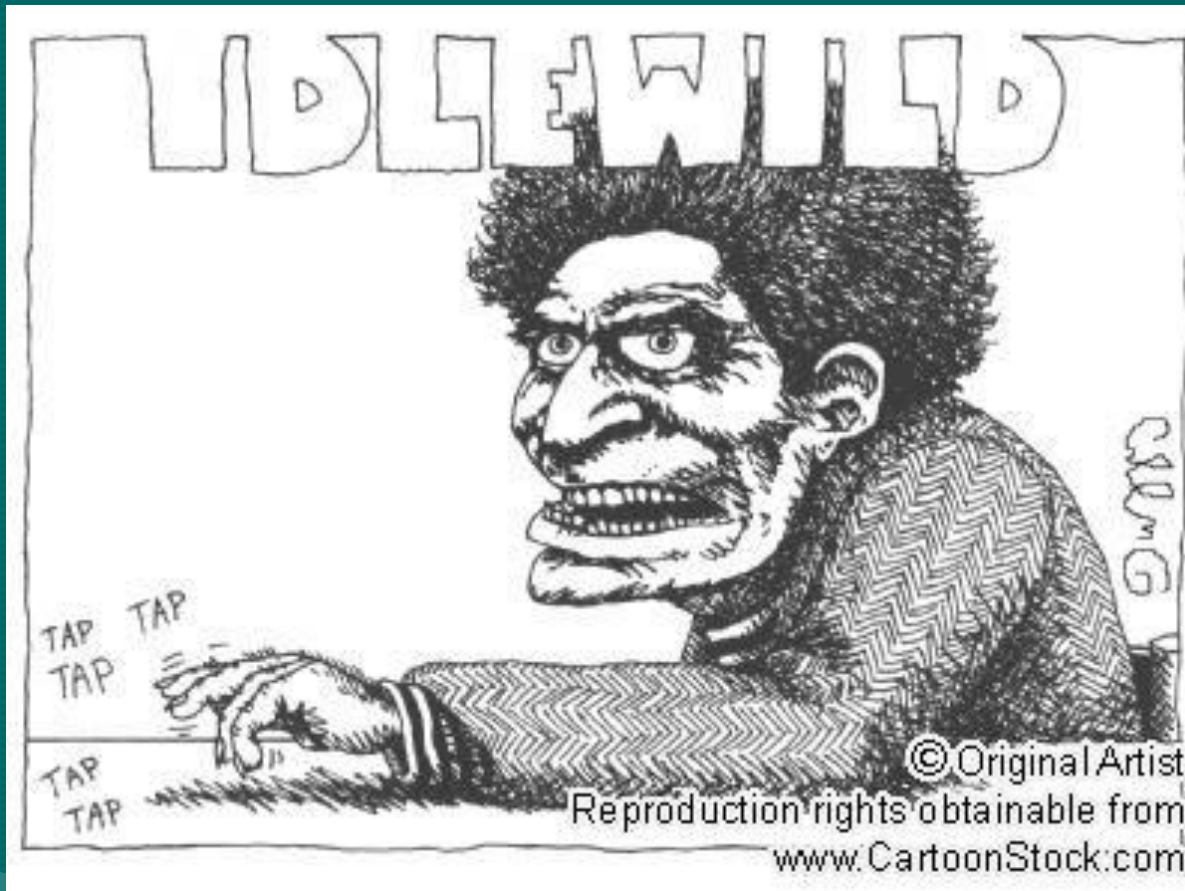
Help the student feel that he/she is free to talk. Focus on the student by using personal terms like “**you**” and “**your**” instead of “**I**” and “**me**”.

3. SHOW THE STUDENT THAT YOU WANT TO LISTEN



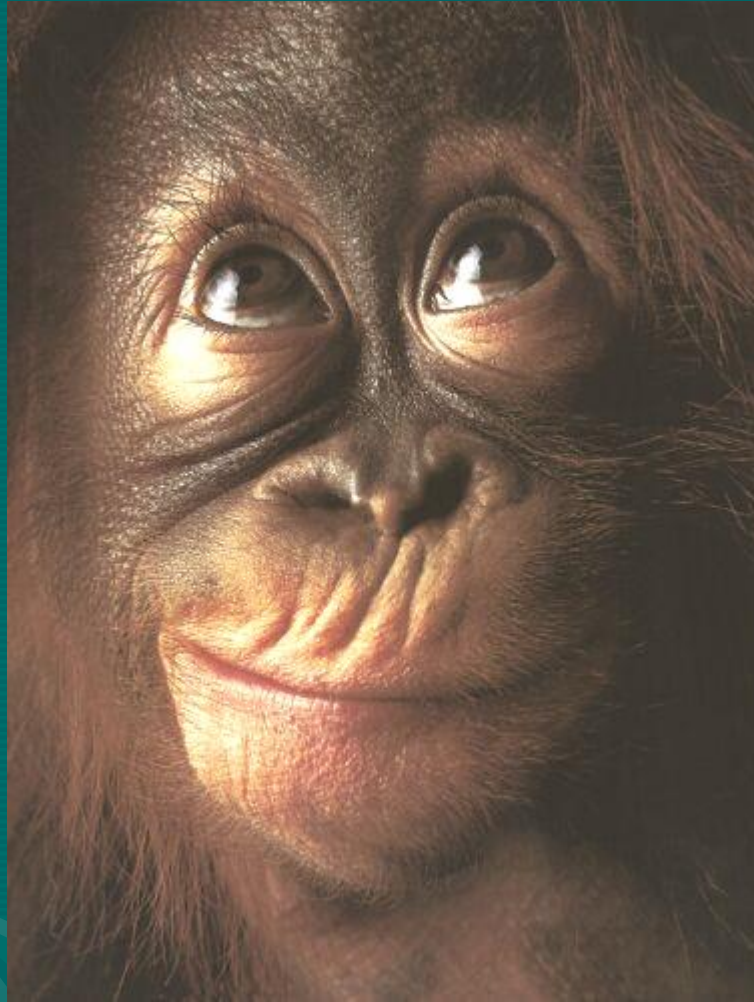
Respond to the student in an interested manner. Use eye contact and body language to show that you are interested. Look like you don't want to miss a single word. **Don't daydream.**

4. REMOVE DISTRACTIONS



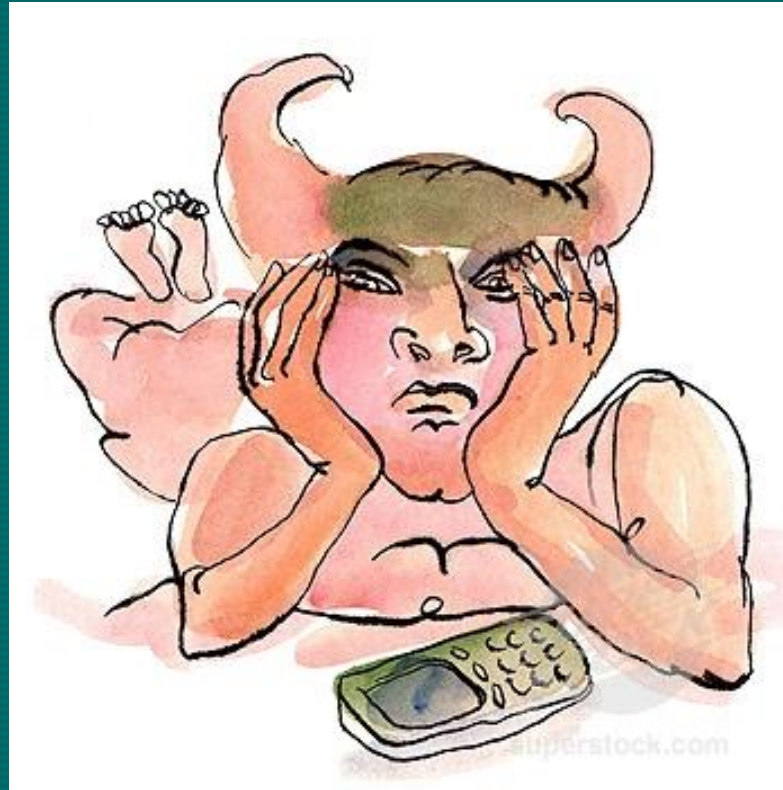
Don't model distractible behaviour by doodling, tapping, or shuffling papers.

5. EMPATHIZE



This means trying to put yourself in the student's place so that you can see from his/her point of view.

6. BE PATIENT



Allow plenty of time. Do not interrupt the student. Don't start to walk away. Stick to the student's subject or concern.

7. HOLD YOUR TEMPER



An angry person gets the wrong meaning from words.

8. GO EASY ON ARGUMENT AND CRITICISM



This puts the student on the defensive. The student may “clam up” or get angry. Don’t argue; even if you win, you lose.

9. ASK QUESTIONS



This encourages the student and shows that you are listening.



10. STOP TALKING



This is the first and last commandment because all other commandments depend on it. You just can't do a good job of listening while you are talking.

“The Big Three”

Powerful Communication Tools

- 1. When a student says, “I don’t know” as an answer to a life dilemma or as an answer to a solution to something that needs to be dealt with say to him or her:**

“IF you did know, what would it be?”



2. When a student says, “I can’t do this!” say:



“Okay, show me how CLOSE you can get!”

Why does this work?



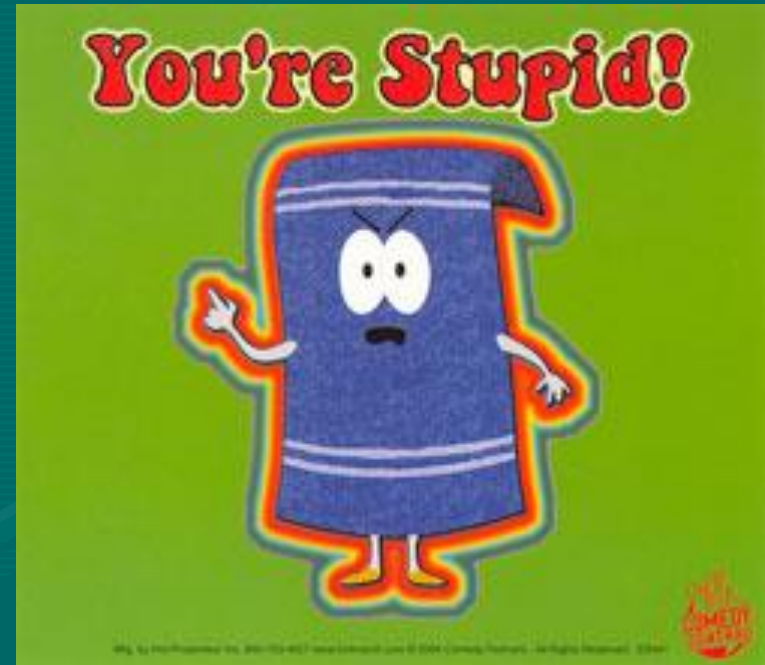
The student knows he or she can get **CLOSE** and will start working – **which is what we want!**

In most cases, students find out that “**close**” is much closer to completion than they thought possible for them.

3. Never tell a student that something is “easy”.



Say, “I agree with you.
I think it is **DIFFICULT** too and
I **BELIEVE** you can do it!”



This response is much better for building self-esteem as opposed to “It’s easy,” which translates to “Everyone else can do it...why can’t you?”



Tutoring Tips

The following tips will provide you with the guidelines necessary to function effectively as a tutor:

- ✓ Learn your tutee's name and pronounce it correctly.
- ✓ Give your tutee your undivided attention while you are tutoring him/her.
- ✓ Listen to your tutee. Let him/her think and speak.

- ✓ **Establish good rapport with your tutee. Let him/her know that you care by showing trust, respect and acceptance.**
- ✓ **Build the tutee's confidence whenever possible.**
- ✓ **Make sure the tutee understands the purpose of tutoring.**
- ✓ **Be familiar with the vocabulary needed to converse with your tutee.**



- ✓ **Determine your own attitudes about school, teachers, teaching and learning. Be sure not to allow them to influence your behaviour during a tutoring session in any negative way.**

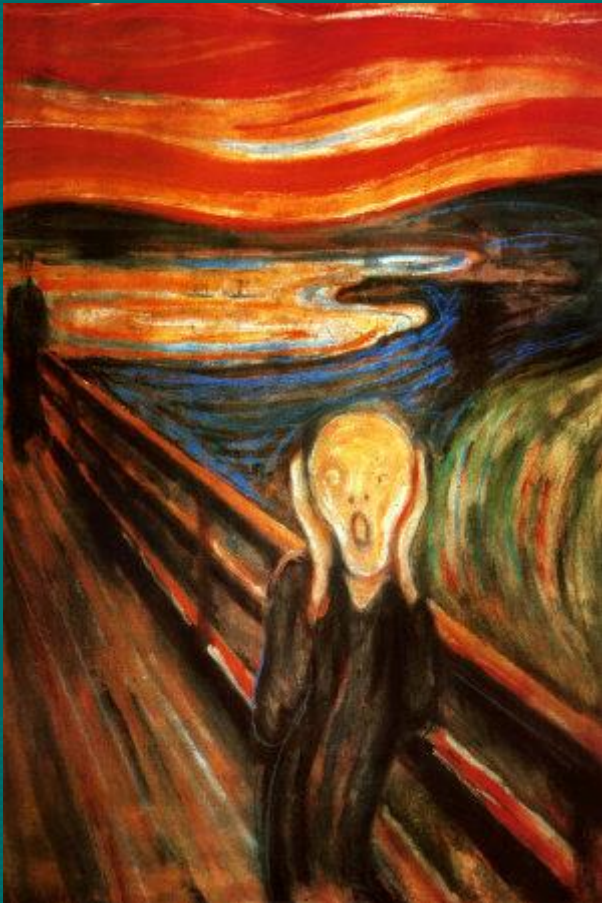


- ✓ **Talk to the supervising teacher and make sure that the work is being covered in the manner assigned.**

- ✓ **Be relaxed and friendly during all sessions.**



- ✓ **Know the skills that you are working on for each tutee.**
- ✓ **Use correct language and pronunciation during your tutoring sessions.**



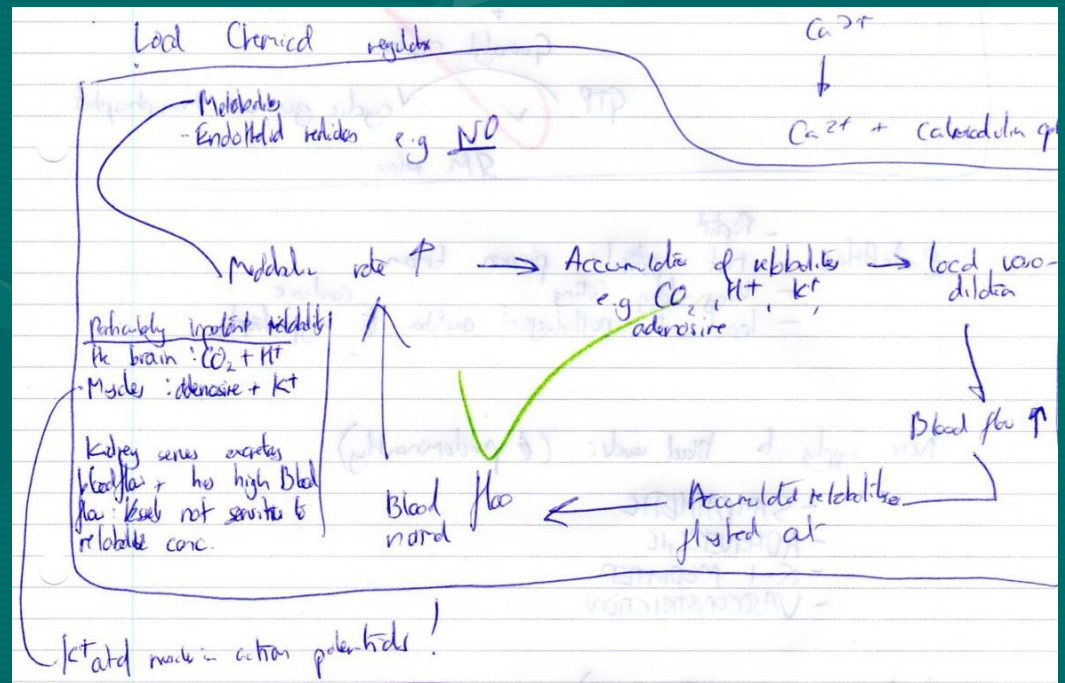
- ✓ **Never let your tutees struggle with their answers to the point of frustration.**

Goals for the Tutee

To make work more productive by better organizing study time and learning activities in all core subjects.

To handle homework assignments more effectively.

To improve the presentation and content of written work.



To acquire strategies for study-reading, note-taking and reviewing for and taking tests.

To become self-reliant and self-sufficient.



To be able to maintain passing grades.

HOW TO HANDLE RIGHT ANSWERS

1. Give praise and rewards at the right time.

2. A right answer must be both complete and correct.



3. Praise your student after every correct answer.

4. When your student gives a right answer on the first try, without help, give special recognition.

5. Let the student know it is all right to try, even if unsure of the answer.

6. If your student doesn't answer, do these things:

a) **Calmly ask the question again, give a hint, ask another question that might elicit the same answer and be encouraging.**

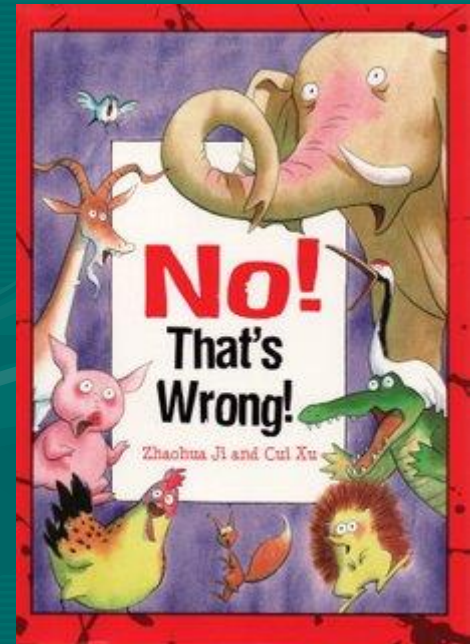
b) **Sound pleased when you get an answer and praise the student if it is right.**

c) **Don't make an issue of the resistance to answer.
Have the student *think out loud* rather than say nothing.**



HOW TO HANDLE WRONG ANSWERS

1. Correct your student's work without being discouraging.
2. Don't say "no" or "that's wrong" and *never* make fun of answers.
3. Always try to get a right answer before going on to the next problem.
4. If the student's answer is incomplete, help the student with the question and the answer.



5. If the answer is incorrect, give clues to help discover the answer.

6. Once the student has discovered the right answer, repeat the question, have the student repeat the right answer and provide praise.

7. Be sure the student understands what the error was. Then give another opportunity later to repeat the question and answer so that the correct answer is reinforced.



8. If the student consistently gets the wrong answer, review the different ways you might involve the student and try another approach until you find one that provides success for the student.



9. If your student tries to get you to do the work, be patient and encouraging, but don't do the work for them.

Positive Reinforcement:

Using praise to reward good behaviour as a way to encourage repetition of that behaviour.



Positive reinforcement has three steps for implementation:

1. Rules:

Identify specific behaviour that you want the student to learn. Keep the rules **simple** and **few**. There should be a very clear way of identifying whether the rule is being followed.



2. Ignore:

Identify specific behaviour that you want changed. Do not respond to disruptive or incorrect behaviour with reprimands or scolding. This step is the most difficult to follow.

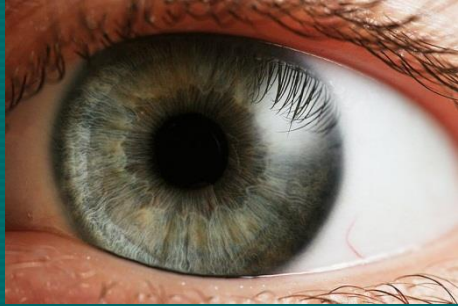


3. Praise:

Identify appropriate behaviour with approval. The prime rule is “Catch the student being good.”



What is Your Learning Style?



Visual

- Learn by “Seeing”
- Pictures, Diagrams
- Flashcards
- Body language important



Auditory

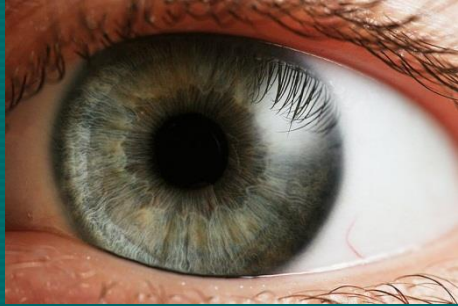
- Learn by “Hearing”
- Read aloud
- Vocal intonation is important
- Study by having another quiz you



Tactile Kinesthetic

- Learn by “Doing”
- Labs, practice
- Movement, taking breaks important

When you SPELL, do you...



Visual

- Do you try to SEE the word?
- Do you PICTURE the word in your head?



Auditory

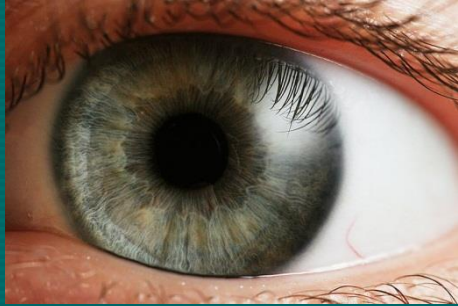
- Do you SOUND out the word?
- Do you use a phonetic approach?



Tactile Kinesthetic

- Do you want to pick up a pencil and write it out?
- Does the word have to FEEL right?

When you READ, do you...



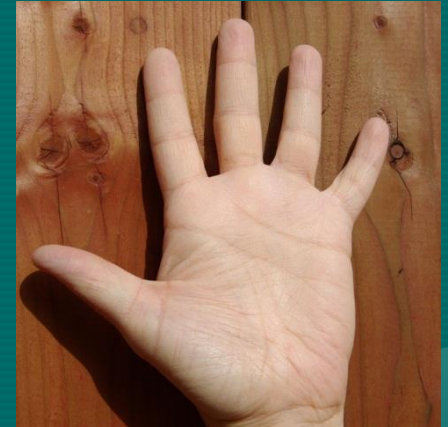
Visual

- Do you pause to imagine scenes in your head?
- Do you like descriptive scenes that conjure images?



Auditory

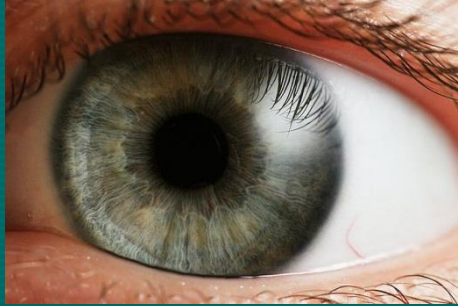
- Do you enjoy dialog & conversation?
- Can you HEAR the characters talk?



Tactile Kinesthetic

- Do you prefer ACTION stories?
- Are you not a keen reader?

When you try new things...



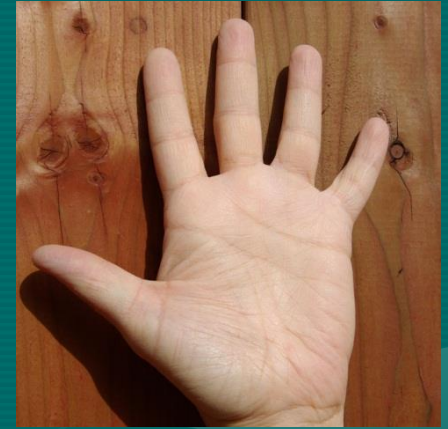
Visual

- Do you like to SEE diagrams, slides or posters?
- Do want someone to demonstrate first?
- Do you LOOK at instructions?



Auditory

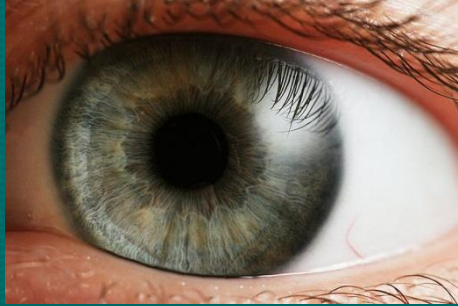
- Do you prefer VERBAL instructions?
- Does it help to talk it over with someone else?



Tactile Kinesthetic

- Do you toss the instructions and “jump right in”?
- Do you need to try it out before it makes sense?

When you TALK, do you...



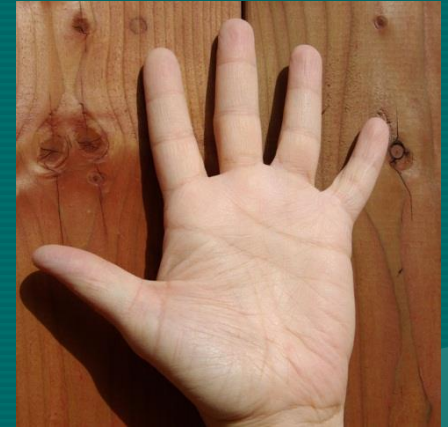
Visual

- Do you dislike listening for long periods?
- Do you use words like *see*, *picture*, and *imagine*?



Auditory

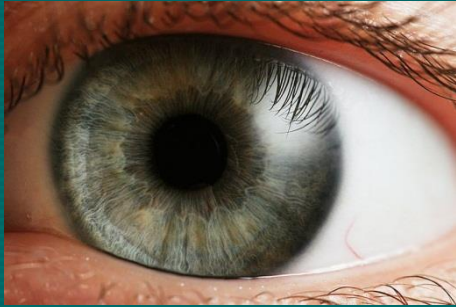
- Do you enjoy listening, but are impatient to talk?
- Do you use words like *hear*, *tune* and *think*?



Tactile Kinesthetic

- Do you gesture and use expressive movements?
- Do you use words like *feel*, *touch*, and *hold*?

When you want to learn a new computer program...



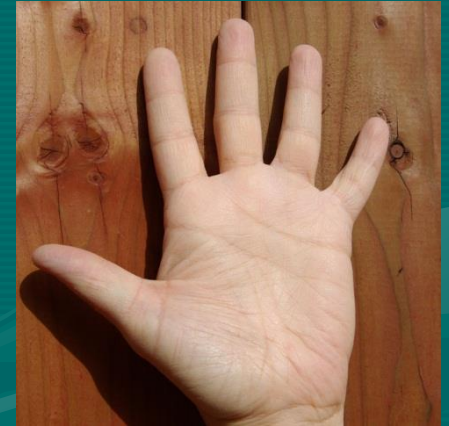
Visual

- Do you look for pictures and diagrams?
- Do you read instructions?



Auditory

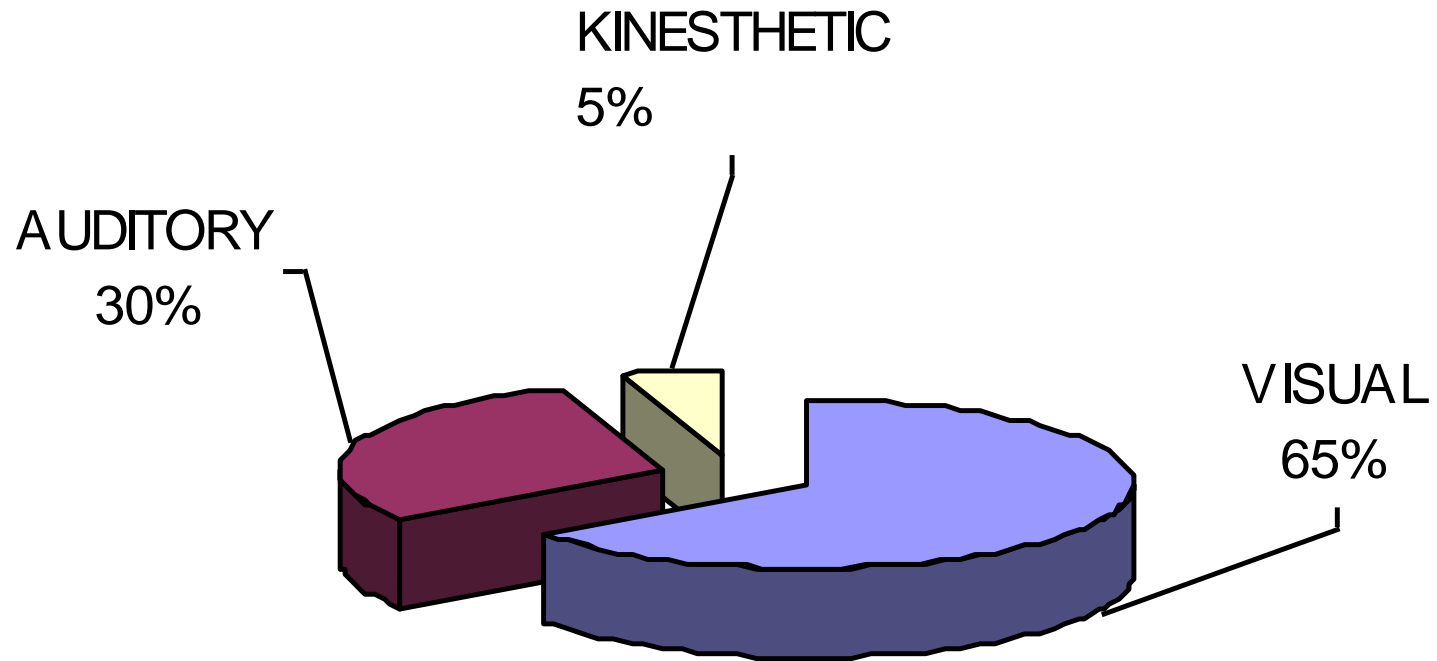
- Do you call a help line or ask a neighbour?
- Do you growl at the computer?



Tactile Kinesthetic

- Do you keep trying until you get it?
- Do you try it on another computer?

LEARNING STYLE DISTRIBUTION



MULTIPLE INTELLIGENCES



Nature Smart
(*Naturalist*)



People Smart
(*Interpersonal*)



Number Smart
(*Logical/Mathematical*)



Picture Smart
(*Spatial/Visual*)



Self Smart
(*Intrapersonal*)



Body Smart
(*Bodily-Kinesthetic*)



Music Smart
(*Musical*)

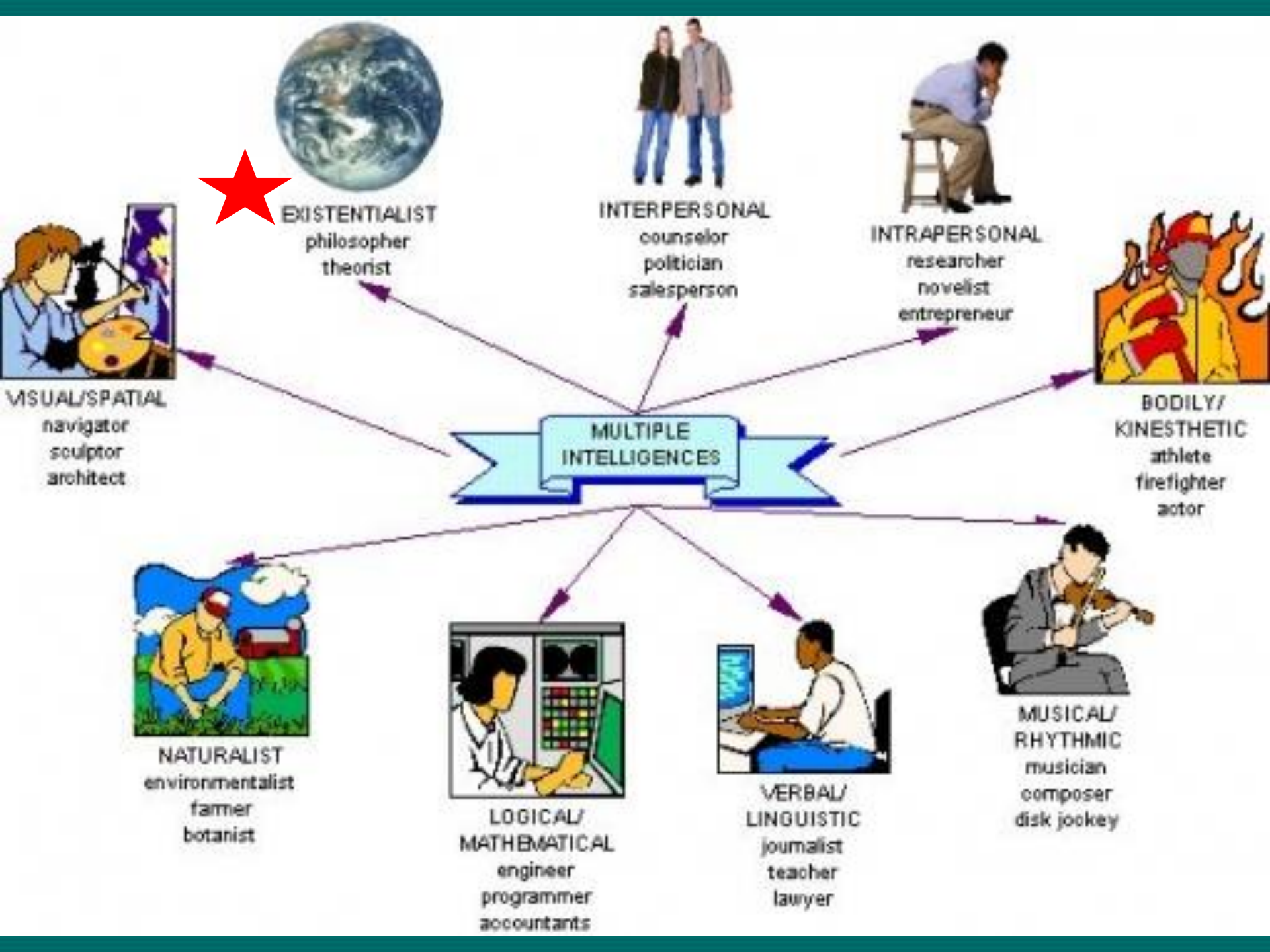


Word Smart
(*Linguistic*)

It's not how smart you are –

It's HOW you are smart! -

(Howard Gardner)



MULTIPLE INTELLIGENCES IN THE CLASSROOM

- Students think & learn in many different ways.
- Struggling students may need to be taught in a different way.
- Peer tutors can often reach students who flounder in a classroom by working one-on-one.



What Is A Learning Disability?

A learning disability is a disorder that affects a person's ability to either interpret what they see and hear or to link information from different parts of the brain.

Although the individual with a learning disability has an average or above-average IQ, the disability becomes evident in both academic and social situations.

The individual can have marked difficulties on certain types of tasks while excelling at others.

Learning disabilities may be divided into **five** categories:

1. Visual Problems: difficulty that the brain has with handling information that the eyes see. These are not conditions that will be eliminated by the use of glasses or contact lenses.



- Poor visual memory (not remembering faces, words, people's names, reversals in writing (41 instead of 14)
- **Visual perception** (difficulty in seeing the difference between similar objects such as b and d)
- Figure ground discrimination (not being able to find the place to write your name on an application form)
- **Visual tracking** (ability to follow a line on a page)

2. Auditory Problems: related to the processing of information that we hear.



- Auditory memory (difficulty in remembering what has been said, information or instructions)
- Auditory discrimination (trouble telling difference between similar sounds or words- for example, bee and pea or seventeen for seventy)
- Auditory sequencing (confusion with number sequence, lists, or directions)
- Auditory figure ground (trouble hearing sounds over background noises)

3. **Motor Problems:** related to various motor functions of the body.



- Eye hand co-ordination (difficulties with handwriting, etc)
- **Small muscle control (misjudging where to place things)**
- Large muscle control (clumsiness, difficulties in certain physical activities)

4. **Organizational Problems:** poor ability in organizing time or space, or sequencing.



- Poor ability to organize time (not meeting deadlines, being late or too early, poor sense of time)
- **Poor ability to organize tasks (not understanding the steps required to carry out a particular task such as planning a party or a move)**
- Poor ability to organize space (organizing a closet, desk, or laying out a page in a written document)
- **Impairment of executive function (a person's ability to analyse things, apply information in a new way or adapt to new circumstances)**

5. Conceptual Problems: understanding abstract concepts, complex language, consequences and social cues.



- Difficulty in interpreting non-verbal language (such as facial expressions or body language)
- Difficulty in understanding figures of speech (such as idioms, metaphors or similes)
- Difficulty in anticipating the future (difficulty with predicting consequences, purchase something today with borrowed money, may do something impulsive without considering the consequences)
- Rigid thinking (unable to see that flexibility is required to deal with a situation, will not 'see' things in shades of grey but only in black and white)
- Poor social skills and peer relations (not maintaining eye contact during a conversation, using an inappropriate tone of voice or language, lacking the social graces)

A.D.D.



Attention Deficit Disorder

Often fails to give close attention to details or makes careless mistakes in schoolwork.

Often has difficulty sustaining attention in tasks.

Often does not seem to listen when spoken to directly.

Often does not follow through on instructions and fails to finish schoolwork often has difficulty organizing tasks and activities.

Often loses things necessary for tasks or activities (e.g. school assignments, pencils, books)

Is often easily distracted by extraneous stimuli

Is often forgetful in daily activities.

A.D.H.D.

Attention Deficit with Hyperactivity Disorder



Often fidgets with hands or feet or squirms in seat.

Often leaves seat in classroom.

Often runs about or climbs excessively in situations in which it is inappropriate, or feels restless.

Often has difficulty playing or engaging in leisure activities quietly.

Is often "on the go" or often act as if "driven by a motor".

Often talks excessively.

STRATEGIES FOR ADD/ADHD STUDENTS

Minimize Distractions

Give short, clear directions

Repeat instructions often

Allow breaks – walk with him (or her) if classroom teacher approves

A simple chart on student's desk can help



ARE YOU READY?



Some advice from other Peer Tutors...

Time for some advice

- The only thing I would like to say to the next group is:
- That this is not an easy class
- You do have to put a lot of effort in it to get a good mark
- Try to understand the concepts of learning
- Find out more ways to help the tutee

Advice for next group

My advice for the next group is
that:

1. Help your students in every way you can.
2. Be friendly.
3. Be patient.
4. Tutors should be motivated to be a tutor.
5. Tutors should help others and show compassion.
6. They should teach the students the need for and the limits of confidentiality in helping.



Best peer tutor ever !

- Get to know you're tutees well and treat them like friends. Don't just talk about school, ask them about other things too.
- You'll be amazed at how much you'll get to like them and they'll love you too!
- Be confident because they're relying on you to help them and your confidence might even give them a boost in their own too. They'll become more motivated because they want to show off to you that they know their stuff and this is also a great way to boost their self-esteem.
- Be patient and wait for them to answer. Sometimes it just seems like it'll take forever for them to give you the right answer but it'll come – you just have to wait! Although you might get a little frustrated, remember that your mood could affect them too.



Get them to try the question before even starting to help them because sometimes they might be unsure but when they get to that part, they might realize that they actually know more then they think they do. Pay attention to what they're writing and get them to ask any questions if they're unsure of something **IMMEDIATELY!**

Always smile and be ready to help them. Even if you're having the worst day ever, make it seem like you're there for them.

Lots of encouragement is also a great way to boost their confidence.



Top 5 tips for a Peer Tutor:

- 1. Be friendly and get to know the tutee on personal level
- 2. Be patient, some students do not learn quickly
- 3. Learn the material that the students are going to learn before they learn it
- 4. If your in a classroom use the floater technique because it enables you to help a lot of tutees
- 5. Learn how to teach students with different learning styles



My only advice to the new peer tutors would be: This course is amazing you will learn so much from it and trust me if you try to get to know the students you tutor you will form a relationship with them that probably would be unforgettable. Even if you don't know how to do a question sit there and work through it with the student so you and the student you are tutoring are both working through the problem. Never give up, there will be bad and good days but life goes on and that's how things are always going to be so just work through it and trust me when its over you will look back and laugh.

- 1. Don't come into this course thinking it's going to be a piece of cake. You'll end up finding it to be more frustrating than you thought and you won't know how to deal with it.**
- 1. If you find yourself in a situation where a student just is NOT getting it, don't stress out. If you do, you'll not only not be able to find a solution to the student's problem, but you won't be making the student feel any better about themselves.**
- 1. Get to know the students. Don't just be like "Oh, I'm the peer tutor and that's it". I found that when I got to get to know the students it made it easier for me to talk to them and help with whatever problem they had.**
- 2. Don't be scared to ask questions. If there's something you don't know the answer to-ask the teacher. As peer tutor, you're not expected to know EVERYTHING.**
- 1. Have fun with the course and learn from it!**