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Kids as Reading Helpers: A Peer Tutor Training Manual

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About This Book...

Kids as Reading Helpers: A Peer Tutor Training Manual is a complete curriculum and planning guide for setting up a building-wide peer tutoring program. It was originally published on the www.interventioncentral.org website on 1 November 2002 and revised on 1 February 2004.

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Chapter 1

Peer Tutor Training Kit: An Introduction



Perhaps the most pressing challenge that schools face is one of ensuring that all children become competent readers. Young children who experience problems in reading quickly fall behind their more skilled classmates in their ability to decode and comprehend text. This gap in reading skills can emerge as early as first grade—and, once present, tends to be quite stable over time. First-grade teachers can predict with some confidence, for example, that those children in their classrooms with significant reading deficits by the end of the school year will very likely have continuing difficulties in reading in the fourth grade.

Linking Gaps in Reading to Opportunities for Practice

A major explanation for why poor readers lag so far behind typical readers in the same classroom is ...lack of practice. Skilled readers tend to enjoy reading and to have lots of opportunities to use their reading skills independently. Poor readers, on the other hand, are likely to find reading to be difficult and frustrating. Not surprisingly, they avoid reading and therefore seldom practice to improve their literacy skills. The difference in ability between competent and less-able readers may be relatively minor in the early primary grades. However, good readers quickly sail far past poor readers, propelled by the momentum of continual reading practice (Stanovich, 1986).

Peer Tutoring: A Simple Prescription to Help Struggling Readers

While the long-term negative impact of poor readers can be enormous, the good news is that schools can train their own students to deliver effective tutoring in reading to younger peers. *Kids as Reading Helpers: A Peer Tutor Training Manual* is a complete package for training peer reading tutors. Peer tutoring answers the nagging problem of delivering effective reading support to the many struggling young readers in our schools. Furthermore, peer-tutoring programs can improve the reading skills of tutors as well as tutees (Ehly, 1986) and – in some studies—have been shown to build tutor's social skills as well (Garcia-Vazquez & Ehly, 1995). Young children tend to find the opportunity to read aloud to an older peer tutor to be quite reinforcing, adding a motivational component to this intervention.

Elements of an Effective Peer Tutoring Program in Reading

While schools can exercise considerable creative freedom as they put together a peer tutoring program in reading, they should also take care to adhere to a core set of tutoring guidelines to

ensure success (Garcia-Vazquez & Ehly, 1995). These guidelines include:

- *selecting peer-tutoring activities that supplement classroom instruction* . Peer tutors are not reading teachers, so they do not *teach* new reading skills. However, peer tutors are ideal for the role of ‘reading helpers’, who motivate and encourage struggling readers to practice reading skills that were previously taught. Just as important, the tutor can give immediate corrective feedback whenever the child being tutored makes a reading error.
- *providing thorough training to peer tutors in the essential elements of the tutoring process* . Peer tutors cannot carry out the key components of their tutoring assignment unless they have been carefully trained beforehand. Schools organizing a peer tutor training should assume that tutors require lessons in behavioral expectations (e.g., how to move politely and respectfully through the hallway to and from tutoring sessions), use of praise (e.g., congratulating the tutee on having read a difficult passage), and simple academic intervention strategies (e.g., paired reading or ‘listening while reading’).
- *ensuring that peer tutors have mastered the essentials of tutoring before allowing them to meet with their tutees*. When training tutors, schools should give them opportunities to practice, and to demonstrate their mastery of, the various skills taught. Trainers can exercise their imaginations to come up with fun ways that tutors can practice skills under the watchful eye of the trainer. Group responding, pairing off students to complete cooperative learning activities, and use of role-play are only some of the strategies through which students can be invited to ‘show what they know’.
- *adopting research-based treatments to improve the reading skills of tutees*. Peer tutors can be especially useful in helping their tutees to develop fluency in reading. The peer-tutoring program outlined in this manual trains tutors to use one of two research-based instructional techniques (‘paired reading’ or ‘listening while reading’) that have been shown to increase reading fluency.

The importance of reading fluency to literacy skills was underscored in the recent report issued by the National Reading Panel (2000). In a comprehensive review of effective techniques for teaching students to read, the NRP concluded that “classroom practices that encourage repeated oral reading with feedback and guidance leads to meaningful improvements in reading expertise for students—for good readers as well as those who are experiencing difficulties (NRP, 2000, p.3-3).

- *conducting periodic ‘tutoring integrity checks’*. The active treatment components of most effective peer tutoring programs consist of (1) activities that give the tutee lots of opportunities to practice targeted academic skills, (2) praise, and (3) the timely use of corrective feedback. Adults who supervise peer tutors should occasionally drop in to observe tutoring session, using a structured ‘integrity checklist’ to rate the quality of the tutoring. These periodic integrity checks can make the supervisor aware of tutors who might be lapsing from the prescribed tutoring format and need additional ‘refresher’ training to improve their tutoring skills.

- *monitoring the effectiveness of peer tutoring.* The purpose of peer tutoring is to improve the reading skills of tutees and tutors alike. Schools should select evaluation measures to use to track students' reading levels both before tutoring begins (baseline) and during the tutoring program (ongoing progress monitoring). A well-researched and validated method for tracking student growth in reading fluency is Curriculum-Based Measurement (CBM). CBM is an ideal measure for peer tutoring programs and can be used to monitor reading growth in both tutors and tutees. For a free online manual with guidelines on how to use CBM, see Wright (1992).

About This Manual

This resource, *Peers As Reading Helpers: A Peer Tutor Training Manual*, is designed to provide schools with all of the instructions and materials needed to run a successful peer-tutoring program. Here is a preview of what you will find in later sections:

- *Chapter 2: Peer Tutoring: Assembling the Pieces.* School-wide peer tutoring depends on thoughtful advance preparation. This chapter provides a clear sequence for setting up a peer-tutoring program. It includes helpful forms and sample teacher and parent letters.
- *Chapter 3: Launching and Monitoring the Peer Tutoring Program.* This section highlights the tasks necessary to 'kick off' peer tutoring. It discusses how to train peer tutors, match tutors to tutees, monitor the quality of peer tutoring, and monitor student progress over time. The chapter includes forms to match tutors to tutees and to conduct observations of tutoring sessions.
- *'Kids as Reading Helpers' Training Curriculum.* The final section of the manual contains a four-session scripted curriculum for training peer tutors (*Behaviors, Giving Compliments, Strategies to Build Reading Fluency, Graduation Day*). It contains step-by-step directions for running tutor-training sessions and includes motivational posters and varied practice activities.

References

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Garcia-Vazquez, E., & Ehly, S. (1995). *Best practices in facilitating peer tutoring programs*. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology-III* (pp.403-411). Washington, DC: National Association of School Psychologists.

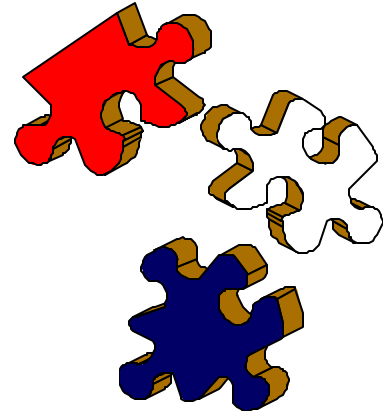
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Chapter 2

Peer Tutoring: Assembling the Pieces



A peer-tutoring program will be successful only if it is well organized and coordinated. This section presents guidelines to follow when preparing to start peer tutoring in a school to ensure that the program is built upon a firm and lasting foundation.

Clearly Define Staff Responsibilities for Program

An effective peer-tutoring program requires that adults in the school share responsibility for implementing the program. The tutoring program supervisor, school administrator, and teachers with children enrolled in the program all have important obligations to fulfill. Each of these key figures should understand in advance what duties would be expected of them and agree to do their part.

Peer Tutoring Program Supervisor

The supervisor of the peer-tutoring program must be prepared to:

- Help teachers to select students to serve as tutors and tutees
- Work with the school administrator (and perhaps others) to locate space and materials needed for the tutoring program
- Train older students to be peer tutors
- Match up tutors and tutees
- Observe student tutoring sessions occasionally to guarantee quality control
- Monitor tutors and tutees using curriculum-based assessment to track the effectiveness of the tutoring program.

Building Principal

A cross-age peer-tutoring program will not succeed unless the building principal fully supports it. In addition to giving verbal support, though, the principal should be ready as needed to:

- Assist the tutoring program supervisor to find space and locate materials needed for tutoring.
- Encourage reluctant teachers to nominate children to serve as tutors or tutees.
- Work to remove any unexpected roadblocks that threaten to interfere with peer tutoring
- Build staff and community support for the program by acting as a public 'cheerleader' at faculty meetings and other settings.

Teachers of Student Tutors & Tutees

Teachers who agree to let children from their classrooms be peer tutors or tutees must understand that:

- Instructors are responsible for ensuring that a child being tutored brings reading material (e.g., assigned reading book) to every tutoring session that matches the tutee's reading skills.
- With few exceptions, peer-tutoring sessions should always be given priority in the student's classroom schedule. If the student does need to miss a tutoring session because of a classroom scheduling conflict, the teacher should notify the program supervisor in advance to permit the supervisor to reschedule the peer tutoring appointment or make other arrangements to make up the session.
- Peer tutoring is a necessary instructional support--*not* a privilege to be withheld as a consequence for student misbehavior. In other words, students should never be prevented from attending peer tutoring as a form of punishment.

Create System for Records Storage & Organization

A peer tutoring program requires the collection and storage of a great deal of information: what children will be participating, what meeting times are best for which pairs of tutors and tutees, curriculum-based measurement reading data collected on an ongoing basis for each child enrolled in the program, etc.

As the program supervisor, you should figure out how to store crucial information efficiently as one of the very first steps in establishing your peer-tutoring program. The good news is that there are lots of forms and ideas in this manual to help you manage all of your program information. Here are a few suggestions for getting started:

- Develop a system for organizing and storing peer tutoring information that meets your needs and available resources. Some supervisors might choose to store their program information in three-ring binders, while others may opt to put it into folders and store it in a file-cabinet. Put together a system that works for you.
- Store your tutoring program records in a location that is secure (e.g., in a room that can be locked when it is not being used).
- Be sure that others who might be helping you with your peer-tutoring program can get access to records when they need them. For example, if you have a teaching assistant who regularly monitors the reading performance of tutees in the program using Curriculum-Based Measurement reading probes, that assistant will probably need to have access to your program records to add information about the CBM data that she or he has collected.
- Make extra copies of those forms that you use often (e.g., curriculum-based measurement reading monitoring charts) and store them with your other records for easy central access.

Inventory Locations in School Suitable for Peer Tutoring

Imaginative schools can often find many locations throughout the building that would be suitable for peer tutoring. There are two primary requirements for such locations. First, they should be relatively free of distractions. Second, these locations must be under the general supervision of an adult whenever peer tutoring is taking place.

The school library can be an excellent place for peer tutors to meet with their tutees. Other possible locations may be a table in the cafeteria before lunch, the music room during a free period, or even a quiet corner of a classroom. Any location is acceptable so long as it is on school grounds, allows students to work together in relative quiet, and is supervised by school staff.

In schools where instructional space is scarce, staff in charge of organizing a peer tutoring program may want to walk the building at different times of the day to map out those locations that would be appropriate for peer tutoring and to note the time(s) of day (and perhaps the days of the week) that each tutoring space is available. These prospective tutoring locations can be listed on the *Tutoring Locations Inventory Sheet* (see the Forms & Resources section of this chapter). Be sure, though, to get the permission of any staff members who have ownership of these school spaces (e.g., asking the music teacher if you can use the Music Room during a free period) before you use the locations for peer tutoring. Also, review your list of possible tutoring sites with the building principal. Ask him or her whether these spaces are all right to use. Inquire whether the principal may have any other suggestions for tutoring space.

Select Students That Will Benefit From Peer Tutoring

A wide range of children can benefit from participation in a cross-age peer-tutoring program, whether they are tutors or tutees. The program is most likely to be successful, though, when children are selected who display good conduct, show motivation and investment to participate in peer tutoring, and possess at least the minimum level of reading skills to take part in the reading activities. At the same time, children enrolled in peer tutoring should represent the full diversity of their classrooms to the greatest degree possible. A child with a special education label, for example, who has the necessary entry-level qualities should be given equal consideration to be chosen as a peer tutor as would his or her 'typical' classmate.

Tutors: Essential Qualities

Students who will make effective peer tutors don't have to be perfect! To be a peer tutor to a younger child, a student just has to be able to:

- Read comfortably at or above a mid-second-grade level.
- Be willing to take on a helping role when working with younger children.
- Reliably follow a simple set of strategies at each tutoring session (after being trained in how to use these steps).
- Behave appropriately when working with a younger child under limited adult supervision.
- Be trusted to walk through the halls unaccompanied when picking up and dropping off the child being tutored.

Tutees: Essential Qualities

Children who make gains in peer tutoring are those who need lots of opportunities to read aloud with encouragement, guidance, and feedback from a competent reader. To be a good candidate to be tutored by an older peer, the younger child has to be able to:

- Read instructionally at or above a mid-first grade level.
- Read aloud in the presence of the peer tutor and accept corrective feedback from the tutor.
- Behave appropriately and follow the directions of an older student under limited adult supervision.
- Accompany the tutor to and from the tutoring session in an orderly manner.

Helping Teachers to Select Appropriate Peer Tutors & Tutees

As the program supervisor, you can guide teachers to choose those children from their classrooms who are likely to make the most suitable tutors or tutees. Ideally, you or another program representative should provide a brief initial workshop or inservice to provide an overview of the peer tutoring program.

Such a presentation could be presented to small groups of teachers or to an entire faculty. It might include a description of:

- The goals of peer tutoring
- Selection criteria for tutors and tutees
- Elements of peer tutor training
- A 'typical' peer tutoring session
- Methods used to monitor student program in peer tutoring
- Teacher, student, and program supervisor responsibilities in the program.

You will probably want to follow up a presentation on peer tutoring by putting letters in teachers' mailboxes to encourage them to nominate children from their classrooms as tutors or tutees. (See the *Tutors: Teacher Nomination Letter* and the *Tutees: Teacher Nomination Letter* in the Forms section of this chapter for ideas on how to write your teacher contact letters.) The teacher letter should explain the goals and structures of the peer-tutoring program and also list the 'essential qualities' that children who are nominated for the program should have to be successful.

Once you have collected student-nomination lists from teachers, you will take student names from those lists to assemble a roster of students to serve as tutors and tutees. At this early stage, you should select several more student names (particularly as potential tutors) than you may have program slots available. You will want these extra names because several students may eventually drop off of your list for various reasons (e.g., because parents failed to sign permission forms to allow them to participate).

Next, give teachers the names of those students from their classrooms that you would like to enroll in your peer-tutoring program. (See the *Tutors: Teacher Notification Letter* and the *Tutees: Teacher Notification Letter* in the Forms section of this chapter for models.)

Getting Parent Permissions

Because peer tutoring can represent a substantial modification of a student's instructional day, parents should be notified that their child has been selected to be a peer tutor or tutee. It is also a very good idea to require that the parent give written permission before the child can be formally enrolled in a peer-tutoring program. (See the *Tutors: Parent Permission Letter* and the *Tutees: Parent Permission Letter* in the Forms section of the chapter for models.)

Do not be surprised if several parents call you to ask for more information about the peer-tutoring program. Even after you have explained the program to them, one or more parents may decline to allow their child to participate. This is their right. Schools should never pressure parents to include their children in any optional program about which they may have reservations.

Collect Baseline Curriculum-Based Measurement Data for All Tutoring Participants

A school cannot judge whether peer tutoring has been effective in helping a student to become a better reader unless it first collects baseline information about how well the student reads *prior* to starting the tutoring. Therefore, you should collect a minimum of 3 curriculum-based measurement (CBM) reading datapoints for each child enrolled in peer tutoring (both tutors and tutees) before the program begins. Each of the three observations should be collected on different days. If necessary, a survey-level CBM assessment should be completed on a child first to determine the optimal level to monitor during tutoring. NOTE: CBM data should not be collected on children until parent permissions are received. For a free online manual on the use of CBM as an academic assessment tool, see Wright (2000).

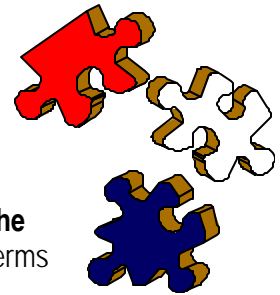
References

Wright, J. (1992). *Curriculum-based measurement: A manual for teachers*. Available online at: <http://www.jimwrightonline.com/pdfdocs/cbmManual.pdf>

Forms & Resources: Chapter 2/Assembling the Pieces

Peer Tutoring: Assembling the Pieces Checklist

Use this checklist to ensure that you have covered important steps in preparing your school to start a peer-tutoring program:



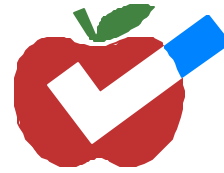
- ❑ **Teachers and school administration have been given an overview of the peer-tutoring program.** Staff and administration understand in general terms how peer tutoring in reading will benefit both tutor and tutee, what training students will require to be peer tutors, when the program is likely to start, what typical activities students will engage in during peer tutoring, and how much time per week tutors and tutees will need to spend tutoring.
- ❑ **Staff understand their specific responsibilities to support peer tutoring.** The peer tutoring program supervisor, school administration and teachers of tutors and tutees all know what they are expected to do to support peer tutoring in the school.
- ❑ **A system has been created to collect and store peer tutoring records and information.** The program supervisor has devised a method (e.g., binder, file drawer) to store information about the peer-tutoring program in a centrally located, secure setting.
- ❑ **The school has inventoried locations throughout the school that are suitable and available for peer tutoring.** Staff and administration understand in general terms how peer tutoring in reading will benefit both tutor and tutee, what training students will require to be peer tutors, when the program is likely to start, and how much time per week tutors and tutees will need to spend in tutoring sessions.
- ❑ **Teachers have been requested to nominate students from their rooms to serve as peer tutors or receive tutoring.** Teachers of older students receive letters asking them to nominate children to be peer tutors. Teachers of younger students receive letters requesting the names of children who should receive peer tutoring. The letters explain the essential qualities that peer tutors/tutees should have.
- ❑ **Once teacher nominations are received, the program supervisor selects those children who will be tutors or tutees. Teachers are notified.** The program supervisor sifts through names submitted by teachers to choose the final list of those students that will be trained as tutors or be tutees. Teachers are notified of the names of those students from their room who have been selected.
- ❑ **Before the tutoring program begins, parent permissions are secured for all prospective tutors and tutees.** Letters are sent home to parents of children chosen to be tutors or tutees. The letters briefly explain the benefits of the peer-tutoring program and include a parent permission form. NOTE: No student can participate in any capacity in the tutoring program

until his or her parent(s) have signed the permission form.

- **Baseline curriculum-based measurement (CBM) oral reading fluency information is collected for all tutors and tutees prior to the start of the program.** A minimum of 3 CBM reading datapoints are collected for each child enrolled in peer tutoring (both tutors and tutees) before the program begins. Each of the three observations should be collected on different days. If necessary, a survey-level assessment is completed on a child first to determine the optimal level to monitor during tutoring. NOTE: CBM data should not be collected on children until parent permissions are received.

Tutors: Teacher Nomination Letter

<DATE>



Dear <TEACHER NAME>:

We are starting a peer-tutoring program at <SCHOOL NAME>. In this program, older students will tutor younger children in reading. These peer tutors will be trained to listen to the younger student read aloud, to correct reading mistakes, and to praise the younger reader for trying his or her best.

We would like to train selected students from your classroom to be peer tutors. Research shows that children who serve as peer tutors often achieve significant reading gains themselves. They also have a valuable opportunity to practice helping skills with younger children.

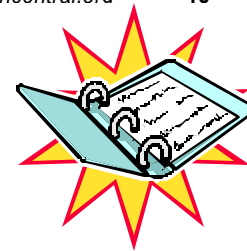
Students who will make good peer tutors don't have to be perfect! To be a peer tutor to a younger child, a student just has to be able to:

- Read comfortably at or above a mid-second-grade level.
- Be willing to take on a helping role when working with younger children.
- Reliably follow a simple set of strategies at each tutoring session (after being trained in how to use these steps).
- Behave appropriately when working with a younger child under limited adult supervision.
- Be trusted to walk through the halls unaccompanied when picking up and dropping off the child being tutored.

If you have children from your class that you believe would be good peer tutors, please write their names on the attached sheet and leave it in my mailbox in the main office. After I receive the list, I will contact you to set up a time to train these peer tutors.

Thank you,

<YOUR NAME>, <YOUR TITLE>, Supervisor
Peer Tutoring Program



Return to: _____

Peer Tutor Nomination Form

Teacher _____ Classroom _____ Date _____

Please list below students from your room that you would like to nominate to be peer tutors. If possible, list students in descending order, with those that you would *most* like to see selected as tutors appearing at or near the top of the page.

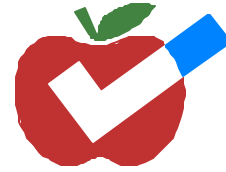
1. _____ Rdng Level _____
2. _____ Rdng Level _____
3. _____ Rdng Level _____
4. _____ Rdng Level _____
5. _____ Rdng Level _____
6. _____ Rdng Level _____
7. _____ Rdng Level _____
8. _____ Rdng Level _____
9. _____ Rdng Level _____
10. _____ Rdng Level _____

To be a peer tutor to a younger child, a student should be able to:

- Read comfortably at or above a mid-second-grade level.
- Be willing to take on a helping role when working with younger children.
- Reliably follow a simple set of strategies at each tutoring session (after being trained in how to use these steps).
- Behave appropriately when working with a younger child under limited adult supervision.
- Be trusted to walk through the halls unaccompanied when picking up and dropping off the child being tutored.

Tutees: Teacher Nomination Letter

<DATE>



Dear <TEACHER NAME>:

We are starting a peer-tutoring program at <SCHOOL NAME>. In this program, older students will tutor younger children in reading. These peer tutors will be trained to listen to the younger student read aloud, to correct reading mistakes, and to praise the younger reader for trying his or her best.

We would like to sign children from your room up to be tutored by older students. Research shows that children who receive peer tutoring are able to strengthen their reading skills. They can also gain confidence as independent readers.

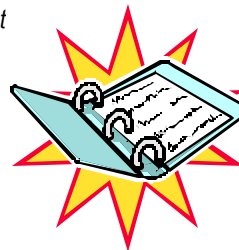
Almost any student can benefit from peer tutoring. To be a good candidate for tutoring, a child just has to be able to:

- Read instructionally at or above a mid-first grade level.
- Read aloud in the presence of the peer tutor and accept corrective feedback from the tutor.
- Behave appropriately and follow the directions of an older student under limited adult supervision.
- Accompany the tutor to and from the tutoring session in an orderly manner.

If you have children from your room that you believe would benefit from peer tutoring, please write their names on the attached sheet and leave it in my mailbox in the main office. After I receive the list, I will contact you to let you know which students we can include in the peer tutoring program and when tutoring sessions will begin.

Thank you,

<YOUR NAME>, <YOUR TITLE>, Supervisor
Peer Tutoring Program



Return to: _____

Peer Tutee Nomination Form

Teacher _____ Classroom _____ Date _____

Please list below students from your room that you would like to receive peer tutoring in reading. If possible, list students in descending order, with those that you would *most* like tutored appearing at or near the top of the page.

1. _____ Rdng Level _____
2. _____ Rdng Level _____
3. _____ Rdng Level _____
4. _____ Rdng Level _____
5. _____ Rdng Level _____
6. _____ Rdng Level _____
7. _____ Rdng Level _____
8. _____ Rdng Level _____
9. _____ Rdng Level _____
10. _____ Rdng Level _____

To be a good candidate for tutoring, a child should be able to:

- Read instructionally at or above a mid-first grade level.
- Read aloud in the presence of the peer tutor and accept corrective feedback from the tutor.
- Behave appropriately and follow the directions of an older student under limited adult supervision.
- Accompany the tutor to and from the tutoring session in an orderly manner.

Tutors: Teacher Acceptance Letter

<DATE>



Dear <TEACHER NAME>:

You recently nominated several students from your room to be trained as peer tutors. At the bottom of this page you will find the names of those students that we were able to accept as peer tutors at the present time. Please note that:

- Students on this list must have signed parent permission forms before we can train them as peer tutors. I will be sending permission forms home to parents and will let you know when I have received those signed forms back.
- Once I have received the signed parent permissions, I will contact you to schedule times to train your students as peer tutors. The training will take 4-5 sessions of about 30 minutes each.
- When the peer-tutoring program begins, tutors from your room will start tutoring younger children 2-3 times per week for 20-30 minutes each session. I will coordinate your tutors' schedules with you so that they do not miss important instruction when they are out of the room for tutoring.

I will keep in touch with you to let you know when we are ready to start training your peer tutors.

Thank you for your help!

Sincerely

<YOUR NAME>, <YOUR TITLE>, Supervisor
Peer Tutoring Program

Peer Tutors (Awaiting Parent Permissions)

1. _____

2. _____

3. _____

4. _____

5. _____

Tutees: Teacher Acceptance Letter

<DATE>



Dear <TEACHER NAME>:

You recently nominated several students from your room to be tutored in reading by older students (peer tutors). At the bottom of this page you will find the names of those students that we were able to accept to be tutored at the present time. Please note that:

- Students on this list must have signed parent permission forms before they can start peer tutoring. I will be sending permission forms home to parents and will let you know when I have received those signed forms back.
- Once I have received the signed parent permissions, I will contact you to schedule times that your students can receive tutoring. When the tutoring begins, children on this list will receive tutoring 2-3 times per week for 20-30 minutes each session. I will coordinate your tutees' schedules with you so that they do not miss important instruction when they are out of the room for tutoring.

I will keep in touch with you to let you know when we are ready to start the peer tutoring for your students.

Thank you for your help!

Sincerely

<YOUR NAME>, <YOUR TITLE>, Supervisor
Peer Tutoring Program

Peer Tutees (Awaiting Parent Permissions)

1. _____
2. _____
3. _____
4. _____
5. _____

Tutors: Parent Permission Letter

<SCHOOL ADDRESS>

<DATE>

Dear Parent:

Our school would like to have your child, _____, become a peer tutor in a program in reading at <SCHOOL NAME>. This tutoring program gives children at our school extra opportunities to practice their reading skills. Your child's teacher selected your child as someone in the class who would be an excellent reading tutor.

If you agree to let your child participate in this tutoring program, you child will work individually as a reading tutor with a younger student from our school. As a peer tutor, your child will listen to the younger student read aloud, will correct the student's reading mistakes, and will praise the younger reader for trying his or her best.

- Before the tutoring starts, staff at our school will train your child to be a reading tutor.
- Tutoring sessions will take place 2-3 times per week during school hours and will be supervised by adults.
- Each session will last about 20-30 minutes.
- Tutoring sessions will be scheduled so that your child does not miss important classwork.

We need your permission in order to allow your child to be a reading tutor. If you would like your child to participate, please sign your name at the bottom of this form, date it, and return the form to me in the enclosed envelope. If you have any questions about this peer-tutoring program or would like to discuss it further, please feel free to call me at <PHONE NUMBER>.

Sincerely,

<YOUR NAME>, <YOUR TITLE>, Supervisor
Peer Tutoring Program

Parent Permission for Student to Serve as Peer Tutor

Yes, I agree to have my child, _____, become a reading tutor the peer-tutoring program in reading at <SCHOOL NAME>.

Parent Name (please print)

Parent Signature

Date

Tutees: Parent Permission Letter

<SCHOOL ADDRESS>

<DATE>

Dear Parent:

Our school would like to have your child, _____, participate in a peer-tutoring program in reading at <SCHOOL NAME>. This tutoring program gives children at our school extra opportunities to practice their reading skills. Your child's teacher selected your child for this tutoring program.

If you agree to let your child participate in this tutoring program, your child will meet individually with an older student from our school who is trained as a reading tutor. During tutoring, you child will read aloud from books as the tutor listens, will have the tutor correct any reading mistakes, and will receive praise from the tutor for trying his or her best.

- These tutoring sessions will take place 2-3 times per week during school hours and will be supervised by adults.
- Each session will last about 20-30 minutes.
- Tutoring sessions will be scheduled so that your child does not miss important classwork.
- The goal of these tutoring sessions is to help your child to become a more skilled and confident reader.

We need your permission in order to give your child this extra reading tutoring. If you would like your child to participate, please sign your name at the bottom of this form, date it, and return the form to me in the enclosed envelope.

If you have any questions about this peer-tutoring program or would like to discuss it further, please feel free to call me at <PHONE NUMBER>.

Sincerely,

<YOUR NAME>, <YOUR TITLE>, Supervisor
Peer Tutoring Program

Parent Permission for Student to Receive Tutoring

Yes, I agree to have my child, _____, receive tutoring in the peer-tutoring program in reading at <SCHOOL NAME>.

Parent Name (please print)

Parent Signature

Date

Chapter 3

Launching & Monitoring the Peer Tutoring Program



Once a school has selected students to serve as peer tutors and tutees, it is ready to train tutors, assign tutors to younger readers, conduct spot-checks for quality, and collect baseline and monitoring data on student reading progress.

Training Peer Tutors

The most fun part of a peer-tutoring program is the training of tutors! This manual includes a scripted set of four training sessions, with each session estimated to last 20-40 minutes. The training curriculum covers tutor and tutee behavioral expectations, practice in giving appropriate praise to tutees, and use of a strategy to practice reading. (The *'Kids as Reading Helpers' Training Curriculum* makes up the final section of this manual. Refer to that curriculum for specific information about the content of tutor trainings.) The trainer will want to hold the tutor training in a location that has comfortable seating and will allow participants to take part in a range of activities without distracting other students or staff. The school psychologists' office or a school conference room are examples of locations that might be suitable for peer tutor training.

Collecting Baseline CBM Data

Program evaluation is a key part of any peer tutoring initiative. Schools cannot accurately measure reading progress that may have resulted from peer tutoring, however, unless they have first collected baseline information about those students' reading fluency *prior* to the start of tutoring. As mentioned in the previous chapter, schools should use Curriculum-Based Measurement (CBM) to collect and chart oral reading fluency data on at least 3 to 5 different days prior to the start of the tutoring program to establish a baseline reading level. Baseline CBM information should be collected for all tutees to be enrolled in peer tutoring. If tutors selected as peer tutors also have reading delays, schools may want to collect baseline data on their reading fluency as well. For a free online manual on the use of CBM as an academic assessment tool, see Wright (2000).

Matching Tutors to Tutees

After tutors have been trained and children to be tutored have been chosen, the program supervisor must pair up tutors and tutees according to their school schedules. As the first step in this matchup, the peer-tutoring supervisor meets with children's classroom teachers and writes down all of the times during the school day or week that a tutor or tutee is available for tutoring.

(To help with this scheduling task, use the *Tutor/Tutee Availability Schedule* that appears later in this chapter.) Once both tutor and tutee schedules have been recorded, place tutor and tutee schedules beside each other and scan for times when tutors can be matched to tutees. Record these 'matchups' in the appropriate 'Matched with...' space on the *Tutor/Tutee Availability Schedule*. Figure 1 provides an example of the form in use.

Figure 1: Tutor/Tutee Availability Schedule

<input type="checkbox"/> Tutor / <input checked="" type="checkbox"/> Tutee Availability Schedule	
Student: <u>John Smith</u>	Date/Time: <u>TTh 9-9:45</u>
	Date/Time: <u>M 1:30-2:10</u>
	Date/Time: <u>W 11:20-12:10</u>
<input checked="" type="checkbox"/> Matched with <u>Chris Jonell</u>	

Figure 2: Tutor/Tutee Matchup Form

Tutor-Tutee Matchup Form		
Tutor Name: <u>Chris Jonell</u>	Classroom: <u>RM48</u>	Teacher: <u>Mrs. Tastrico</u>
Tutee Name: <u>John Smith</u>	Classroom: <u>RM229</u>	Teacher: <u>Mr. Jennic</u>
Tutoring Location: <u>Library</u>	Date/Time: <u>M 1:30-2:10</u>	
Tutoring Location: <u>NA</u>	Date/Time: _____	
Tutoring Location: <u>NA</u>	Date/Time: _____	
Notes: <u>Every fourth Monday, tutor picks up tutee at 1:20 pm (because class leaves rm early for Music)</u>		

After all matchups have been made, use the 'Tutor/Tutee Matchup Form' (which appears later in the chapter) to write down the essential information about the pairings of tutors with tutees. Figure 2 provides an example of the form, to include information about each student's classroom, tutoring time, location, and additional notes.

Introducing Tutors to Tutees & Teachers

As peer tutors are ready to begin tutoring, the program supervisor should arrange for each tutor to meet with the classroom teachers from whose classrooms he or she will be picking up a tutee. This initial introduction can help the tutor to overcome any shyness or uncertainty about entering an unfamiliar classroom.

It is also a good idea for the program supervisor to arrange for each tutor to be introduced to his or her tutee prior to the first tutoring session. During this brief visit, the tutee can have expectations for the tutoring program explained to him or her. An introductory meeting between tutor and tutee can also help to 'break the ice', allowing the students to be more comfortable with one another when the actual tutoring sessions begin.

Monitoring Integrity of Peer Tutoring Sessions

No matter how well structured and planned a school's peer tutoring program may be, its success ultimately depends wholly upon the quality of the individual tutoring sessions. The program supervisor should plan to drop in occasionally (unannounced, if possible) to observe peer-tutoring sessions and to rate their quality. Use the *Peer Tutoring Observation Form* that appears later in

this chapter to rate the integrity of the peer tutoring sessions. Use the form's *Interpretation Guidelines* to make sense of the observation results and to decide on any necessary corrective steps that should be taken. Plan on observing at least 1 out of every 5 peer tutoring sessions (and randomly select observation times) to ensure that your school collects sufficient tutoring-quality data to judge whether the program is being properly implemented.

Collecting & Graphing Ongoing CBM Data

Peer tutoring is an effective vehicle for building reading fluency—but its success is not guaranteed for every child being tutored. Schools should monitor students enrolled in peer tutoring using Curriculum-Based Measurement (CBM). It is suggested that schools monitor students (tutees and perhaps tutors as well) once per week if possible and to chart those results on a time series graph to show rate of progress in reading fluency. For a free online manual on the use of CBM as an academic assessment tool, see Wright (2000).

References

Wright, J. (1992). *Curriculum-based measurement: A manual for teachers*. Available online at: <http://www.jimwrightonline.com/pdfdocs/cbmManual.pdf>

Forms & Resources: Chapter 3/Launching Tutoring

Tutor / Tutee Availability Schedule

Teacher _____ Classroom _____ Date _____

Student: _____	Date/Time: _____
	Date/Time: _____
	Date/Time: _____
	Date/Time: _____
<input type="checkbox"/> Matched with _____	

Student: _____	Date/Time: _____
	Date/Time: _____
	Date/Time: _____
	Date/Time: _____
<input type="checkbox"/> Matched with _____	

Student: _____	Date/Time: _____
	Date/Time: _____
	Date/Time: _____
	Date/Time: _____
<input type="checkbox"/> Matched with _____	

Student: _____	Date/Time: _____
	Date/Time: _____
	Date/Time: _____
	Date/Time: _____
<input type="checkbox"/> Matched with _____	

Tutor-Tutee Matchup Form

Directions: Use this form to record the essential information about peer tutor/tutee matchups. NOTE: To accommodate peer tutors who may work with a child at various locations and times on different days of the week, the form contains spaces to note multiple tutoring places, dates, and times.

Tutor Name:	_____	Classroom:	_____	Teacher:	_____
Tutee Name:	_____	Classroom:	_____	Teacher:	_____
Tutoring Location:	_____	Date/Time:	_____		
Tutoring Location:	_____	Date/Time:	_____		
Tutoring Location:	_____	Date/Time:	_____		
Notes:	_____				

Tutor Name:	_____	Classroom:	_____	Teacher:	_____
Tutee Name:	_____	Classroom:	_____	Teacher:	_____
Tutoring Location:	_____	Date/Time:	_____		
Tutoring Location:	_____	Date/Time:	_____		
Tutoring Location:	_____	Date/Time:	_____		
Notes:	_____				

Tutor Name:	_____	Classroom:	_____	Teacher:	_____
Tutee Name:	_____	Classroom:	_____	Teacher:	_____
Tutoring Location:	_____	Date/Time:	_____		
Tutoring Location:	_____	Date/Time:	_____		
Tutoring Location:	_____	Date/Time:	_____		
Notes:	_____				



Peer Tutoring Observation Form

Tutor _____	Tutee _____	Observer _____	
Date _____	Location _____	Start Time _____	End Time _____

- Use of praise.** The tutor praised the student _____ times during the observation.
- Strategies to Build Reading Fluency:** Use the rating items below that match the reading-fluency strategy used by your peer tutors (i.e., *Paired Reading* or *Listening While Reading*).

<p>Paired-reading skills. When using paired reading, the tutor:</p> <ul style="list-style-type: none"> • Y N Read in unison with the tutee for at least part of the observation. • Y N Stopped reading aloud when given signal by tutee. • Y N Responded to reading errors/hesitations by <i>supplying</i> the correct word and having the student <i>repeat</i> the word before continuing with reading. • Y N Waited at least 5 seconds before supplying the correct word to a hesitant or struggling reader. 	<p>'Listening While Reading' skills. When using 'listening while reading', the tutor:</p> <ul style="list-style-type: none"> • Y N Read aloud from the book for 2 minutes at a time while the tutee silently followed along in the text. • Y N Had the tutee read the same passage aloud independently while the tutor silently followed along in the text. • Y N Responded to reading errors/hesitations by <i>supplying</i> the correct word and having the student <i>repeat</i> the word before continuing with reading.
--	---

- Amount of reading.** During the observation, about what percentage of time do you estimate that the tutee was actively *reading aloud*? Circle that percentage:

Less than 50%.....51-60%.....61-70%.....71-80%.....81-90%.....91-100%

- Tutor behaviors.** Did the *tutor* behave appropriately during the observed session? **Y N**
If not, what problem behavior(s) did you observe?

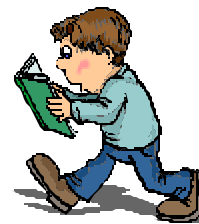
5. **Tutee behaviors.** Did the *tutee* behave appropriately during the observed session? **Y N**
If not, what problem behavior(s) did you observe?

6. **Additional observations.** Please note other noteworthy details about the observation (e.g., noise level of the tutoring location, degree of student motivation, unexpected interruptions).

Peer Tutoring Observation Form: Interpretation Guidelines

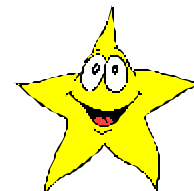
1. **Use of praise.** If you observe fewer than **3** praise statements during a tutoring session, review strategies for praising with the peer tutor. Remind the peer tutor to try to praise at least **5 times** during a session.
2. **Strategies to Build Reading Fluency.** If the peer tutor scores an '*N/o*' on any of the items for either the *Paired Reading* or '*Listening While Reading*' strategy, review the strategy with the tutor. Have him or her demonstrate the strategy (with you standing in as the 'tutee') until you are confident that the tutor can use that reading strategy appropriately without adult supervision.
3. **Amount of reading.** If you estimate that active reading took place for less than 80% of the tutoring session, prompt the tutor to increase the time that the tutee reads aloud during tutoring. If necessary, give the tutor ideas to encourage the tutee to read and to reduce the amount of tutee 'off-task' behavior.
4. **Tutor behaviors.** If you observed significant problem behaviors on the part of the tutor, meet with him or her as soon as possible to review the nature of those concerns and to remind him or her that peer tutors must show positive behaviors when tutoring as a condition to participate in the program. If necessary, inform the tutor's teacher about the problem behaviors. If the tutor continues to misbehave despite your efforts, consider dropping that student from the peer-tutoring program.
5. **Tutee behaviors.** If you see that the tutee is displaying challenging behaviors, consider:
 - meeting with the tutor to give him or her strategies to address the tutee misbehavior.
 - informing the tutee's teacher about the problem and enlist the instructor to help to improve the child's misbehavior.
 - suspending the tutee from the peer-tutoring program (if the problem behavior persists).

'Kids As Reading Helpers' Training Curriculum

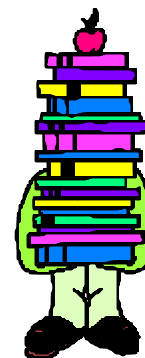


- *Lesson 1: Peer Tutoring & Appropriate Behaviors*

- *Lesson 2: How to Give Compliments to Tutees*



- *Lesson 3: Strategies to Build Reading Fluency*



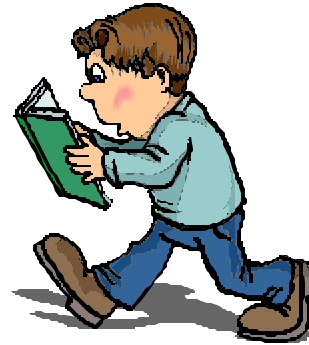
- *Lesson 4: Peer Tutoring: Graduation Day!*



Lesson 1: Peer Tutoring & Appropriate Behaviors

Introduction

Peer tutors are expected to show appropriate behaviors during tutoring sessions, as well as when picking up and dropping off their tutees. Furthermore, they must effectively manage the behaviors of their tutees. In this lesson, tutors learn the behavioral expectations of peer tutoring.



Estimated Time

- 30-40 minutes

Materials Needed

- Poster: *Hallway Behaviors*
- Poster: *Picking Up Students for Peer Tutoring*
- Poster: *Student Misbehavior*
- *Stopping By the Classroom to Pick Up or Drop Off the Tutee: Scenarios* worksheet (1 copy for group leader)
- Peer tutoring badges (1 for each student)
- Colorful, assorted small stickers

Training Steps

1. **Welcome peer tutors.** Make your peer-tutors- in-training feel welcome. Have them introduce themselves. Give them an overview of the four training sessions in which they will be taking part. Briefly describe the responsibilities of a peer tutor.
2. **Talk about the importance of good behavior.** Tell your students that they were selected by their teachers to be peer tutors because their instructors knew that they would be responsible, well-behaved helpers. Inform students that peer tutors are trusted to
 - walk around the building on their own,
 - show good behaviors everywhere they go, and
 - know how to get help from an adult when necessary.
3. **Review appropriate hallway behaviors.** Ask students why they think that it might be important for adults and children to be quiet and well-behaved when going through the halls. Discuss with the group the idea that we show respectful behavior in the halls so that we don't distract students who are trying to learn in classrooms. Using the *Hallway Behaviors* poster, review the main points of appropriate hallway behaviors:

When in the halls, peer tutors always:

- Wear their tutoring badges.
 - Walk (and never run).
 - Move quietly.
 - Go straight to their destination.
-

Ask students if they have any more ideas for how we can show good behaviors in the hallway.

4. **Review appropriate behaviors for picking up & dropping off tutees at the classroom.**

Open this section of the lesson by stating that classrooms are busy places where there is a whole lot of important learning going on. Ask students to give reasons why peer tutors cannot just barge into a classroom and shout out that they want to pick up the student to be tutored.

Using the *Picking Up Students for Peer Tutoring* poster, review steps for tutors to follow to pick up students for peer tutoring:

When picking up students for tutoring:

- Enter the classroom quietly.
 - Wait politely to be recognized by the teacher.
 - Be sure that the tutee has a reading book.
 - Leave the classroom quietly together.
-

5. **Practice tutoring pick up/drop off scenarios.** Read items from the *Stopping By the Classroom to Pick Up or Drop Off the Tutee: Scenarios* aloud. (Training Tip: Consider 'acting out' these scenarios as mini-skits to make them more vivid and fun for students. Take the role of the teacher, pick different students to pretend to be peer tutors, and use the training room as a stand-in for the tutee's classroom.)

After reading or acting out each scenario, ask students to volunteer suggestions of how a responsible tutor might respond. Make sure that they know clearly how *you* would like them to respond if faced with a situation similar to that presented in the scenario.

6. **Instruct students in how to handle tutee misbehavior.** Reassure your students that their tutees are likely to be well-behaved during tutoring. Remind them, though, that sometimes tutees may need a gentle reminder to return to tutoring activities.

Using the *Student Misbehavior* poster, point to steps for tutors to follow when intervening with tutees engaged in mild misbehavior:

If your student misbehaves:

- Calmly remind the student that he or she is there to work on reading.

If your student *still* misbehaves after several reminders:

- Return the student to the classroom.
 - Tell an adult about the misbehavior.
-

Ask your students for ideas about how they might respond during tutoring to a student who:

- keeps interrupting the reading to talk about what they did this past weekend
- closes their book and puts their head on the table.
- gets up from their chair and runs over to the window to look out at the cars driving by.

7. **Hand out peer tutoring badges and award stickers.** To show tutors that they have done a good job during this lesson, hand out their peer tutoring badges. Allow tutors to select and affix a sticker to their badges, signifying that they have successfully completed the lesson. Then collect the badges.
8. **Reinforce positive hallway behaviors.** At the end of the session, tell students that you are going to 'test' their hallway behaviors. Instruct them to put on their peer tutoring badges. Ask them to review the behavioral expectations for traveling in the halls. Then walk the entire group back to their classrooms. As you arrive at each tutor's classroom, commend him or her for good hallway behaviors, collect his or her tutoring badge, and (optionally) give the tutor a sticker or small reward.

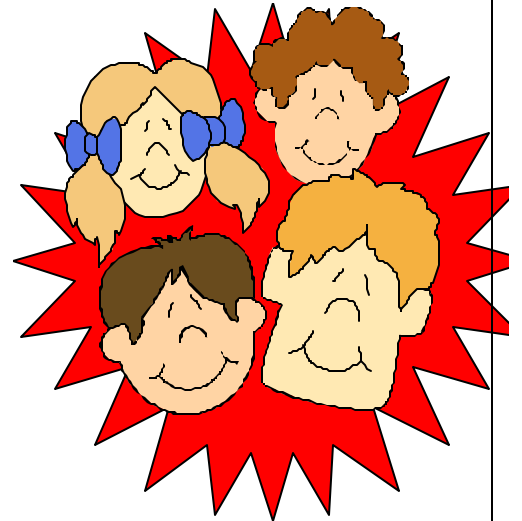
Evidence of Student Mastery: "Look-fors"

Students who have mastered the *Peer Tutoring & Appropriate Behaviors* lesson show through group participation, discussion, and direct observation that they know how to:

- behave responsibly when traveling alone or with the tutee through the halls.
- pick up and drop off the tutee at his or her classroom in a manner that will not disrupt teaching or irritate the tutee's teacher.
- redirect misbehaving students to tutoring tasks.
- seek out adult help (e.g., teacher, peer tutor trainer) if the tutee's misbehavior persists.

When in the halls, peer tutors always:

- Wear their tutoring badges.
- Walk (and never run).
- Move quietly.
- Go straight to their destination.



Peer Tutoring: Hallway Behaviors

When picking up students for tutoring:

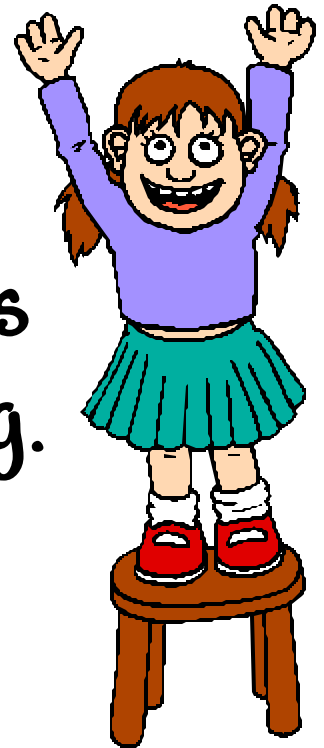


- Enter the classroom quietly.
- Wait politely to be recognized by the teacher.
- Be sure that the tutee has a reading book.
- Leave the classroom quietly together.

Peer Tutoring: Picking Up Students for Peer Tutoring

If your student misbehaves:

- Calmly remind the student that he or she is there to work on reading.



If your student still misbehaves:

- Return the student to the classroom.
- Tell an adult about the misbehavior.

Peer Tutoring: Student Misbehavior

Stopping By the Classroom to Pick Up or Drop Off the Tutee: Scenarios



Directions to Trainers: The following scenarios present situations that peer tutors might encounter as they stop by a classroom to pick up or drop off their student. Read each scenario aloud and have tutors come up with ideas for how to respond appropriately. While some of the scenarios may have several appropriate responses, they each include one suggested response. Of course, you should modify the suggested answers as needed to conform to your school building's expectations for student behavior.

Feel free to challenge the peer tutors to make up additional scenarios of their own. (NOTE: If possible, 'play-act' each scenario. The trainer can act as teacher, and different students can be picked to act out the role of peer tutor.)

1. You arrive at the classroom and the teacher is just finishing up a lesson with the whole class. She appears not to see you as you stand in the classroom, by the door. What do you do?
A: Politely approach the teacher. Identify yourself as a peer tutor and tell the teacher that you are here to pick up your student for tutoring.
2. You show up at the classroom and find that the room is empty. You double-check the clock and find that it is the right time for peer tutoring—but nobody is around! What do you do?
A: Return to your own classroom. Tell your teacher that you found the class gone from the room when you went to pick up your student. With your teacher's permission, return to your student's classroom in 10 minutes to see if the class has returned.
3. You come to the classroom to pick up your student. The lights are off in the room and the whole class is watching a school video. You see the teacher at her desk, talking quietly to another adult. What do you do?
A: Politely approach the teacher. Identify yourself as a peer tutor and tell the teacher that you are here to pick up your student for tutoring.
4. When you come to the room, the teacher looks up at you and says, "Oh, hi. We will be done in just a minute." She keeps on teaching her reading group, which has your student in it. What do you do?
A: Wait patiently and quietly until the teacher finishes her reading group and releases your student to go with you to tutoring.
5. You arrive at the tutoring location with your student...but discover that there are no adults in the general area to keep an eye on things. What do you do?
A: [This scenario will occur--so give students guidelines that are acceptable within your school. One solution is to have the tutor remain in the setting with the tutee for five minutes. If no adult shows up within that time, the tutor and tutee return to their classrooms. Another solution is for the tutor and tutee to go to the main office to wait

and to check back in 5-10 minutes to see if an adult has shown up at the tutoring location.]

6. *After tutoring your student, you are dropping him off at his classroom at the usual time. When you both get to the room, you find it is empty. Your student and you have no idea where the class is! What do you do?*
A: Go to the main office. Identify yourself as a peer tutor. Give the office staff the name of your student's teacher. Ask them if they can tell you where the student's class is so that you can return him to his class.

7. *While you are on the way to pick up your student, there is a fire drill. What do you do?*
A: [NOTE to trainers! Use this item to teach your peer tutors about your school's fire-drill policy. Give the tutors specific instructions about what they should do if a fire drill should occur while they are alone passing through the halls, are in the middle of tutoring a student, or are returning the tutee to his or her classroom.]

8. *You pick up your student at her classroom. You are both halfway down the hall to your tutoring place when you notice that your student forgot to bring her reading book. What do you do?*
A: Return to the tutee's classroom. Allow her to get her reading book (but no dawdling!) Then continue with the student to tutoring.

Peer Tutor Badge

Directions: Photocopy this sheet onto colored paper or cardboard stock. Cut out the badge and fold it over at the mid-line. Laminate the badge, or seal the edges with scotch-tape. After each peer-tutor training session (*Behavior, Praise, Paired Reading, Graduation*), have students add small stickers to the front of their badges to signify their successful completion of that lesson. Students should wear this badge (e.g., on a string around their neck) whenever they are out of their classroom serving as peer tutors.

As a peer tutor, did I...

- pass quietly through the halls?
- enter the student's classroom politely?
- read with the student for at least 20 minutes?
- give the student the correct word whenever they made a reading error?
- praise the student at least 5 times?

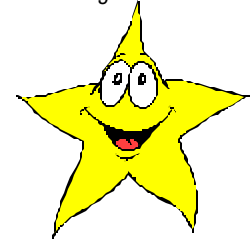
PEER TUTOR

CLASSROOM

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Behavior	Praise	Paired Reading	Graduation



Lesson 2: How to Give Compliments to Tutees



Introduction

When correctly used, compliments can motivate people to do their best. This lesson shows peer tutors how to use compliments as motivational tools during tutoring. Remember that paying compliments is not a habit that comes naturally to most children in the primary or intermediate grades. It is a skill that must be taught and practiced!

Estimated Time

- 30-40 minutes

Materials Needed

- Poster: *What is a Compliment?*
- Poster: *Examples of Compliments*
- *Peer Tutoring Examples: Give a Compliment!* worksheet (1 copy for group leader)
- *Peer Tutoring: How Would You Give a Compliment to This Student?* worksheet (copies for each student-pair)
- YES/NO Signs to be posted on the wall
- Colorful, assorted small stickers

Training Steps

1. **Compliment tutors.** Begin this lesson by paying several compliments to student tutors. Your positive comments can be directed at individuals or to the whole group. You might vary these compliments to focus on appearance (e.g., "Those sneakers look neat, Raphael!"), behavior (e.g., "Thanks, Karen, for helping me to set up the room today for our lesson."), and effort (e.g., "Jared, you always work hard and pay attention during these lessons. I really like that.").
2. **Introduce the concept of a 'compliment.'** Define the term 'compliment' for students. You can use the following definition from the *What is a Compliment?* poster:

"Today we are going to talk about compliments. You pay a compliment to someone when you say something nice about him or her. People like to hear comments about their good behavior, how hard they are working, or their appearance. When we compliment others, we should always be positive and always mean what we say."

Ask students to come up with positive statements that they would like hear others say about them. Also, tell students that compliments do not always have to be spoken. Positive gestures such as a 'thumbs up' or 'high five' are good examples of non-verbal compliments when they are used to acknowledge a 'job well done'.

3. **Present sample 'compliment' statements.** Show students the *Examples of Compliments* poster. Tell students that we can use statements like those on the poster to compliment others. Read through the items on the poster. Call on students to give complete examples of any incomplete items from the poster. Encourage discussion about when students might use these statements.
 - I really like the way that you...
 - Thank you for...
 - Great work today!
 - You look nice this morning!
 - You did a very good job of...
 - It was great that you...
 - I can tell that you are trying really hard. Thanks!
4. **Practice giving compliments.** Read items from the *Peer Tutoring Example: Give a Compliment!* worksheet aloud. For each example, call on a different student to come up with a possible compliment appropriate to the scenario. Be sure to *compliment* students on their statements and—if necessary— offer supportive feedback on how to improve these statements.
5. **Have student pairs develop their own 'compliment' statements.** Divide the peer tutoring group into pairs. Be sure that each pair has a copy of the *Peer Tutoring: How Would You Give a Compliment to This Student?* handout and a pencil. Read through the scenario aloud. Then tell students that they are to write down at least 3 compliments that they might give to the tutee in the scenario. Each 'compliment' statement should be based on some aspect of the scenario.

Ask the student pairs to read their compliment-statements to the group. Be sure to *praise* students on their statements and—if necessary— to give supportive feedback for improving these statements.

At the end of this exercise, tell students that you expect them to give compliments to their tutees *at least 5 times during each tutoring session!*

6. **Give 'Is This a Compliment?' Quiz.** Post the YES and NO signs on the wall in opposite corners of the room. Read the *Is This a Compliment?* statements (below) to the group. If a statement *is* an example of a compliment, students should point to the YES sign. Otherwise, they point to the **NO** sign. If there is disagreement about any item, take a moment to discuss with the group why the statement should or should not be considered a compliment.

Is This a Compliment [or positive statement]?

- "You should walk quietly when you are in the hall." (NO)
- "I am really glad that you are always ready when I come by to pick you up for tutoring." (YES)
- "Please turn to page 8 in your book." (NO)
- [Giving the student a 'high five' when he or she reads a tough word correctly.] (YES)
- "Thank you for remembering to bring your reading book today." (YES)

- “You worked really hard today. Good job!” (YES)
- “What time do you have to be back in your classroom today?” (NO)
- “I’ll bet that you have a lot of homework to do in your class.” (NO)
- “You always choose interesting books for tutoring. They are the kind of books that I would like to read.” (YES)
- “Are you happy that tomorrow is Saturday?” (NO)
- “When I listen to you read, I can tell that you have become a much better reader.” (YES)

7. **Hand out peer tutoring badges and award stickers.** To show tutors that they have done a good job during this lesson, hand out their peer tutoring badges. Allow tutors to select and affix a sticker to their badges, signifying that they have successfully completed the lesson. Then collect the badges.

Evidence of Student Mastery: “Look-fors”

Students who have mastered the *How to Give Compliments to Tutees* lesson can:

- distinguish statements that *are* compliments from those that *are not*.
- independently pick out positive tutee behaviors to compliment when given a written scenario.
- come up with appropriate wording to create compliments on their own.

What Is a Compliment?

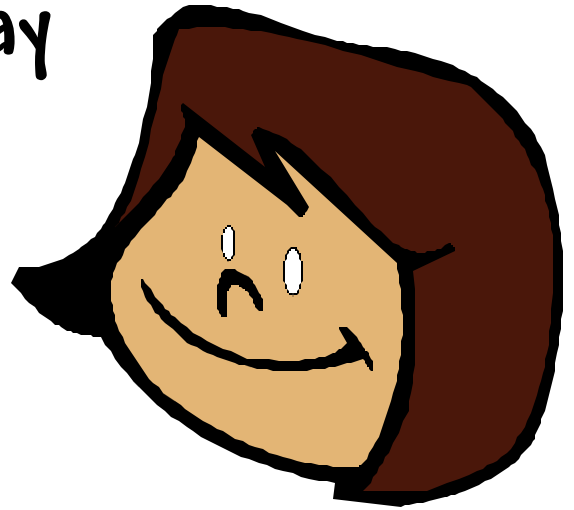
- A compliment is when you say something nice about someone.
- People like to hear comments about their good behavior, how hard they are working, or their appearance.
- When we give compliments, we should always be positive and always mean what we say.



Peer Tutoring: What Is a Compliment?

Examples of Compliments:

- I really like the way that you...
- Thank you for...
- Great work today!
- You look nice this morning!
- You did a very good job of...
- It was great that you...
- I can tell that you are trying really hard. Thanks!



Peer Tutoring Examples: Give a Compliment!

Directions: Read each scenario aloud and have students create a compliment that matches the situation.

1. *You pick up the student that you are tutoring and walk down to the tutoring place. As you walk through the halls, a class of first-graders walk by. They are quite noisy and are fooling around. But your student is quiet and well-behaved, and ignores kids in the hallway who try to get his attention. Once you get to the tutoring place, you say to your student...*
2. *The student that you are tutoring tries extra hard to read her best for you out of her reading book. Just before you take the student back to the classroom at the end of tutoring, you say to her...*
3. *When you go to the classroom to pick up your student, the class is just finishing up a math lesson. The teacher tells you to wait just a few minutes until the lesson is over. Your student looks up and sees you across the room. But he shows good behavior and does not wave at you, yell out, or draw attention to himself. Later, during tutoring, you say to this student...*
4. *When you listen to your student reading out loud one afternoon, you notice that she is reading harder words now...and doesn't seem to need your help as much. You say to the student...*
5. *You notice one day that your student is wearing a new pair of pants and new sneakers that look pretty sharp. You say to the student...*
6. *During tutoring one day, your student pulls a paper out of her reading book. The paper is a drawing that she has made of her favorite pet, a dog named Zolo. You look at the drawing and say...*
7. *While you are tutoring in the school library, there is a fire drill. You and your student file out of the building with the librarian and her class. The fire drill lasts 10 minutes, but your student listens to your directions and is very well-behaved. You say to the student...*
8. *The student brings a book to tutoring that he brought from home. The book looks interesting and has cool pictures of dinosaurs. Your student seems very proud of the book. You say to the student...*

Peer Tutoring: How Would You Give a Compliment to This Student?

Directions: Read this story about what might happen one day when you are tutoring a student. Then answer the questions at the bottom of the page.

You pick up the student that you are tutoring and walk upstairs to the library, where your tutoring always takes place.

The student goes quietly through the hallway with you, as he usually does.

When you get to the library, you have to wait for two minutes until the class already in the room leaves. Your student and you talk quietly by the door until the class goes out.

As you begin reading with your student, you suddenly realize that he has a new sweater. It looks really warm and is a nice yellow color.

The story that you and your student are reading has a couple of tough words. But your student still tries pretty hard to read words, even when he doesn't know them. He seems really happy to read out loud with you.

At the end of tutoring, you are ready to take your student back to his classroom. As you are about to leave the library, your student notices that you forgot your pencil, which is still on the table. He tells you. You take the student back to his classroom where you drop him off. He waves goodbye.

Write down 3 ways that you would give a compliment to this student. Try to write them just as you would say them:

1. _____

2. _____

3. _____



Directions: Post the YES sign prominently in one corner of the room and the NO sign in another corner. For each item of the *'Is This a Compliment?'* quiz activity, have students point as a group to the sign that correctly answers the item.

YES

NO

Lesson 3: Strategies to Build Reading Fluency

Select *one* of the two reading-fluency strategies listed below to teach your tutors. Both strategies are easily taught and have been demonstrated to be very effective in building reading fluency. Choose the one that you believe would be easiest for your tutors to use and that will match the skills of the children being tutored.



Lesson 3A: How to Do Paired Reading

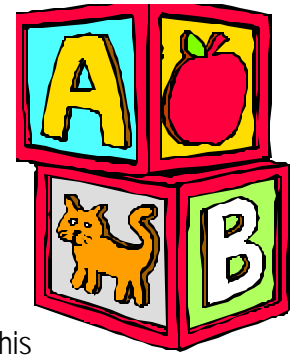
Paired reading is an ideal fluency-building technique to use with less-skilled readers who are not confident in reading alone. The tutor and tutee read together from the text. When the tutee chooses, he or she can read alone, while the tutor follows silently along in the text. Whenever the tutee misreads a word or otherwise makes a reading error, the tutor supplies the correct word and resumes reading aloud in tandem with the tutee.

OR

Lesson 3B: How to Do 'Listening While Reading'

'Listening While Reading' is an approach that allows the struggling reader to silently 'rehearse' a passage by first following along silently in the text while the tutor reads aloud. Then the tutee reads the same passage aloud, receiving help and corrective feedback on difficult words.

Lesson 3A: How to Do Paired Reading



Introduction

Paired reading is a simple but effective technique for helping struggling readers to increase their reading fluency and accuracy in text. The goal of this lesson is to train your peer tutors to use paired reading correctly and with confidence.

Estimated Time

- 30-40 minutes

Materials Needed

- Reading books for each peer tutor (See *Preparation* section below)
- Poster: *Paired Reading*
- Colorful, assorted small stickers

Preparation

- **Familiarize yourself with paired reading.** Read through the sheet *Paired Reading: A Description*, contained in this packet. Study the paired-reading strategy until you are comfortable in teaching it to peer tutors.
- **Have books on hand.** Peer tutors will need reading books during this session, in order to practice their paired-reading skills. Either instruct tutors to bring reading books to the session or have a collection of books on hand that tutors can borrow for practice.

Training Steps

1. **Introduce the paired-reading strategy.** Tell your students that you are going to teach them a simple way to help younger children to read better: *paired reading*.
 - Refer to the Paired Tutoring poster on the wall as you explain the steps of peer tutoring.

Paired Reading: Steps

- *Read from the book with your student.*
- *When your student taps your hand, let the student read alone as you follow along silently.*
- *If the student reads a word wrong, skips a word, or doesn't know a word (5-second rule):*
 - *Point to the word*
 - *Tell them the word*
 - *Have them repeat the word*
 - *Join them in reading aloud again*

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- Pick a student from the group. Tell him or her to play-act the role of a younger reader. Encourage your student to read somewhat haltingly and to make an occasional reading error. With the student as your 'tutee', demonstrate the paired-reading strategy. At the end of the demonstration, ask whether students have any questions about how to do paired reading.

NOTE: Be sure that students understand that they should wait at least 5 seconds before supplying the correct word to a hesitant reader. Have them practice the '1-Mississippi, 2-Mississippi...' mental counting method to monitor the appropriate wait-time. Also, model the use of praise as you demonstrate paired reading by occasionally praising the effort or reading ability of your 'tutee.'

2. **Have students practice paired reading with each other.** Divide students up into pairs. Instruct each pair that one student is to assume the role of tutor and the other is to pretend to be the tutee. Have the pairs practice paired-reading about 5 minutes while you circulate around the room observing and providing encouragement and corrective feedback. Then direct the pairs to *trade* roles, with the former tutee taking the role of tutor and vice versa. Give them an additional 5 minutes to practice under your supervision.
3. **Hand out peer tutoring badges and award stickers.** To show tutors that they have done a good job during this lesson, hand out their peer tutoring badges. Allow tutors to select and affix a sticker to their badges, signifying that they have successfully completed the lesson. Then collect the badges.

Evidence of Student Mastery: "Look-fors"

Students who have mastered the *Paired Reading* lesson show through simulated peer-tutoring sessions that they:

- grasp the essential steps of paired reading.
- understand and readily respond to a tutee's signal to read independently.
- promptly supply the correct word and have the tutee *repeat* the word whenever the tutee misreads a word in the text.
- monitor tutee hesitations in decoding words and supply the correct word after 5 seconds.
- resume reading in unison with the tutee after each reading error or hesitation of 5 seconds or more.
- provide occasional (and appropriate) praise to the tutee for reading ability or effort during paired reading.

Paired Reading: A Description

Description: The student reads aloud in tandem with an accomplished reader. At a student signal, the helping reader stops reading, while the student continues on. When the student commits a reading error, the helping reader resumes reading in tandem.

Materials:

- Reading book

Preparation:

The teacher, parent, adult tutor, or peer tutor working with the student should be trained in advance to use the paired-reading approach.



Intervention Script:

1. Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily follow the text.
2. Say to the student, *“Now we are going to read aloud together for a little while. Whenever you want to read alone, just tap the back of my hand like this [demonstrate] and I will stop reading. If you come to a word you don’t know, I will tell you the word and begin reading with you again.”*
3. Begin reading aloud with the student. If the student misreads a word, point to the word and pronounce it. Then have the student repeat the word. When the student reads the word correctly, resume reading through the passage.
4. When the child delivers the appropriate signal (a hand tap), stop reading aloud and instead follow along silently as the student continues with oral reading. Be sure occasionally to praise the student in specific terms for good reading (e.g., “That was a hard word. You did a nice job sounding it out!”).
5. If, while reading alone, the child either commits a reading error, skips a word or line, or hesitates for longer than 5 seconds, point to the error-word and pronounce it. Then tell the student to say the word. When the student pronounces the error-word correctly, begin reading aloud again in unison with the student.
6. Continue reading aloud with the student until he or she again signals to read alone.

Reference: Topping, K. (1987). Paired reading: A powerful technique for parent use. *Reading Teacher*, 40, 608-614.

Paired Reading

1. Read aloud from the book with your student.

2. When your student taps your hand, let the student read alone as you follow along silently.

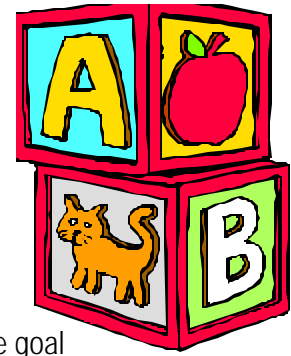


3. If the student reads a word wrong, skips a word, or doesn't know a word (5-second rule):

- Point to the word
- Tell them the word
- Have them repeat the word
- Join them in reading aloud again

Peer Tutoring: Paired Reading

Lesson 3B: How to Do 'Listening While Reading'



Introduction

'Listening while reading' is a simple but effective technique for helping struggling readers to increase their reading fluency and accuracy in text. The goal of this lesson is to train your peer tutors to use 'listening while reading' correctly and with confidence.

Estimated Time

- 30-40 minutes

Materials Needed

- Reading books for each peer tutor (See *Preparation* section below)
- Poster: *Listening While Reading*
- Colorful, assorted small stickers

Preparation

- **Familiarize yourself with 'listening-while-reading'.** Read through the sheet *Listening While Reading: A Description*, contained in this packet. Study the strategy until you are comfortable in teaching it to peer tutors.
- **Have books on hand.** Peer tutors will need reading books during this session, in order to practice their 'listening while reading' skills. Either instruct tutors to bring reading books to the session or be sure to have a collection of books on hand that tutors can borrow for practice.

Training Steps

1. **Introduce the 'listening while reading' strategy.** Tell your students that you are going to teach them a simple way to help younger children to read better: *listening while reading*.
 - Refer to the 'Listening While Reading' poster on the wall as you explain the steps of peer tutoring.

Listening While Reading: Steps

- *Read aloud from the book for about 2 minutes at a time while your student follows along silently.*
- *Next, have your student read aloud alone from the same passage that you just read—while you follow along silently.*
- *If the student reads a word wrong, skips a word, or doesn't know a word:*
 - *Point to the word*

- *Say the word*
 - *Have the student repeat the word*
 - *Tell the student to continue reading.*
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- Pick a student from the group. Tell him or her to play-act the role of a younger reader. Encourage your student to read somewhat haltingly and to make an occasional reading error. With the student as your 'tutee', demonstrate the 'listening while reading' strategy. At the end of the demonstration, ask whether students have any questions about how to do 'listening while reading'.
2. **Have students practice paired reading with each other.** Divide students up into pairs. Instruct each pair that one student is to assume the role of tutor and the other is to pretend to be the tutee. Have the pairs practice 'listening while reading' for 5 minutes while you circulate around the room observing and providing encouragement and corrective feedback. Then direct the pairs to *trade* roles, with the former tutee taking the role of tutor and vice versa. Give them an additional 5 minutes to practice under your supervision.
 3. **Hand out peer tutoring badges and award stickers.** To show tutors that they have done a good job during this lesson, hand out their peer tutoring badges. Allow tutors to select and affix a sticker to their badges, signifying that they have successfully completed the lesson. Then collect the badges.

Evidence of Student Mastery: "Look-fors"

Students who have mastered the *Listening While Reading* lesson show through simulated peer-tutoring sessions that they:

- grasp the essential steps of 'listening while reading'.
- actively monitor the accuracy of the tutee's reading when the tutee is reading aloud.
- promptly supply the correct word and have the tutee *repeat* the word whenever the tutee misreads a word in the text or hesitates in reading the word.
- provide occasional (and appropriate) praise to the tutee for reading ability or effort.

Listening While Reading: A Description

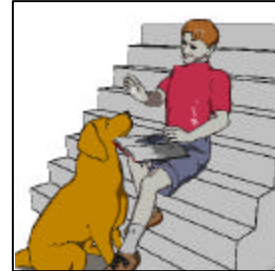
Description: The student follows along silently as an accomplished reader reads a passage aloud. Then the student reads the passage aloud, receiving corrective feedback as needed.

Materials:

- Reading book

Preparation:

- The teacher, parent, adult tutor, or peer tutor working with the student should be trained in advance to use the 'listening while reading' approach.



Intervention Script:

1. Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily follow the text. (Or get two copies of the book so that you each have your own copy.)
2. Say to the student, *"Now we are going to read together. Each time, I will read first, while you follow along silently in the book. Then you read the same part out loud."*
3. Read aloud from the book for about 2 minutes while the student reads silently. If you are working with a younger or less-skilled reader, you may want to track your progress across the page with your index finger to help the student to keep up with you.
4. Stop reading and say to the student, *"Now it is your turn to read. If you come to a word that you do not know, I will help you with it."* Have the student read aloud. If the student commits a reading error or hesitates for longer than 3-5 seconds, tell the student the correct word and have the student continue reading.
5. Repeat steps 3 and 4 until you have finished the selected passage or story.

Tips:

Ask Occasional Comprehension Questions. You can promote reading comprehension by pausing periodically to ask the student comprehension questions about the story (e.g., who, what, when, where, how) and to encourage the student to react to what you both have read (e.g., "Who is your favorite character so far? Why?").

References:

Rose, T.L., & Sherry, L. (1984). Relative effects of two previewing procedures on LD adolescents' oral reading performance. *Learning Disabilities Quarterly*, 7, 39-44.

Van Bon, W.H.J., Bokseveld, L.M., Font Freide, T.A.M., & Van den Hurk, J.M. (1991). A comparison of three methods of reading-while-listening. *Journal of Learning Disabilities*, 24, 471-476.

Listening While Reading

1. Read aloud from the book for about 2 minutes at a time while your student follows along silently.
2. Have your student read aloud alone from the same passage that you just read--while you follow along silently.
3. If the student reads a word wrong, skips a word, or doesn't know a word:
 - Point to the word
 - Say the word
 - Have the student repeat the word
 - Tell the student to continue reading.



Peer Tutoring: Listening While Reading

Lesson 4: Peer Tutoring: Graduation Day!



Introduction

This lesson reviews the essential elements of peer tutoring, and also reinforces peer tutors' responsibilities and behavioral expectations. It ends with a short celebration to mark the conclusion of training.

Estimated Time

- 30-40 minutes

Materials Needed

- Poster: *Peer Tutoring: Start to Finish*
- All training posters used in previous tutor-training sessions
- *Peer Tutoring Challenge: Hey...What Do You Know?* worksheet (1 copy for group leader)
- Paper slips and container for drawing student names
- *Peer Tutor Challenge Reward Tickets*
- Enough small student prizes (e.g., candy, pencils, etc.) so that each student can earn 2-3 items
- Colorful, assorted small stickers

Preparation

- **Write student names on slips of paper and put into drawing container.** You will draw student names during the *Peer-Tutoring Challenge* game.
- **Put up training posters.** Put all of the posters used in previous training sessions up on the wall so that students can use them for easy review.

Training Steps

1. **Announce that this session is 'Peer Tutor' Graduation Day.** Congratulate your students on having worked hard over the past 3 sessions to learn how to be good peer tutors. Tell them that today they will have a chance to
 - refresh their memory about what was covered in previous training sessions
 - win prizes in the *Peer Tutoring Challenge*
 - earn their Peer Tutoring Badge
2. **Review key peer tutoring concepts.** Take 5-10 minutes to review the key concepts of tutoring behavioral expectations, use of praise, and paired reading. You may want to refer to the training posters as you review. Also, use the *Peer Tutoring: Start to Finish* poster as a

compact summary of the key steps in tutoring.

3. **Play the Peer Tutoring Challenge.** Prior to playing this review game, be sure that all of the training posters that were used in peer tutoring are up on the walls for students to refer to as needed.

Write the names of all of your peer tutors onto slips of paper and put them into a container.

Randomly draw names and present the student whose name was drawn with a 'challenge' from the items found on the worksheet *Peer Tutoring Challenge: Hey...What Do You Know?*. (Or feel free to make up your own 'challenge' items!)

- If the student successfully meets the challenge, give the student a reward ticket.
- If the student gives the wrong response, provide guiding feedback until the student successfully meets the challenge. Then award a ticket.
- If the student is *stuck* and does not know how to respond, allow him or her to pick another student to help. (The two students should confer about how to meet the challenge but only the target student can give an answer or act out the correct challenge behavior.) If the target student gets the correct answer, award both the target and helper students with a ticket.

If you run out of tickets to draw before you have finished with your *Challenge* items, put the name slips back into the container and continue drawing until all items have been read. At the end of the *Challenge*, allow students to redeem their tickets for small prizes.

4. **Tell students what to expect when the peer tutoring program starts.** By now, your students will be very curious to know when they will begin to serve as peer tutors. Take a few moments to talk about the status of the program and to give them an estimate of when they can expect to start, how you will communicate with them during tutoring, etc.

Here are two more ideas:

- If you already have picked out tutoring locations in your school for specific tutors, you may want to take your group of tutors-in-training for a quick tour of these locations.
- If you have created a 'Peer Tutoring Resource Corner' where tutors can go to get supplies, books, etc. for tutoring, show them where these materials are kept and instruct the tutors in how they should be used.

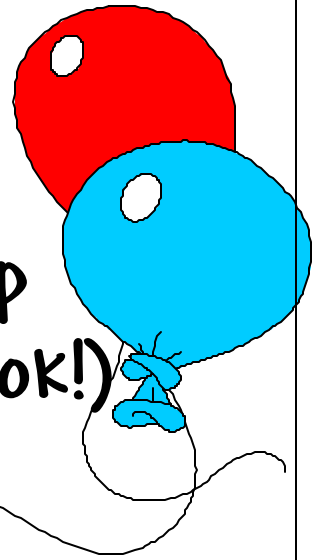
5. **Distribute peer tutoring badges.** As a final 'graduation' activity, hand out the students' peer tutoring identification badges. Have students add a sticker to the badge to show that they have completed the 'graduation' training session. Congratulate students on a training job well done and tell them that they have earned the right to wear their badges as peer tutors.

Evidence of Student Mastery: "Look-fors"

This lesson reviews the important elements that students need to have mastered to be effective peer tutors. Drawing on your observations of, and interactions with, the student across all of the training sessions, decide whether he or she appears able to:

- use paired reading appropriately with the tutee.
- behave responsibly when picking up, dropping off, and tutoring with a younger child.
- praise a younger student frequently and appropriately to increase the tutee's motivation in tutoring.
- figure out when he or she should seek out the assistance of an adult (e.g., if the tutee chronically misbehaves, etc.)

Peer Tutoring: Start to Finish



- Go to the classroom to pick up the student (and a reading book!)
- Go straight to your tutoring place.
- Read with the student for at least 20 minutes.
- Compliment the student at least 5 times.
- Take the student straight back to the classroom.
- Report any problems to the student's teacher or to the program supervisor.

Peer Tutoring: Start to Finish

Peer Tutoring Challenge: Hey...What Do You Know?

Directions: Prior to playing this peer-tutoring review game, be sure that all of the training posters that were used in your earlier sessions are up on the walls for students to refer to as needed.

Write the names of all of your peer tutors onto slips of paper and put them into a container.

Randomly draw names and present the student whose name was drawn with a 'challenge' from the list below. (Or feel free to make up your own 'challenge' items!)



- If the student successfully meets the challenge, give the student a reward ticket.
- If the student gives the wrong response, provide guiding feedback until the student successfully meets the challenge. Then award a ticket.
- If the student is *stuck* and does not know how to respond, allow him or her to pick another student to help. (The two students should confer about how to meet the challenge but only the target student can give an answer or act out the correct challenge behavior.) If the target student gets the correct answer, award both the target and helper students with a ticket.

NOTE: Some quiz items are specific to the reading strategy (*Paired Reading* or '*Listening While Reading*') that you have trained your tutors to use. Skip any items that test knowledge of a reading strategy with which your tutors are unfamiliar.

1. [*Paired Reading Strategy*] When your student is trying to read a hard word, how long do you wait before giving the right word to the student?
A: Five seconds.
2. [*Paired Reading Strategy*] Imagine that you are listening to your student read aloud from her book. She misreads a word. What do you do?
A: Point to the misread word in the book. Read the word correctly. Have the student repeat the word. Then begin reading aloud along with the student.
3. [*'Listening While Reading' Strategy*] How long at a time should you read from the book while your tutee follows silently along?
A: About 2 minutes.
4. [*'Listening While Reading' Strategy*] Imagine that you are listening to your student read aloud from her book. She misreads a word. What do you do?
A: Point to the misread word in the book. Read the word correctly. Have the student repeat the word. Then have the student continue to read aloud.

5. *During a tutoring session, how many times should a tutor compliment the student that they are working with?*

A: At least five times.

6. *Your student was very well behaved during tutoring and tried to read his best for you. How would you compliment this student?*

A: Any appropriate praise statement: e.g., 'Thank you for working so hard today. I appreciate it.', 'It is great to have a well-behaved student like you to work with.' 'Your reading is getting even better. Nice job!'

7. *How long should you read aloud with your student each time that you tutor them?*

A: At least 20 minutes.

8. *What is a good way to remind yourself of what to do during tutoring sessions?*

A: Check the helpful reminders on the back of your peer-tutoring badge.

9. *A tutor goes to a classroom to pick up her student. She comes into the classroom and stands by the door, but the teacher is in the middle of teaching the class and does not seem to notice her. What would you tell this tutor to do?*

A: [Any answer is acceptable so long as the tutor in the situation is directed to behave politely and avoid unduly disrupting classroom instruction.]

10. *What should you do if you discover during tutoring that your student forgot his reading book?*

A: Any solution that is appropriate to your school: e.g., 'Return to the student's classroom to get a book.', 'Go to the library and borrow a book.', 'Go to the Tutoring Resource Corner and get a book.'

11. *You have a very nice student to work with, but she talks all the time about her dolls and sometimes doesn't want to read very much. What do you do?*

A: Calmly remind the student that tutoring is a time for reading. If she continues to avoid reading even after several reminders, tell the student's teacher or the peer-tutoring program supervisor.

12. *What should you do if you misplace your peer-tutoring badge?*

A: Go to the peer-tutoring program supervisor to get a replacement badge.

