

UNIVERSITY OF WISCONSIN—
LA CROSSE
PRE-COLLEGE PROGRAMS
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TUTOR TRAINING

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TUTORING CODE OF ETHICS

- ◆ I will focus on building the student's self-confidence and independence.
- ◆ I will recognize that the student deserves and will receive undivided attention.
- ◆ I will provide expertise and effective instruction in the academic content area in which I am tutoring, but be sensitive to, and address through referral, the student's needs outside academics.
- ◆ I will encourage my student, but will not provide false hope or empty flattery.
- ◆ I will abstain from imposing my personal value system, beliefs, and lifestyle on the student during the tutoring session.
- ◆ I will be open to feedback from the student regarding my performance, and I will open myself to learn from the student in order to grow in my capacity as an educator.
- ◆ I admit my own weaknesses in content area or instructional ability and will seek assistance as needed.
- ◆ I will seek clear communication and understanding between the student and myself by ascertaining on an ongoing basis whether we clearly understand what the other is saying.
- ◆ I will always interact with the student with sensitivity, caring, and honesty and view him/her as a unique individual full of promise.

Adapted from the National Association of Tutorial Services' "Tutor Code of Ethics" and the College Tutoring Services Tutor Manual, State and New York College at Fredonia

Preface—How to use this manual

We would like to welcome you to the Pre-college Programs academic year tutoring. We commend you on committing yourself to giving back to area youth, helping others to get where you are, and making an effort to open your heart and mind to the differences between us. We hope that the relationships you build within these programs will be supportive, rewarding, and life-long. We are committed to helping you succeed and we hope you are committed to helping our students as well as your peers do the same.

We have provided you with this manual as a tool for active learning. It is meant to arm you with all the necessary tools to be the most well rounded, prepared tutor you can be. You will learn some tips and skills that will help you feel confident in your work and be a more effective tutor. It will also provide you with resources in which to make the most of each and every session you and your tutee share.

Each chapter has two main sections. The first will help you develop the behavior skills you need to help your tutee. The second contains a study skill that you can practice and then pass along to your tutee.

When questions or concerns arise as your tutor relationship unfolds, please do not hesitate to contact:

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Active Learning

Awareness activity: For each subject you are studying, write down the approximate percentage of time spent with each of the four ways of learning.

Subject	Reading	Writing	Speaking	Listening

Is there a correlation between the amount of time spent and the amount of learning that takes place? What other factors help to enhance a learning environment?

Your responsibilities as a tutor

- ◆ Take the lead in establishing a positive relationship with your tutee.
- ◆ Be reliable. Arrive on time and make your tutoring session a priority. The tutee depends on you to be there. Consistency is a way to build trust in a relationship.
- ◆ Be a model, but work together to meet goals.
- ◆ Complete the paperwork: enrollment form (when necessary), tutor session logs, evaluations.
- ◆ Respect the confidentiality of the relationship.
- ◆ Be sure you know when and where the additional tutor training session will be held, and attend them.
- ◆ Be flexible enough to know that occasionally you may just need to be a good listener.

The tutoring logs on the next few pages give you a place to plan, as well as to note observations and concerns about what is effective and what needs work. It can be a research tool that will help you be objective and offer discussion points for training sessions. You can also use your log to set goals for each session, and note briefly what went (or didn't go) as planned. Sessions with you tutee will offer learning opportunities about psychology and education. Please bring your "research results" to out group tutor sessions so we can all learn from your experience.

PLANNING LOG

Complete before and after each session; this is your personal log and should not include your tutee

Remove and copy for additional log sheets.

Tutoring Log for _____

Name of tutor

Date _____ Location _____ Tutee _____

Goals (after your session, check those that were accomplished):









Summary/questions/concerns/insights:

Next session, I plan to:

TUTORING LOG

Students Name: _____ Graduation Year: _____

School Name: _____

After School Activities: _____

Tutoring goals: _____

Record dates for all schedules appointments. If a student is absent, record date and write "absent" in the "What was covered" section.

Date: _____ Time worked _____ What was covered:

Subjects Covered: _____

◇ Math (61) _____

◇ English (62) _____

◇ Science (63) _____

◇ Social Studies (64) _____

◇ Other Academics (65) _____

◇ SAT/ACT (67) _____

◇ Other (68) _____

Date: _____ Time worked _____ What was covered:

Subjects Covered: _____

◇ Math (61) _____

◇ English (62) _____

◇ Science (63) _____

◇ Social Studies (64) _____

◇ Other Academics (65) _____

◇ SAT/ACT (67) _____

◇ Other (68) _____

Date: _____ Time worked _____ What was covered:

Subjects Covered: _____

◇ Math (61) _____

◇ English (62) _____

◇ Science (63) _____

◇ Social Studies (64) _____

◇ Other Academics (65) _____

◇ SAT/ACT (67) _____

◇ Other (68) _____

CHAPTER 2—THE FIRST TUTORIAL

Setting the tone

- ◆ Establish yourself as someone who can be trusted. Your tutee needs to feel that you are a fiend who is accepting, no matter what the limitations are. Your relationship must be warm and personal, without overstepping boundaries.
- ◆ Establish a balance between formal and informal. Do not become buddies in the sense that you spend a lot of time fooling around.
- ◆ Show an interest in your tutee and share some of your own experiences. Don't pry.
- ◆ Let your tutee know that most people have problems learning something: tell him/her what helped you.
- ◆ Don't be too serious
- ◆ Greet your tutee in a friendly way. Smile. Establish a positive tone. Read your tutee's body language.

(adapted from North Bend High School's School-to-Work program__

Practice:

Take a few minutes to get to know someone you have just met using some of the methods suggested above. What might be a good icebreaker?

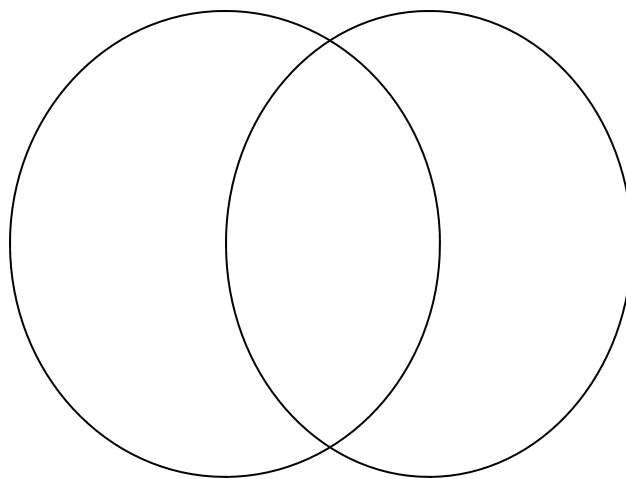
Nuts and bolts

- ◆ Be at the site before the student arrives. Being there to greet them lets them know that they are a priority for you.
- ◆ Come prepared. Additional materials will be provided by your site supervisor, but you will eventually know your tutee better than anyone. You know what they need.
- ◆ Sit with your tutee immediately upon their arrival. This time is about your time together, not their time with their friends.

Goal setting—fostering independence and confidence

Warm-up:

- ◆ What is something you do well (a sport, a hobby, a school subject)?
- ◆ How did you become good at it? Be specific. Come up with a list of at least five verbs.
- ◆ Put those behaviors in the circle on the left.
- ◆ How does that relate to an academic area you're good at?
- ◆ In the right circle, put the behaviors that helped you become a good student in a subject in which you excel.
- ◆ Which ones are the same? Put these in the "overlap".



You can do this with your tutee to emphasize the skills that will enable him/her to become a stronger student. Decide together how you'll make the connections to academics.

CHAPTER 2—CONTINUED

Be very specific when you talk about this with your tutee. For example, instead of “practice,” discuss the specific way s/he’ll practice. An hour a day?

Other useful questions to ask your tutee to establish motivation:

- ◆ What would you like to change?
- ◆ How important is it for you to do that?
- ◆ Are you aware that you have the power to change?
- ◆ Are you willing to use your power to change?
- ◆ How will we both know when you’ve accomplished your goal?
- ◆ When you achieve your goal, how will you be thinking, feeling, behaving?

Now you are ready to set goals together. Be specific. What does s/he want to accomplish by what date? Make a timeline. Use a calendar. Your tutee should mark each day what s/he will do in order to achieve the goal. Use the planning worksheet (next page) together.

If it is difficult to get a conversation going, ask questions about assignments, study skills, and what material was covered in class. Volunteer information about yourself and how you accomplish your goals. Ask the tutee to recap when the two of you make a decision. Each of you should keep a record, ideally in their assignment notebook, of the goals you set.

PLANNING TOGETHER

To be completed by the tutor and tutee

By _____, I, _____, want to be able to:
A goal date tutee's name

Do:

Know:

Have experienced:

- ◆ Suggest that the tutee knows more than s/he thinks. Show interest and curiosity about the topic or project. Be prepared to do some research on your own into what's interesting to you on the topic. Your interest will be contagious.
- ◆ Direct the tutee's attention to any handouts, texts, or teacher materials when there's a questions.
- ◆ Plan together how the two of you will address long-term projects. Use your respective date books to set goals along the way. Be flexible when/if you run into the unexpected. Be forgiving of each other when this happens. Your role is not to belittle, humiliate or punish. Be understanding, yet firm.
- ◆ Help the tutee understand how s/he accomplished tasks successfully. Be specific about accomplishments.
- ◆ Ask the tutee for input about how you did at the first session. Ask how you could be more useful and plan to make those changes, or ask your site supervisor to make those changes, before the next session.
- ◆ Anticipate the next session. What will you do? Establish realistic goals together for the next session. Use your date book/ planning log. What will the tutee do at home and at school before the next session?
- ◆ End the session on a positive note. Thank the tutee for positive behavior, and acknowledge that you look forward to the next session.

CHAPTER 2—CONTINUED

THE LEARNING CYCLE AND TIME MANAGEMENT

1. Preview

Immediate preparation before class

- ◆ Review notes and textbook
- ◆ Review written assignments or problems
- ◆ Anticipate lecture

This immediate preparation before class is similar to a warm-up before physical activity. It develops a specific readiness for class and learning.

2. Lecture

Class lecture activities

- ◆ Listen
- ◆ Make notes
- ◆ Ask questions
- ◆ Recite/discuss
- ◆ Take tests

New learning begins or is extended in lecture or class. Learning is furthered through efficient listening/notetaking techniques and by means of incisive questions, frequent recitations, and discussion.

3. Review

Immediate review after class

- ◆ Review and condense notes

This active response to classroom learning includes both understanding and condensing of the lecture/class notes and preparing for later intensive study. It should take place as soon after class as possible. This review requires that lecture/class notes be edited and summarized and that any class assignments be planned while the details are still fresh in the mind.

4. Study

Intensive study session

- ◆ Review lecture and textbook notes
- ◆ Recite key ideas, facts
- ◆ Read current assignments

This intensive session occurs at least twice a week. It begins with a brief review of the previous text and class notes. Then, the reading assignment is overviewed and mastered with a study-reading technique such as Study/Question/Study-Read/Summarize-Test. Questions about the study material should be written down and brought up for clarification and discussion in class.

By following the Learning Cycle, you will dramatically increase the efficiency and effectiveness of your learning. Ineffective cramming before tests and exams will be replaced by weekly cumulative reviews.

Source: *The University of Vermont Learning Cooperative*

CHAPTER 3—HOW WE LEARN (AUDITORY, VISUAL, TACTUAL)

The following test will help you understand how you learn best. This information will teach you how information should be presented so that your tutee will be able to process it the way he/she learns best. Most people depend on one or two of the following:

- ◆ A visual learner needs to see information
- ◆ An auditory learner needs to hear information
- ◆ A tactual learner needs to involve touch in the learning process.

Take the following test to see which kind of learner you are. (*Barsch Learning Styles Inventory*, no permission needed)

SELF-TEST: LEARNING STYLES

Place a check in the appropriate box after each statement.

	OFTEN	SOMETIMES	SELDOM
1. Can remember more about a subject through listening than reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Follow written directions better than oral directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Like to write things down or take notes for visual review.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Bear down extremely hard with pen or pencil when writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Require explanations of diagrams, graphs, or visual directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Enjoy working with tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Are skillful with and enjoy developing and making graphs and charts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Can tell if sounds match when presented with pairs of sounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Remember best by writing things down several times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Can understand and follow directions of maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LEARNING STYLES TEST CONT'D

	OFTEN	SOMETIMES	SELDOM
11. Do better at academic subjects by listening to lecture and tapes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Play with coins or keys in pockets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Learn to spell better by repeating the letters out loud than by writing the word on paper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Can better understand a news article by reading about it in the paper than by listening to the radio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Chew gum, smoke, or snack during studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Feel the best way to remember is to picture it in your head.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Learn spelling by "finger spelling" the words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Would rather listen to a good lecture or speech than read about the same material in a textbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Are good at working and solving jigsaw puzzles and mazes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Grip objects in hands during learning period.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Prefer listening to the news on the radio rather than reading about it in a newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Obtain information on an interesting subjects by reading relevant materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Feel very comfortable touching others, hugging, handshaking, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Follow oral directions better than written ones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCORING PROCEDURES

Often:	5 points		VISUAL	AUDITORY	TACTUAL
Sometimes:	3 points	No.	Pts.	No.	Pts.
Seldom:	1 point	2	_____	1	_____
		3	_____	5	_____
		7	_____	8	_____
		10	_____	11	_____
		14	_____	13	_____
		16	_____	18	_____
		20	_____	21	_____
		22	_____	24	_____

		VPS =	_____	APS=	_____
				TPS =	_____

Place the point value on the line next to its corresponding item number. Next, add the points to obtain the preference scores under each heading.

VPS—Visual Preference (reading-seeing)

APS—Auditory Preference (lecture-hearing)

TPS—Tactual Preference (writing-touching/doing)

Your highest score on the three scales (visual, auditory, and tactual) reflects how you learn best. You can use this information to help yourself and to help you tutee modify a learning situation to best match his/her own style. Here are some suggestions:

If you're a **visual learner**, you need to see information.

- ◆ Take good notes
- ◆ Highlight what you read
- ◆ Review your notes regularly
- ◆ Make charts and graphs or pay close attention to the ones handed out
- ◆ Write things down that you're trying to learn.

If you're an **auditory learner**, you learn best by hearing information.

- ◆ Use a tape recorder when appropriate
- ◆ Read material out loud to yourself

- ◆ Determine the length of time you can concentrate, respect that by taking breaks
- ◆ Teach others

If you're a **tactual learner**, you learn best by touching:

- ◆ Knead something when you study
- ◆ Involve a tactile sensation when you read or write. This might mean using a pen that feels comfortable to held or keeping a favorite stone nearby,
- ◆ Type on a computer keyboard
- ◆ Translate what you are learning into something that can be touched
- ◆ Determine the length of time you can concentrate and respect that by taking breaks.

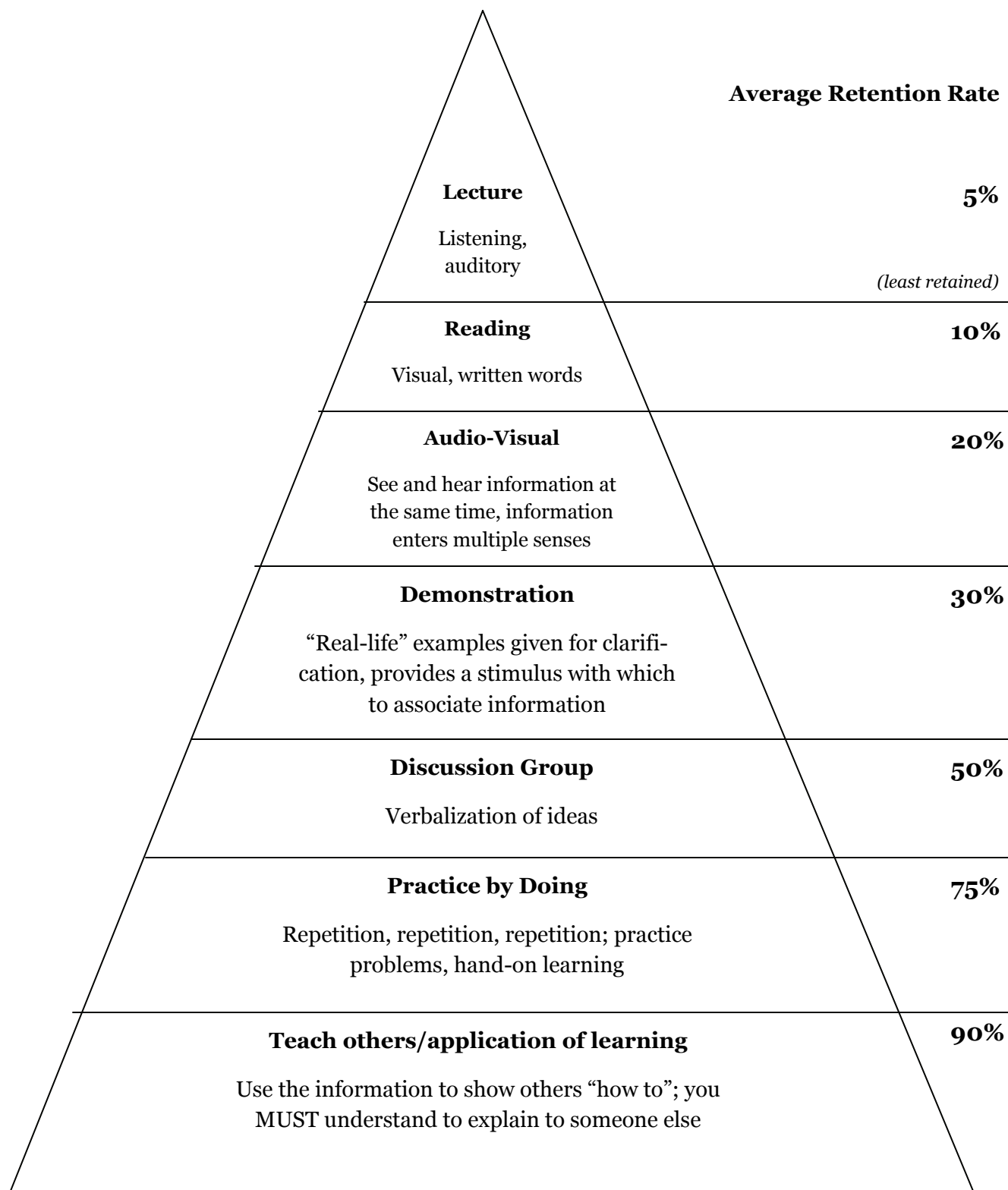
If your test scores reflect an equal balance of all learning styles, your lucky! Use them all.

FOR STUDENTS—MAJOR POINTS ABOUT LEARNING

1. Your brain was born to learn, loves to learn, and knows how to learn.
2. You learn what you practice.
 - Practice is making mistakes, correcting mistakes, learning from them, and trying over, again and again.
 - Making mistakes is a natural and necessary part of learning.
3. You learn what you practice because when you are practicing your brain is growing new fibers (dendrites) and connecting them (at synapses). This is what learning is.
 - You need time to learn because you need time to grow and connect dendrites.
 - “If you don’t use it, you lose it.” Dendrites and synapses can begin to disappear if you don’t use them (if you don’t practice or use what you have learned).
4. Your emotions affect your brain’s ability to learn, think, and remember.
 - Self-doubt, fear, etc., prevent your brain from learning, thinking, and remembering.
 - Confidence, interest etc., help your brain learn, think, and remember.

Source: Smilkstein, R. (2002). *We’re Born to Learn: Using the Brain’s Natural Learning Process to Create Today’s Curriculum*, Thousand Oaks, CA: Corwin Press.

THE LEARNING PYRAMID



CHAPTER 4—LISTENING

The ability to listen

As a tutor, one of the most important skills you have to offer your tutee is the ability to listen. Listening is also the most difficult of the four communication skills: reading, writing, speaking, and listening.

Speaking is probably the easiest skill, and is the one we learn first, usually with our parents' help. Reading and writing are taught extensively in school. We don't often have a teacher work with us to teach listening, and most of us aren't very good at it. You may hear and understand the meaning of words spoken, but do you know how to *really* listen?

Most of us are so busy thinking of what we're going to say next that we fail to really hear what is said to us. When you listen to a lecture, how much of what you hear is retained? One of the best ways to learn—surprisingly—is to talk. It helps you know what you know (and don't know). Most good teachers move away from the lecture as a teaching style. As a tutor, you're in a unique position to really listen and pay attention to another person. Encourage your tutee to talk, *and try to really listen*.

Here are some tips to help you be a better listener and suggestions for practice:

Ask a partner for information that will require a lengthy answer (example: "Tell me your life story," or "Tell me about your family, favorite sport, a favorite person.") Write your observations about the difficulty of the task on the line following the skill.

- ◆ Don't interrupt for 30 seconds while your partner talks.

Observation: _____

- ◆ Avoid putting judgments on your partner's stories (comments like, "That's good," "That's horrible," or "what a jerk," etc.).

Observation: _____

- ◆ Ask questions that will help you understand their perspective (see Good Questions in Chapter 5 for more about this).

Observation: _____

- ◆ Repeat back what you hear when/if your partner stops talking. (Example: "You've lived there for two years.")

Observation: _____

- ◆ Watch your partner's expressions (smiles, frowns, puzzlements, wrinkled forehead.)

Observation: _____

- ◆ Pay attention to body language (crossed arms, wringing hands, looking at a watch, leaning away or toward you, making contact).

Observation: _____

EFFECTIVE LISTENING

Closed response: Denies students a right to their feelings by demonstrating the teacher's unwillingness to accept and understand.

Open response: Acknowledges students' right to their feelings by demonstrating that the teacher accepts what they feel as well as what they say. Indicates that the teacher understands. Is *interchangeable* with the students' comments.

Student's Remark	Closed Response	Open Response
(crying) My parents are getting a divorce.	Ah, gee, that's too bad honey.	You're feeling very sad.
Mrs. Lorenzo, Tom copied my paper!	Well, I'll take care of him!	Sounds like you're really angry about Tom's cheating.
Going to junior high sounds like a lot of fun. I mean, there's football and stuff like that...I wonder what teachers I'll get. I hear some of them can be pretty tough	Yes, some of the teachers are tough. But if you do what you're told, you'll be all right.	You feel both excited and worried because there are a lot of neat things in junior high, but you think you might get stuck with some strict teachers.
I'm going to get to go to camp this summer!	That's nice—please sit down do we can get to work.	That sounds exciting!
You're the meanest teacher in the world!	Don't you dare talk to me like that!	You're very angry with me.
I am one of the finalists in the cheerleading tryouts. But the competition is pretty tough.	Don't worry about it. You'll probably make it.	I sense you're worried that you might not make it.

COMMUNICATION: LISTENING AND SENDING

Situations in which the teacher determines problems ownership and then decides whether to listen reflectively or to send an I-message.

Situation	Problem Owner	Reflective listening	I-Message
Student crying about low report card.	Student	You feel very sad because you didn't get the grades you wanted.	
Teacher returns to room and finds several students throwing paper wads	Teacher		When I have to leave the room and return to find things like this happening, I feel very disappointed because I thought we had an agreement on how you would conduct yourselves in my absence.
Student tells teacher she feels sorry because she and a friend had a fight and she called the friend a name.	Student	Sounds like you feel terrible because you think you hurt your friend's feelings.	
Student leaning back on chair as if he might fall over.	Teacher		When you lean back in your seat, I get scared because you might fall and hurt yourself.
Student tells you her mother is in the hospital for surgery.	Student	You're very worried about your mother.	

O*C*E*A*N

A technique call O*C*E*A*N can help you remember good listening skills.

Practice, practice, practice.

- O:** Open the channel by showing attention through your body language, your expression, and open posture.

- C:** Care. Use supportive phrases, such as, "I see," "That's interesting," and even "I'm listening, go on."

- E:** Emphasize. Each person sees and responds to the world uniquely. Avoid statements that discount your tutee's point of view or feelings, such as "everyone feels that way."

- A:** Ask. When you're interested and genuinely want to learn more, don't hesitate to ask. Your tutee will love having an audience.

- N:** Never judge. It is fine to disagree with your tutee's views, but don't judge his/her opinion. Judgments will interfere with your ability to hear and understand your tutee's point of view. Get your tutee to give facts and information to substantiate a point of view that differs from your own. Be prepared to do the same.

STUDY SKILL: MEMORY IMPROVEMENT STRATEGIES

Psychologists do not understand completely how memory works, but it is generally accepted that we never lose what we have experienced: It's encoded in the brain. The challenge lies in retrieving it. There are several ways to encourage this process of retrieval. Before trying some memory techniques, you need to:

- ◆ Understand what you need to remember. Put it in the context of bigger ideas and generalizations. Know the main structure and why you're studying it.
- ◆ Go fairly deeply into a subject. The deeper you go, the better you will remember it. Making links between one aspect and another makes the whole structure stronger.
- ◆ Use rhymes, such as "I before E except after C."
- ◆ Use rhythm, such as the lilt of the alphabet or another familiar beat. Some people recall phone numbers that way.
- ◆ Invent acronyms such as HOMES for the names of the Great Lakes.
- ◆ Make up a sentence with the first word of what you need to remember, such as "Every good boy does fine" for the notes of the musical scale.

Some tricks to help you remember better:

- ◆ Review class notes and projects at least once a week. Do this at the same time each week.
- ◆ Know if you're visual, tactual, or auditory learner and tailor your memory strategies to comply.
- ◆ Use flash cards: Write the word, phrase or date in one side and its definition or the important information connected with it on the other side. Flip through the pack front side up and try to recall what is on the back. Reverse the process. Use the deck from the middle to the end, back to the front; shuffle the deck.
- ◆ Use association to trigger memory. Associate things already familiar to you and something newly learned.
- ◆ If you're a visual learner, try to picture the actual page or chart where the information was.
- ◆ Tell someone what you read or learned. It will exercise your recall and allow for an auditory experience. Similarly, when you're reading, close the book and bring the points back to your conscious mind. When you put things in your own words, you've made them yours.

Source: *Chabot College Tutorial Center*

CHAPTER 5—QUESTIONS

Good questions

A good question will help the tutee answer.

Example: “I remember you said last time that you would be studying the Revolutionary War in history. You said you’d just learned about Paul Revere’s ride. Can you tell me what that was about?”

It might model a thinking process.

Example: “Whenever I try to find an answer to a history question, I remember everything I know that relates to the topic; eventually I stumble upon the answer. For example, I remember that Paul Revere...”

A bad question will feel like interrogation to the tutee.

Example: “Why didn’t you do your homework? Don’t you know who the first president of the U.S. was?” This puts the tutee on the defensive.

Too many questions are like asking for too many gifts, especially if the tutee is an introvert.

Example: “Where’d you go after school? Why? Do you go there a lot? Who do you go with?”

If questions don’t work....

For example, you may ask your tutee a question and only get a one-word answer, or “I don’t know.”

The tutor can explain by providing background in the form of a summary. Limit this type of explanation. It is best if you can get the tutee to do the explaining.

Or, both tutor and tutee can share in the explanation.

As the tutee becomes more comfortable, s/he will take over more of the explaining. This is what you’re working toward. It shows trust in the relationship.

Questions vs. Explanations

- ◆ Questions encourage students to be active participants in their own learning.
- ◆ Questions help the tutor determine what the student knows.
- ◆ Questions allow the learner to discover what s/he knows or doesn’t know and add to the discovery process.
- ◆ Often a tutee knows more than s/he thinks s/he does, and it is through talking that this emerges.

Source: *The Master Tutor* by Ross McDonald

TYPES AND FORMS OF QUESTIONS

Types

1. Affective

Examples: How are you?
How's your week going?
How was the test? (How do you feel about the test?)

2. History

Examples: Have you had this topic in calculus before?
Did you take physics in high school?
What did you cover in class yesterday?
How was the test? (What was your score?)

3. Study Habits

Examples: How much time do you spend studying?
Are you benefiting from the lecture notes?
Have you memorized the quadratic formula?
How much of the homework did you do?

4. Metacognitive-Evaluative

Examples: What are you having trouble with?
Have you studied these definitions enough?
What did you not understand in today's lecture?
Do you have any specific questions?

5. Content

Examples: Tell me what is happening in the graph.
Why isn't there a reaction in this case?
So would the acetate ion react in this case?
Does water act as an acid or a base here?

FORMS

Activity: Classify each question above as to its form. Use the categories of open-ended (O), closed-ended (C), and yes-no (YN). Can you change closed-ended and yes-no questions into open-ended questions?

MORE ON QUESTIONS: THE 6PQ METHOD

Preface—helps build rapport.

“What’s your schedule?”

“When’s your math class?”

Paraphrase what the tutee says (summarize the tutee’s answer.)

Pace—sets the pace for the session.

“What can you tell me about this chapter?”

Paraphrase what the tutee says.

Probe—builds on what you learned in the pace question.

“Why?”

“Can you give me an example?”

Paraphrase what the tutee says.

Prod—encourage the tutee to speculate.

“If you had to guess, what would you say?”

Paraphrase what the tutee says.

Prompt—a hint in question form.

“Do you think it has something to do with _____?”

In this level, the student will discover the answer.

Paraphrase what the tutee says.

Process—relates to the bigger picture.

“How would you contrast that?”

“How does this fit into the whole course?”

Paraphrase what the tutee says.

Before the session ends, ask the tutee to paraphrase the entire session. Ask for highlights.

Example: “What can you tell me about _____ now?” Or, “Tell me everything you know about _____.”

Keep in mind that you don’t have to go through all the levels all the time. Use your judgments and trust your instincts.

The entire session could take from five minutes to an hour, depending on the content, the tutee and you.

Make up a situation where you could practice 6PQ and try it with a partner.

STUDY SKILL: GENERAL STRATEGIES FOR ACADEMIC SUCCESS

- If you don't understand, ask questions.
- Follow homework directions and test-taking directions.
- Come to class prepared.
- Keep an assignment notebook.
- Choose the best time for you to study.
- Note-taking helps you remember. Find the system that works for you.
- Plan ahead for tests.
- Try to outguess your teacher with sample questions.
- Keep vocabulary list. Use cards. Make them visually appealing if you're a visual learner.
- Over train/study so you gain confidence.
- Group study or not?
- Know your own strengths and weaknesses.
- Before a test:
 - Eat well.
 - Get a good night's sleep.

CHAPTER 6—GIVING EFFECTIVE FEEDBACK

Warm-up

Use the “Four Goals of Misbehavior” chart on an upcoming page to gain insight into the following situation:

- Your tutee continually interrupts you, changes the subject, refuses to get down to work, and tells jokes, trying hard to make you laugh.

How is the student’s “faulty belief,” and how would you work with him or her?

- Your tutee arrives wearing a sad face. When you ask how s/he is, you get a long list of everything that’s going wrong, followed by how s/he hates the teachers and they in turn hate him/her.

What is the faulty belief? What would your approach be?

- Your tutee won’t let you take the lead. S/he won’t listen to your suggestions, and is reluctant to try anything you think might work. S/he wants to see your planning log, and wants to change your goals for the session.

What is the faulty belief? What would you do?

- You see your tutee making cruel comments to another student. S/he’s very quiet with you, but when another student comes near, s/he is very unfriendly.

What is the faulty belief? Suggestions?

FOUR TYPES OF POSITIVE REINFORCEMENT

1. **Positive verbal reinforcement.** The tutor immediately follows a desired student response with such comments as “good,” “fine,” “excellent,” or other statements indicating satisfaction with the response. Positive verbal reinforcement is most effective when it is varied and intermittent.
2. **Positive nonverbal reinforcement.** The tutor expresses a constant positive nonverbal message when maintaining a posture that indicates respect and interest. The tutor usually sits next to and turned slightly toward the student. The tutor leans slightly forward, maintains some eye contact, and pays close attention to the student’s words. In responding to a desired student response, a good tutor nods affirmatively, smiles, and occasionally adds verbal reinforcement.
3. **Qualified reinforcement.** The tutor differentially reinforces separate parts of a response. The correct parts are mentioned first and emphasized, as in the following examples:

Tutor: John, how is yellow fever transmitted?

John: I think it is transmitted by flies.

Tutor: You’re right; it’s an insect that carries the disease, but it isn’t a fly.

Tutor: Describe the reduction half-reaction in the galvanic cell.

Mary: Reduction is when electrons are lost at the cathode.

Tutor: Reduction does occur at the cathode, but are electrons lost or gained?

4. **Delayed reinforcement.** The tutor emphasizes positive aspects of a student’s earlier responses by referring back to the student’s ideas. This skill is important to enable students to build concepts on their own correct ideas.

For example, the chemistry tutor recalls that earlier in the tutoring session, Mary had explained correctly the difference between ionic and covalent bonds. Now Mary is confused about writing ionic equations. The tutor begins by saying, “You told me earlier that ions remained apart in solution.”

POSITIVE REINFORCEMENT WORKSHEET

P—Positive

Q—Qualified

D—Delayed

N—Not reinforcing

____ 1. "I can tell you've really been studying this material."

____ 2. "That was a good question."

____ 3. "You got the one-half part right; what comes next?"

____ 4. "That answer has nothing to do with our discussion."

____ 5. "A little while ago you said that molarity was mole per liter.
How can you get the number of moles if you know the molarity?"

____ 6. "Uh-hmm."

Write examples of each type of reinforcement you remember using in recent tutoring sessions. If you cannot recall using a certain type of reinforcement, write some examples that might be appropriate for use in your tutoring sessions.

Delayed:

Qualified:

Nonverbal:

THE FOUR GOALS OF MISBEHAVIOR

Student's Faulty Belief	Student's Goals	Teacher's Feelings	Teacher's Reactions	Student's Response To Teacher's Reaction	Guidelines for Redirecting Misbehavior
I belong only when I am noticed or served	Attention	Annoyed	Remind, coax	Temporarily stops misbehavior; later resumes same behavior or seeks attention in another way	Recognize that reminders and warnings only reinforce the goal. Ignore behavior when possible. Give attention in unexpected ways. Notice positive behavior
I belong only when I'm in control or when I'm proving that no one can make me do anything.	Power	Angry, provoked	Give in or fight power with power.	Intensifies power struggle or submits with defiant compliance.	Withdraw from conflict. Help students use power constructively by enlisting their help.
I belong only when I hurt others and get even. I can't be liked.	Revenge	Hurt	Retaliate, get even.	Seeks further revenge.	Avoid punishment, retaliation, feeling hurt. Build trusting relationship.
I belong only when I convince others that I am unable and helpless.	Display of inadequacy	Despairing, hopeless, discouraged.	Agree with student that nothing can be done. Give up.	Shows no improvement	Recognize student's deep discouragement. Don't give up, pity or criticize. Encourage all positive effort.

To identify student's goal:

- Examine your own feelings and reactions to the misbehavior.
- Analyze the student's response to what you do and say.

Source: *Systematic Training for Effective Teaching*, Dinkmeyer.

STUDY SKILL: CORNELL NOTE-TAKING SYSTEM

When you (or your tutee) need to listen for information (a passive learning situation), you can become more of an active learner by using this note-taking technique.

Divide your page into three, like this:

Questions	Lecture Notes (use abbreviations to get the main points)
In this smaller column, put questions about the lecture, to be answered at an appropriate time.	

Summary:

Later, when you are doing your homework, write from memory what the lecture was about.

CHAPTER 7—TAKING THE LEAD

Being assertive

In order to be an effective tutor, you need to be comfortable asserting your own needs (to have a good session, to be listened to, to complete the task you set out to do).

- ◆ Know what your needs surrounding the session are.
- ◆ Be comfortable asserting those needs to your tutee.

Your tutee may be more assertive than you are, which means you may need to develop some confidence and skills in identifying your own needs surrounding the session and in communicating those needs to your tutee. Here are some situations where you can role play, using the skills in the Goals of Misbehavior chart (in Chapter 6) to understand motivation and the Effective Listening (in Chapter 4) for some phrases you can use.

- ◆ Your tutee says, “Here’s the homework I got in social studies. What’s the answer to the first question?”
- ◆ Your tutee says, “I know I was supposed to write a draft for my language arts class, but I didn’t get to it. Would you just help me do it now?”
- ◆ Your tutee says, aggressively and with clear frustration, “I know you said you can’t help me with it, but I need to have it done. Will you help me now?”
- ◆ Your tutee’s language embarrasses you.
- ◆ Your tutee says, “I finished my homework at school, so I do not have to work.”
- ◆ After you have finished working on homework with your tutee you offer them additional skill building work and they reply, “My teacher didn’t say I have to do this, why should I?”

STUDY SKILL—T-3 GETTING ORGANIZED

T-3 Summary

Class: _____

A way to get organized

This might be helpful when your tutee needs to pull materials together to study for a test. Try it yourself before you pass it along.

- ◆ Draw a large “T” on notebook paper.
- ◆ Place the chapter title in the horizontal line of the “T”.
- ◆ Write the main idea of the materials to the left of the vertical bar. Write details or supporting facts to the right of the vertical bar.
- ◆ Number and date each page.

Tips: Whenever doing this type of exercise, use brief phrases and abbreviations. If you like color, use highlighters to mark the page.

You can do the same things with folders or note cards. The point is that the student takes information and organizes it in a way that makes sense to him/her, making it fit into his/her own learning style: visual, tactual, or auditory. How might you do the same if you’re an auditory learner?

Be sure you understand your teacher’s plan to help you learn material. What skills does s/he encourage? Put a check by those you’ve done in the class.

- _____ Taking notes in class
- _____ Keeping a three-ring binder
- _____ Chapter review notes
- _____ Flashcards
- _____ Small group discussions
- _____ Hands-on projects
- _____ Learning journal
- _____ Other

Once you’ve pulled together all the material you need to study, organize it in three piles (or colors, or folders, depending on what works for you)

- ◆ What you know well
- ◆ What you need to review
- ◆ What is unfamiliar

Use an index card for vocabulary, definitions, spelling, and formulas that can have a word on one side, and the definition (for example) on the other.

Review what you know well. Set it aside.

CHAPTER 8—WHEN YOUR TUTEE NEEDS HELP WITH READING

Reading is a skill that improves with practice. With so much competition from other activities. Student often don't read much. Being a poor reader is one of the biggest impediments to academic success. Many people are embarrassed that they don't read better (or in some cases, at all) and you may need to pay close attention to ascertain if this is the situation with your tutee. If so, here's a technique that might help when working with young students (elementary).

Paired Reading

A simple way for parents, other adults, or friends to help youngsters become more independent and feel positively about themselves as readers.

What is it?

It is an approach to helping youngsters practice reading in an environment of support.

In a "nutshell," the child and another person (parent, friend) read together at the same time from a book the child has chosen. Then, when the child feels ready, he or she reads alone out loud

This approach originated in the United Kingdom with Keith Topping. It has met with a great deal of success there, and is catching on here.

Why do it?

Recent evidence has shown that students who do paired reading daily make strong gains in both reading accuracy and comprehension.

Kids in early stages of reading need lots of frequent support, especially from people who matter to them such as parents. Like riding a bike, learning to read can be risky. But practice with encouragement helps kids learn successfully.

Who is it for?

Anyone who has already begun reading—usually 1st grade and up—can do paired reading. If older students are interested (4th grade and up), it can work for them as well.

How to do paired reading

There are really only two steps to paired reading:

1. Reading together
2. Reading alone

Let the child choose a book for you to read together. You might want to help out by providing the child with a group of books to choose from. Begin by reading aloud together, having your voice going tight along with the child's. While reading together, if there is an important word the child missed, repeat it. Have the child do the same for you. When the child is ready to read alone, he/she will give you a signal (a nudge or tap).

The child then reads alone, and you follow along. If the child struggles with a word for four or five seconds, or gets a word wrong, you read the word out loud correctly. Have the child repeat it, and then you simply join in and read together until you are nudged again.

During both steps, an important part of paired reading is encouragement and sharing. Let the child know what he/she is doing well (nudging you, remembering words, reading smoothly), and stop often to enjoy the book together.

CHAPTER 8—CONTINUED

Tips for success

Do:

- ◆ Praise the child for:
 - ◆ Reading smoothly
 - ◆ Nudging you often
 - ◆ Remembering the stops of paired reading
 - ◆ Figuring our hard works
 - ◆ Correcting him/herself
 - ◆ Reading carefully
 - ◆ Thinking as he/she reads
- ◆ Keep track of what you are doing. Keep a chart of the days you read, what you have read, and how many pages you have read.
- ◆ For early readers, look for books that follow a patters, like *The 3 Billy Goats Gruff*.
- ◆ Set a regular time each day.
- ◆ Make sure you and the child get training in paired reading.
- ◆ Discuss the book. Talk about what you like, and what you think might happen next.

Don't

- ◆ Ask a lot of questions about the book. Discuss instead.
- ◆ Keep reading after the child wants to stop (5 – 15 minutes is about right).
- ◆ Try to teach phonics skills while you are doing paired reading. Give encouragement when the child uses them on his/her own, though.

Questions & Answers

Q: *I am not very good at reading out loud myself. What if I make mistakes?*

R: You don't need to be a strong reader to do this. It is actually good for kids to see adults get mixed up then fix things and move on.

Q: *My student hardly ever nudges me. How can it help if she never reads alone?*

R: Reading together is probably helping a lot. She is listening to the language of each story and following along as you tackle the tough part of figuring out the print. Keep at it!

Q: *My student makes lots of mistakes when he reads, and keeps choosing books that seem too hard for him. What should I do?*

R: Try reading the first few pages of the book aloud to him. Also, try pointing to each word as you go. You might want to get easier books for him to choose from, too.

Q: *My student chooses easy books and end up reading alone most of the time. Is this okay?*

R: Absolutely, keep feeding him books!

Be proud of yourself, reading with a child is a very special gift of time, sharing, and caring.

Don't worry if you end up making changes in the paired reading process. What is most important is reading with the child.

Sources: Topping, Keith. *Paired Reading: A powerful technique for parent use.* The Reading Teacher, March 1987.

From a brochure prepared by Susan Carey Biggam, Vermont Department of Education, Montpelier.

PAIRED READING LOG

Date: _____ Book: _____ Pages: _____

Comments/Questions: _____

Date: _____ Book: _____ Pages: _____

Comments/Questions: _____

Date: _____ Book: _____ Pages: _____

Comments/Questions: _____

Date: _____ Book: _____ Pages: _____

Comments/Questions: _____

STUDY SKILL: THE SQ3R STUDY METHOD

- ◆ **S = Survery.** Skim the material, paying particular attention to headings, topic sentences, maps, charts, graphs, and words you do not understand.
- ◆ **Q = Question.** If questions are not assigned, the students should make up his or her own. Formulate questions based on important information contained in the reading.
- ◆ **3R = Read, Recite, Review.** *Read* the material through without stopping. Read to answer the questions you have created. *Recite:* Answer the question without referring to the text. *Review:* Recall and reflect on the major ideas in the reading. Review the material frequently.

Discuss with students the adjustments they may need to make in their study habits in order to use this method. Encourage students to try SQ3R method for a couple of weeks and then report on the results.

SOURCE: *UW Systems Board of Regents, How To ...*, 10-12, Activity 4

APPENDIX

HOW TUTORS CAN HELP TUTEES IMPROVE THEIR CONCENTRATION

BY BECKY PATTERSON, UNIVERSITY OF ALASKA, ANCHORAGE, AK

Concentration may be the most important learning skill for your tutees to earn—and you can help them improve their concentration. If tutees can't concentrate when they are reading textbooks, sitting in class, or studying for a test, they won't be able to retain what they are reading, hearing, or learning. The good news is this is a skill that can be strengthened with practice.

First, you need to clear up two misconceptions about concentration. The first misconception is that “good” students can concentrate for hours at a time. Because of this misconception, students often schedule study time so that they are studying, for example, all day Friday or all day Saturday. After examining over 350 study sessions, from first year college students to senior faculty members, I found the average concentration span in textbooks to be about 16 minutes. This means you need to encourage students to use 15-20 minutes study sessions in one subject; they can switch to another topic or another activity for the next 20 minutes. Some subjects and some study activities will hold their interest and concentration for longer than 20 minutes, but the average study span is about that length. Using 20-minute study bites and switching activities regularly during a three hour study period increases productivity and retention immensely. When concentration wanes, students need to be taught to turn away from that book immediately and switch to another study material, even if the time has been shorter than 20 minutes. Sitting over an open textbook while daydreams flow through their brains is counter-productive.

The second misconception students hold is that some people just naturally concentrate well and others don't. Concentration is not an innate ability. It is a skill that can be learned and, with practice, students get better. Even students who feel they never concentrate in school activities can learn to concentrate if they practice.

Special concentration strategies

Concentration strategies include a balance of mental challenges, emotional involvement, and physical exercises. If any one of these components is missing, concentration will not be good.

Mental Challenges: Teach students mental exercises which will improve concentration and ask them to incorporate into their daily lives sustained concentration on a simple task. The first step is to teach tutees a simple relaxation exercise (deep breathing to the count of four and relaxing the body starting with the feet and ending with the eyes and jaw muscles). Then, with their eyes closed, have them picture a flower (or any object they wish to concentrate on). Encourage them to examine the flower in minute detail, examining this flower close up and far away. Start with two- to- three minute concentration spans. After tutees have concentrated on the flower for a few minutes, ask them to open their eyes and describe their concentration. The goal is to incorporate 15 to 20 minutes of sustained concentration into their daily schedules. You might wish to start every tutoring session with a brief concentration exercise. Even five minutes will make a difference in their ability to concentrate at will and sustain focus over a longer period of time.

A second exercise to enhance concentration involves challenging tutees by teaching them to push themselves past their current intellectual level. If students get bored, the material is probably too easy, and they need to learn to incorporate challenges by learning more than they may need to learn for the class. If students get stressed, the material may be too hard and that makes students shut down. Stimulating intellectual activities need to be a regular part of students' lives, or the brain is going to get hazy from lack of use. You might ask tutees to come up with three to six questions about the material they are supposed to learn or teach them to build their background knowledge in that topic by checking out easy books on the subject. Finally, distributed study with specific short-term goals will help students concentrate. Teach tutees the 20-minute study bite and help them write specific study goals for each study period. A student may set a goal of reading one history chapter, completing seven math problems, or brainstorming at least a dozen ideas for an English paper. Studying each subject for a little bit every day will help concentration and retention.

Emotional Involvement: Tutees will learn they cannot concentrate on studies unless they have personal commitment to that topic. External motivators are the weakest sort of commitment, so encourage your tutee to concentrate on learning the subject rather than getting a certain grade. Help tutees to see how this topic can become personally relevant. Tutors might want to model by showing why this topic is intellectually challenging or personally relevant.

Negative emotions, especially stress, will detract from concentration; stress management strategies will help. These may include relaxation exercises, guided visualizations, humor, or other activities.

Finally, other people greatly affect tutees' ability to concentrate. If they are trying to study in a dorm room when everyone else is watching television, they will find their concentration turning toward what the others are doing. This may mean helping tutees find other study times, other study places, and situations where their minds can fully concentrate on the topic rather than the distractions of everyday life.

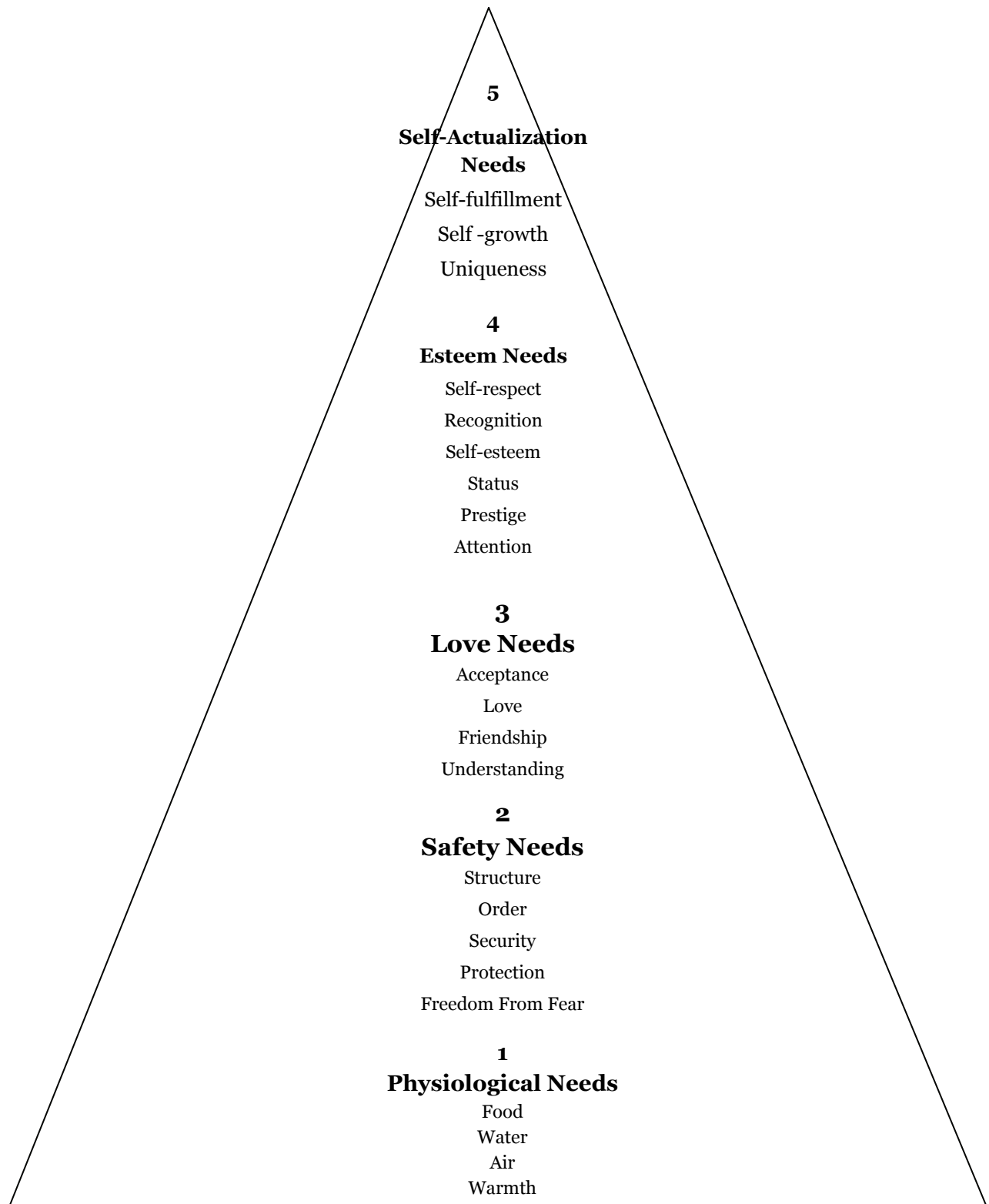
Physical exercise: The mind does not operate by itself and mind/body connections have been firmly established by the scientific establishment. This means students cannot have an Olympic-quality mind with a couch potato body. The first rule for enhancing concentration is to get enough physical exercise every day, at least enough to break into a sweat. Encourage tutees to find physical activities that fit into their lives. This may involve walking across campus, or taking the dog for a walk every evening. The exercise brings variety into their lives and enhances the mind's ability to sustain focus.

Active learning also helps. Encourage tutees to position their bodies in alert poses, to walk around while testing themselves over new terminology, to talk aloud about a chapter they've just read, to write something about the topic, to make new concepts or theories into a song, or to get physically involved rather than sitting at a desk.

Conclusion

In conclusion, tutees need to learn to monitor their concentration and to incorporate active concentration practice into every study session. Tutors can help by modeling intense concentration during tutoring sessions and by changing activities when a tutee's concentration flags. Concentration—just as with any skill—can be developed with practice.

MASLOW'S HIERARCHY OF NEEDS



As lower-level needs are met, higher levels come into play.

HUMAN DEVELOPMENT

SOURCE: BIG BROTHERS/BIG SISTERS OF AMERICA, CHILD DEVELOPMENT SEMINAR, AUGUST 1990

CHARACTERISTICS OF 5- TO 7-YEAR OLDS

General Characteristics

1. Eager to learn, easily fatigued, short periods of interest.
2. Learn best when they can be active while learning.
3. Self-assertive, boastful, less cooperative, more competitive.

Physical Characteristics

1. Are very active and need frequent breaks from tasks to do things that are fun for them and involve use of energy.
2. Need rest periods. Good quiet activities would be reading books together or doing simple art projects.
3. Large muscles are well developed. Activities involving small muscles will be difficult (working on models with small pieces).
4. May tend to be accident prone.

Social Characteristics

1. Like organized games and are very concerned about following rules.
2. Can be very competitive. May cheat at games.
3. Are very imaginative and involved in fantasy playing.
4. Are self-assertive, aggressive, want to be first, less cooperative than at five, and boastful.
5. Learn best through active participation.

Emotional Characteristics

1. Are alert to feelings of others, but unaware of how their own actions affect others.
2. Are very sensitive to praise and recognition. Feelings are easily hurt.
3. Inconsistent in level of maturity evidenced; regress when tired, often less mature at home than with outsiders.

Mental Characteristics

1. Are very eager to learn.
2. Like to talk.
3. Their idea of fairness becomes a big issue.
4. Have difficulty making decisions.

Developmental Tasks

1. Sex role identification
2. Early moral development.
3. Concrete operations—the child begins to experience the predictability of physical events.
4. Group play.

Suggested Volunteer Strategies

1. Be patient, encouraging, and flexible.
2. Give supervision with minimum amount of interference.
3. Give praise, opportunities for successful completion, and suggestions on acceptable behavior.

CHARACTERISTICS OF 8– TO 10-YEAR OLDS

General Characteristics

1. Interested in people, aware of differences, willing to give more to others but expect more.
2. Busy, active, full of enthusiasm, may try too much, accident prone, interest in money and its value.
3. Sensitive to criticism, recognize failure, capacity for self-evaluation.
4. Capable of prolonged interest, may make plans on own.
5. Decisive, dependable, reasonable, strong sense of right and wrong.
6. Spend a great deal of time in talk and discussion, often outspoken and critical of adults although still dependant on adult approval.

Physical Characteristics

1. Are very active and need frequent breaks from tasks to do things that are fun for them and involve use of energy.
2. Bone growth is not yet complete.
3. Early maturers may be upset with their size. A listening ear and your explanations will help.
4. May tend to be accident prone.

Social Characteristics

1. Can be very competitive.
2. Are choosy about their friends: boys like boys, girls like girls.
3. Being accepted by friends becomes quite important.
4. Team games become popular.
5. Worshiping heroes, TV stars, sports figures is common.

Emotional Characteristics

1. Are very sensitive to praise and recognition. Feelings are easily hurt.
2. Because friends are so important during this time, there can be conflicts between adult rules and friends' rules. You can help by your honesty and consistency.

Mental Characteristics

1. Their idea of fairness becomes a big issue.
2. Are eager to answer questions.
3. Are very curious, and are collectors of everything. However, they may jump to other objects of interest after a short time.
4. Want more independence, but know they need guidance and support.
5. Wide discrepancies in reading ability.

Developmental Tasks

1. Social cooperation.
2. Self-evaluation.
3. Skill learning.
4. Team play.

Suggested Volunteer Strategies

1. Recognize allegiance to friends and "heroes."
2. Remind child of responsibilities in a two way relationship.
3. Acknowledge performance: "Hey, watch this."
4. Offer enjoyable learning experiences. It's a great time to teach about different cultures.
5. Provide frank answers to questions about upcoming physiological changes.

CHARACTERISTICS OF 11– TO 13-YEAR OLDS

General Characteristics

1. Testing limits, “know-it-all” attitude.
2. Vulnerable, emotionally insecure, fear of rejection, mood swings.
3. Identification with admired adults.
4. Bodies are going through changes that affect personal appearance.

Physical Characteristics

1. Small muscle coordination is good, and interests in art, crafts, models, and music are popular.
2. Bone growth is not yet complete.
3. Early maturers may be upset with their size. A listening ear and your explanations will help.
4. Are very concerned with their appearance, and very self-conscious about growth.
5. Diet and sleep habits can be bad, which may result in low energy levels.
6. Girls may begin menstruation, and may begin sexual activity.

Social Characteristics

1. Being accepted by friends becomes quite important.
2. Cliques start to develop outside of school.
3. Team games become popular.
4. Crushes on members of the opposite sex are common; girls are ahead of boys.
5. Friends set the general rule of behavior.
6. Feel a real need to conform. They dress and behave alike in order to “belong.”
7. Are very concerned about what others say and think of them.
8. Have a tendency to manipulate others (“Mary’s mother says she can go. Why can’t I?”).
9. Interested in earning own money

Emotional Characteristics

1. Are very sensitive to praise and recognition. Feelings are easily hurt.
2. Because friends are so important during this time, there can be conflicts between adult rules and friends’ rules.

3. Are caught between being a child and being an adult.
4. Loud behavior and “showing off” hide their lack of self-confidence.
5. Look at the world more objectively, adults subjectively, critical.

Mental Characteristics

1. Tend to be perfectionists. If they try to attempt too much, they may feel frustrated and guilty.
2. Want more independence, but know they need guidance and support.
3. Attention span can be lengthy.

Developmental Tasks

1. Social cooperation.
2. Self-evaluation.
3. Skill learning.
4. Team play.

Suggested Volunteer Strategies

1. Offer alternative opinions without being insistent.
2. Be accepting of different physical states and emotional changes.
3. Give frank answers to questions.
4. Offer money making opportunities.
5. Share aspects of professional life and rewards of achieving in world of work.
6. Do not tease about appearance, clothes, boy-friends, sexuality. Affirm often.

CHARACTERISTICS OF 14- TO 16-YEAR OLDS

General Characteristics

1. Testing limits, "know-it-all" attitude.
2. Vulnerable, emotionally insecure, fear of rejection, mood swings.
3. Identification with admired adults.
4. Bodies are going through changes that affect personal appearance.

Physical Characteristics

1. Are very concerned with their appearance, and very self-conscience about growth.
2. Diet and sleep habits can be bad, which may result in low energy levels.
3. Rapid weight gain at beginning of adolescence. Enormous appetite.

Social Characteristics

1. Friends set the general rule of behavior.
2. Feel a real need to conform. They dress and behave alike in order to "belong."
3. Are very concerned about what others say and think of them.
4. Have a tendency to manipulate others ("Mary's mother says she can go. Why can't I?").
5. Going to extremes, emotional instability with "know-it-all" attitude.
6. Fear of ridicule and of being unpopular
7. Strong identification with an admired adult. Strongly idealistic.
8. Girls usually more interested in boys than boys are in girls, resulting from earlier maturing of girls.

Emotional Characteristics

1. Are very sensitive to praise and recognition. Feelings are easily hurt.
2. Are caught between being a child and being an adult.
3. Loud behavior and "showing off" hide their lack of self-confidence.
4. Look at the world more objectively, adults subjectively, critical.

Mental Characteristics

1. Can better understand moral principles.
2. Attention span can be lengthy.
3. Argumentative behavior may be part of "trying out" an opinion.

Developmental Tasks

1. Physical maturation.
2. Abstract thinking.
3. Membership in the peer group.
4. Human relationships.

Suggested Volunteer Strategies

1. Give choices and don't be afraid to confront inappropriate behavior..
2. Use humor to diffuse testy situations.
3. Give positive feedback, and let know affection is for them and not for accomplishments.
4. Be available and be yourself, with strengths, weaknesses and emotions.
5. Be honest and disclose appropriate personal information to build trust.

REFLECTIVE LISTENING

Reflective listening calls for a response that reflects back to students, their feelings, and the circumstances of, or reasons for, their feeling. You neither interpret nor analyze. You simply show that you've heard and understood.

For example, Martin comes to you with tear filled eyes. "Those kids won't let me play softball with them." You respond with, "You feel sad because they're leaving you out of the game." You reflected back Martin's feelings: "You feel sad..." You reflected lack the circumstances of or reasons for Martin's feelings: "...because they left you out of the game."

You became a mirror, reflecting his message by paraphrasing, not merely by repeating what he implied and said. If you'd simply parroted his words, he'd have not indication that you understood or cared. Martin didn't say he felt sad. You inferred his feeling from his words and from his expression, posture, tone of voice, rate of speech. You didn't really add anything to what Martin said. You simply reflected back in words all that his message communicated to you. In this way, your reflective listening response was interchangeable with what the student said.

When students are upset, they tend to lose perspective. Their problems seem overwhelming, their feelings unbearable. Your use of reflective listening can help them see the situation clearly and rationally. Further, you'll help them articulate their feelings: You'll give their emotions a name.

Sometimes students will use a "feeling word." They'll say, "I'm angry" or "I'm hurt." When they do, you may repeat their word or use another word; the important thing is to recognize the feeling behind the content, to translate nonverbal clues into language. Translate, no interpret. As we strive to create a trusting relationship with students, we need first to show them we understand what they're feeling. Giving them words for what may be an inexpressible emotion will also help them put the situation in perspective.

Reflective listening can be useful with students of all ages. Even the youngest will benefit from hearing their teacher accept and reflect back their feelings. But reflective listening, even to the simplest message, takes practice.

Feelings first. Start by concentrating on picking out and reflecting the student's feeling.

Yolanda says, "I'll never learn math. It's too hard."

Delay your response for about 10 seconds while you think about what you heard. Ask yourself what Yolanda is feeling. Then say, "You feel discouraged" or "You feel depressed." Use the word you decide is best for this particular student, the word she'll accept. Sanford may not like being told he feels "afraid," but he may accept "nervous" or "anxious." Speaking in a tentative tone of voice when you reflect will lead students to help clarify their own feelings and will allow you to avoid sounding like a "know-it-all."

Some messages will contain more than one feeling:

Student: "Every time I raise my hand, you call on someone else!"

Teacher: "You feel both hurt and angry."

Similarly, students may have mixed emotions, both pleasant and unpleasant feelings:

Student: "I like this school and the kids here, but I miss my old school too."

Teacher: "You feel both glad and sad."

Listen for the whole message.

Choosing the accurate word. “Upset” isn’t very specific so don’t overuse it. Attempt to use the most accurate word, remembering to be sensitive about the way certain students will respond to certain words. Add your own words to the following two lists:

Words for unpleasant feelings:

- ◆ Afraid, scared, worried, anxious, nervous, tense
- ◆ Angry, mad, turned off, furious, fed up
- ◆ Annoyed, bugged, bothered, irritated
- ◆ Bad, terrible, awful
- ◆ Bored, tired, weary, restless
- ◆ Confused, puzzled

Instead of asking, “How do you feel about school,” observe the clues and say, “You seem to be unhappy at school.”

Be careful when you interpret nonverbal behavior. One student may show resistance by folding his arms across his chest; another may relax this way. Again, be tentative and sensitive. Say “You seem nervous,” rather than “Your twitching tells me you’re nervous.”

Don’t overdue reflective listening. Every question or statement doesn’t deserve reflecting. “Where’s the glue?” is better answered by “In the cupboard” than by “Sounds like you’re anxious to paste.” “It looks like rain” usually doesn’t need a response like “You feel concerned because of the clouds.” Use your sensitivity and common sense. Some questions suggest feelings that need to be reflected and some don’t. Learn to recognize the difference.

Be aware of times when your reflective listening is reinforcing a student’s mistaken goal. For example, Jerry may complain about his lab partners day after day because your readiness to reflect his feelings and discuss them gives him a good way to get your attention and sympathy. Unless you redirect his behavior, he may continue to use problems instead of solving them. The next time he comes to complain, say, “We’ve discussed this problem several times before. I guess I can’t help you with it but I’m sure you’ll be able to handle it.” Or “Looks like this is something you’ll have to work out for yourself. I’m sure you can take care of it.” If he persists, remain silent, busy yourself with something else, or change the subject.

Jerry won’t like this, but eventually he’ll learn that you’re willing to help only if he really wants to solve the problem. Encourage him by paying attention to him at unexpected times; help him find significance in ways that don’t require your attention.

Students must learn to solve problems independently, especially problems in getting along with classmates. If they know you’ll react to their troubles with each other by asking them to work things out on their own, they’ll learn independence. After the teacher reflected Phoebe’s feelings about Sam’s talking the blocks, she or he might have added, “This is something you and Sam need to talk over. I’m sure you two can solve your problem.”

If you feel students are expressing their feelings to gain power over you or for revenge, you may decide to listen or to withdraw from provocation. Once again, use sensitivity and common sense.

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