Beginning & Advanced Tutoring Theory and Practice (TUTR 1A and D)

Text/Workbook

Ms. Wolford, Instructor
Chabot College
Definition of Tutoring

Tutoring is, by definition, a one-to-one or small group activity where a person who is knowledgeable and has expertise in a specific content area or discipline provides tutelage, help, or clarification to one or more who do not. The goal of tutoring is to assist students to become independent learners and increase their motivation to learn. As a tutor, you will have an opportunity to be instrumental in the success of the many students you serve.

(Source: “Tutor Training Manual”, Chandler-Gilbert Community College, Arizona)

Task: Highlight/underline the main idea in this definition.
<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td></td>
</tr>
<tr>
<td>Date: <strong><strong>/</strong><em>/</em></strong>_</td>
<td>Time In: ________</td>
</tr>
</tbody>
</table>

- Checked in on SARS Computer
- Wrote name on the board to meet with a tutor
- Brought relevant materials for the session (textbook, assignments sheet, drafts of writing, etc.)

*My goal for our session:*

____________________________________________________________________________________

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____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Tutor, please verify that the student has filled out all of the above before beginning the session.

<table>
<thead>
<tr>
<th>Tutor Name:</th>
</tr>
</thead>
</table>

*Summary of session (How the time was used):*

____________________________________________________________________________________

____________________________________________________________________________________

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*Question/concerns of the student regarding his or her learning process or regarding the course:*

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____________________________________________________________________________________

At the end of the session, please make sure that you:

- Walked student to SARS computer for sign-out
- Gave student white copy of Tutor Report
- Placed colored copy of Tutor Report in your folder in WRAC

Chabot College
STRUCTURING A TUTORING SESSION

Task: Break into groups and arrange these steps into what you think is a well-structured tutoring session. Place a number in front of each step.

______ Identify the Underlying Thought Process (help the tutee develop a learning strategy)

______ Establish the Objective/Identify the Task (encourage the tutee to initiate and identify the focus of the session)

______ Addressing the Tasks (conduct the tutoring session and help the tutee learn the information)

______ Confirmation and Feedback (confirm that content and thought process are correct)

______ Greeting and Climate Setting

______ Tutee Summary of Content

______ Breaking the Task into Parts

______ Closing and Goodbye

______ Tutee Summary of Underlying Thought Process

______ Setting an Agenda (break session into manageable parts)

Can some of these steps be combined to make this list more accessible and easier to understand? Attempt to simplify this list. You can rename the steps.

Source: Tutor Training Manuel, Chandler-Gilbert Community College, Chandler, AZ
<table>
<thead>
<tr>
<th>Numbers:</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many tutees/students did I work with this week?</td>
<td></td>
</tr>
<tr>
<td>2. How many times did I ask my tutee to explain something or complete a problem and walk me through their logic?</td>
<td></td>
</tr>
<tr>
<td>3. How many analogies did I use this week? Which worked best?</td>
<td></td>
</tr>
<tr>
<td>4. How many times did I use a visual or draw this week?</td>
<td></td>
</tr>
<tr>
<td>5. How many times did I arrive on time for an appointment shift?</td>
<td></td>
</tr>
<tr>
<td>6. Did I try anything different this week? If so, what?</td>
<td></td>
</tr>
<tr>
<td>7. How many times did I offer a “calming” or encouraging comment?</td>
<td></td>
</tr>
<tr>
<td>8. How many of the sessions did I enjoy? What did you do to make the session enjoyable for yourself?</td>
<td></td>
</tr>
<tr>
<td>9. How many of the sessions could be described as frustrating? What might you do in the future?</td>
<td></td>
</tr>
<tr>
<td>10. How many times did I reinforce studenting skills?</td>
<td></td>
</tr>
</tbody>
</table>

What will you focus on this coming week?
Procedures Quiz

Please complete the following quiz before the next time we meet. If you do not know the answer to the question, refer to your handbook and talk with others. DO NOT ASK Learning Connection staff for answers to this quiz, especially if they are busy at the front desk or in the office. Please clearly write your answers on this sheet of paper. Be sure to include your name at the top of the quiz.

1. How does Learning Connection staff know the hours you are available?

2. How do you know when you have a tutoring appointment, or LA interaction?

3. What are you required to do if a student is chronically late or if a student misses two tutoring appointments with you?

4. What should you say and do if a student is coming unprepared (study group/LA/tutoring)?

5. What should you do if you have to miss a tutoring a time when you are scheduled?

6. Is contact information about your “tutee” available to you?

7. For your assignment, are you required to file an electronic Tutor Report form?

8. When should you put on your name badge?

9. Where do you sign out if your tutoring session (study group or individual apt) is going to take place outside of the LC?

10. How many TUTR training sessions may you miss and still qualify to work in the program?

11. For Learning Assistants only, how often should you complete your time logs?

12. In order to receive your monthly paycheck, what must you do?
In-class Activity

List of What Successful Tutors/LAs Should Do During a Tutoring/Class Session
List of What Successful Tutors/LAs Should Not Do During a Tutoring/Class Session
Building Relationships

One of the most vital steps in the development of the tutor-tutee relationship concerns exactly that, creating a relationship. Superficially, tutoring looks easy, particularly if the students are young and the material simple. But tutors are on hand to provide not only answers to students but moral and emotional support and to ferret out exactly what areas the student needs help in. What would be an extremely difficult process between strangers occurs naturally between two people who have come to know and care about each other.

Creating a strong personal relationship with your tutee is vital. Without it, a tutor can, at best, scratch the surface of a student's needs. To help a child with an assignment may improve a homework grade or even raise the score on an upcoming test, but to fill in long-standing gaps in knowledge or to help a child grasp more complex concepts, the tutor needs to understand what the student does not know and must devise ways to introduce this information to the student. The best tutor will find ways to use children's natural curiosity and interest to motivate them to want to master challenges and learn.

Although some tutoring relationships are long and enduring, many are relatively brief encounters: a semester, a few weeks or months. The biggest impact that tutors can make is not in higher test scores or better spelling papers, but in the learning techniques and confidence that one-on-one work can instill in a child. Built on a personal connection, the tutoring experience can leave a lifelong impression on both tutor and child. But making this connection and achieving this level of intimacy requires forging a strong relationship with the student.

Not that all tutor-tutee relationships are equally easy to build. Myriad potential barriers usually stand between any particular tutoring pair and a strong tutoring relationship. Many tutors work with children of a different gender, race, age, or socioeconomic background than their own. Many find themselves dealing with a tutee with emotional and family problems that the tutors do not feel fully equipped to handle. Other tutors find that they struggle with the educational system, either in conflicts with teachers or dealing with a tutee who has been labeled somehow inferior and whose self-esteem suffers as a result. (We explore these potential problems, and the ways many tutors have chosen to handle them, in later chapters.) The authors' experience suggests that most of these barriers can be overcome; to create a successful tutoring situation, they must be overcome.

Few barriers are insurmountable, although some may be daunting. How do you deal with an unmotivated student? Or a student who won't talk to you? Breaking down the walls often begins with making some small connection. Find a way to close the gap between you and the child, even if it has nothing to do with academics. Getting students to talk about their soccer team or a favorite movie is sometimes enough to open them up a little, and to let them see you as a person.

From this tiny crack, tutors can continue to open the door by building rapport and trust with their students, a complex process. Tutors must be willing to listen and be there for their students. They may also need to give something of themselves in order to show some reciprocity in the relationship. Another of the most important steps in tutoring, this process begins to move the relationship from dependence toward autonomy. Although the ultimate goal of
Attitudes

Developing an attitude of unconditional acceptance involves giving up expectations, showing enthusiasm and interest, and feeling empathy. These are the most general, fundamental elements in initiating a positive tutoring experience; they lay the foundation for successful tutoring practices.

Although it may be hard to imagine developing your attitudes toward tutoring before you even reach the site, it’s worth your time to give it some thought. Some tutoring sites allow you time to acclimate yourself and get to know the students and staff, but there are times when tutors are immediately matched up with students—before you even know what’s going on, you’re tutoring. So it’s useful to have already established some sort of mindset.

As you will see, beginning to work out your mindset and attitudes before you begin tutoring does not mean you should try to figure out your teaching techniques and goals for your student in advance. As each tutoring scenario is different and tutees generally will not conform to your expectations, such preparation would be a waste of time, even detrimental. But there is still mental preparation that you can do. Before you reach the site, you can give up any expectations that you may have, and you can work toward orienting yourself to the positive emotions of enthusiasm, interest, and empathy.

GIVING UP EXPECTATIONS

Start out with minimal expectations. This means giving up visions of what you expect or hope to see happen and what you think you will know and feel or not know and not feel. Expectations that tutors cannot give up can cause tension in the tutoring session. When such expectations are not met (which is usually the case), the tutor can become disillusioned and disheartened, emotions that can harm the relationship.

Our expectations are constructed through our value systems, upbringing, and past experiences and can be very different from those of others. These expectations can become major sources of frustration when not met or matched by others’ behavior, such as that of our tutees.

The best thing to do is to try to enter tutoring without any expectations at all. This, of course, includes giving up expectations you may have of your future students and their personalities, their academic skills or progress, and their motivation and attitude toward you. Every child is different. They have different backgrounds, different strengths, and different weaknesses. Some may be thrilled to be tutored; others may be suspicious. A tutor’s conception of a student should be a blank slate. Tutors must be prepared to accept and work with any student they are assigned.

Giving up expectations of how a tutee is supposed to act or be does not, however, preclude your holding high expectations for your tutees’ educational potential. It does not mean that you should not at all times challenge your tutees to work as hard as they can and to excel. Tutors need to form, through tutoring, a picture or an image of where they would like their individual tutees to move educationally. (This kind of informed, or educated, expectations we will address later.)

But giving up expectations applies to far more than your tutee. It means giving up expectations of yourself. It means giving up expectations of the school system, the teachers, and tutoring in general. It means giving up expectations of success.

Every tutor can help a child, but no tutor is superhuman. You cannot expect to know everything or to know how to teach everything. And every tutoring partnership can be a success, but not all tutees will land a scholarship to Harvard. Big successes are wonderful, but so are little successes. In fact, little successes make up the bulk of a successful tutoring relationship. Every tutor can make an impact on a child, and any positive impact you make is a success. It...
is up to the individuals involved in the relationship to determine just what the successes will be.

Giving up expectations is hard. When you make a commitment to tutor, it's difficult not to start thinking about what you will be dealing with and trying to prepare yourself mentally and emotionally. But as you can see, shedding your expectations will also help you shed many of your fears. Will you be able to teach? Of course. You may not know everything, but you aren't expected to. Being rusty in trigonometry doesn't make you a bad tutor. Not knowing Spanish does not make it impossible to relate to a Spanish-only-speaking child. You will be perfectly capable of teaching many subjects, and beyond helping with schoolwork, every tutor can teach students about motivation and hard work, about enjoying learning, and simply that there are teachers who care. It's comforting to remember that an adult merely being there and working with children can help improve their comprehension and vocabulary.

Forgive yourself if you don't live up to how you want to teach. The tutor in the example that follows, a Persian female who seemed a perfect match for her Farsi-speaking third-grade student, found forgiving herself difficult; she ended a session extremely frustrated with herself.

I asked Ahmed what he wanted to do and he said, "Let's study English." I was surprised, considering he had not done such a good job last time around. However, this time around, instead of asking him for the other letters in the alphabet, I went straight after the letter "M" [which had been troublesome for him in previous sessions]. I could not believe my own two eyes when I saw that blank look on his face. I thought to myself, "How stupid can someone be? I don't understand. What am I doing wrong?"

I hesitated to help him. Instead of helping him, I decided that we will sit there for as long as it takes, until he remembers the letter "M." Little did I know that we were going to sit there for a long time. I started to give him hints, pronouncing words that start with the letter "M." However, he still did not know what I was talking about. I told him to write down whatever he thinks looks like "M." He wrote the letter "N" instead.

When I looked at him, he was playing with his fingers. I could not believe it. I was furious. In an angry, yet strong tone of voice, I snapped at him. He jumped out of his chair. Tears were circling his eyes. He looked at me as though I had just hit him or something. I felt really bad. I kept on apologizing, but it was not good enough. From that moment on, he would just look at me. Not that he talked much before, now he did not even say a single word.

I tried to make it up to him, but I guess it was useless. I calmed myself down and wrote the letter "M" on the piece of paper in front of him. He stared at it for a bit and then started to write the letter "M" until the last line of the paper. I focused his attention on other letters, and when I got back to the letter "M," surprisingly enough, he remembered. He had a smile on his face.

I cannot make any excuses for my behavior. All I can say is that I was very frustrated by the fact that we had spent the entire past two weeks studying the letter "M." I also know that this is no excuse to snap at a child. I wish he knew how sorry I am.

This incident, while not ideal as far as tutoring methods go, is an excellent instance of a tutor getting upset with herself and her teaching skills. It shows how tutor expectations of how quickly a child can learn, and how well tutors should teach, can fill a situation with tension. The important thing to remember is that even though Aaron's tutor was not at her best in this situation, he forgave her, and he was still able to learn. You must try to be as forgiving with yourself.
Like Ahmed and his tutor, allow your tutees to help teach you how to teach! Teaching someone an idea, concept, or skill can be extremely challenging, especially when you “just know” how to do it. You’ll find that many skills you have to teach are ones that you learned through rote memorization. Finding more constructive and creative ways to teach these same skills can be difficult, but here you and your tutee have the most to learn from one another.

*Will you be able to succeed?* Again, forget your notions of what constitutes success. Success is different for everyone. Every tutoring scenario, regardless of the caliber of either the student or the tutor as a teacher, can be a success.

More than allowing you to calm some of your fears, approaching tutoring situations with no expectations lets you view the scene more clearly. Your lenses—that is, your expectations—do not cloud or color what is going on. Looking back at the hospital incident, one can see that what the medical volunteer expected from his interaction with Brandon was bound to defeat him had he not relaxed and dismissed it.
“Building Relationships” Questions

1. How can you build rapport with a student you are tutoring?

2. What expectations do you have about tutoring?

3. What expectations do you think your tutees have or will have when beginning tutoring with you?
The Importance of Listening

Nature gave us two ears but only one tongue, which is a gentle hint that we should listen more than we talk.

“I never learned anything while I was talking.”
This is a quote that talk show host Larry King says he thinks of regularly while interviewing people.

“To be attentive means to listen without any interpretation, without any judgment — just to listen. When you are so listening there is no boundary”

“...through listening, all separation between the observer and the observed comes to an end.”
- J. Krishnamurti, The Awakening of Intelligence

Listening is the single most important aspect of tutoring. Without it there is no way to know what the tutee needs. It is also a rare and generous gift — to listen to someone — in this media bombarded society.

Students spend 20 percent of all school related hours just listening. If television watching and one-half of conversations are included, students spend approximately 50 percent of their waking hours just listening. For those hours spent in the classroom, the amount of listening time can be almost 100 percent. Think about your own activities in college. Are most of your activities focused around listening, especially in the classroom? How well do you really listen?

If you ask a group of students to give a one word description of listening, some would say hearing; however, hearing is physical. Listening is following and understanding the sound—it is hearing with a purpose. Good listening is built on three basic skills: attitude, attention, and adjustment. These skills are known collectively as triple-A listening.

Listening is the absorption of the meanings of words and sentences by the brain. Listening leads to the understanding of facts and ideas. But listening takes attention, or sticking to the task at hand in spite of distractions. It requires concentration, which is the focusing of your thoughts upon one particular problem. A person who incorporates listening with concentration is actively listening. Active listening is a method of responding to another that encourages communication.

Listening is a very important skill, especially for tutors. Many tutors tend to talk too much during a tutorial session. This defeats the purpose of tutoring, which is to allow students to discover solutions for their learning needs.

Rather than turning the session into a mini-lecture, tutors must actively listen and encourage their students to become active learners. Giving a student your full attention is sometimes difficult because you start to run out of time, or you find yourself thinking about your next question; however, the time you spend actively listening to your student will result in a quality tutoring session.
<table>
<thead>
<tr>
<th>Poor Listening Habits</th>
<th>Poor Listeners...</th>
<th>Good Listeners...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criticizing a speaker</td>
<td>criticize the speaker's voice, clothes, or looks. Therefore, they decide that the speaker won't say anything important.</td>
<td>realize that a lecture is not a popularity contest. Good listeners look for the ideas being presented, not for things to criticize.</td>
</tr>
<tr>
<td>Finding fault with the speaker</td>
<td>become so involved in disagreeing with something the speaker states that they stop listening to the remainder of the lecture</td>
<td>listen with the mind, not the emotions. Good listeners jot down something they disagree with to ask the speaker later, then go on listening.</td>
</tr>
<tr>
<td>Allowing yourself to be distracted</td>
<td>use little distractions -- someone coughing, a pencil dropping, the door opening and closing -- as an excuse to stop listening.</td>
<td>filter out distractions and concentrate on what the speaker is saying.</td>
</tr>
<tr>
<td>Faking attention</td>
<td>look at the speaker but don't listen. They expect to get the material from the textbook later.</td>
<td>understand that speakers talk about what they think is most important. Good listeners know that a good lecture may not contain the same information as the textbook.</td>
</tr>
<tr>
<td>Forcing every lecture into one format</td>
<td>outline the lecture in detail. The listener is so concerned with organization that he misses the content.</td>
<td>adjust their style of note-taking to the speaker's topic and method of organization.</td>
</tr>
<tr>
<td>Listening only for facts</td>
<td>only want the facts. They consider everything else to be only the speaker's opinion.</td>
<td>want to see how the facts and examples support the speaker's ideas and arguments. Good listeners know that facts are important, because they support ideas.</td>
</tr>
<tr>
<td>Listening to only the easy material</td>
<td>think it is too difficult to follow the speaker's complicated ideas and logic. A poor listener wants entertainment, not education.</td>
<td>want to learn something new and try to understand the speaker's point. A good listener is not afraid of difficult, technical, or complicated ideas.</td>
</tr>
<tr>
<td>Calling a subject boring</td>
<td>decide a lecture is going to be dull and &quot;turn out&quot; the speaker.</td>
<td>listen closely for information that can be important and useful, even when a lecture is dull.</td>
</tr>
<tr>
<td>Overreacting to &quot;push button&quot; emotional words</td>
<td>get upset at words which trigger certain emotions -- words such as communist, income tax, Hitler or abortion</td>
<td>hear these same words. When they do, they listen very carefully. A good listener tries to understand the speaker's point of view.</td>
</tr>
</tbody>
</table>
Emotion begins and listening ends.

Wasting thought speed

move along lazily with the speaker even though thinking is faster than speaking. A poor listener daydreams and falls behind.

use any extra time or pauses in the lecture to reflect on the speaker's message. They think about what the speaker is saying, summarize the main points, and think about the next points.

Remember it is important for you to encourage your students to practice good listening skills. One way to accomplish this task is by sharing with them these useful strategies for classroom listening. Active listening is a very demanding skill that requires practice and perseverance. Once learned however, active listening is very rewarding.

Also remember, listening should be fun …

*My wife says I never listen to her. At least I think that’s what she said.* — Anonymous

Source: Lake Tahoe Community College Tutor Training Course, handout, Janice Tait, Instructor.
Multi-sensory Tutoring for Multi-sensory Learners

Shoshana Beth Konstant

Shoshana Beth Konstant offers strategies for tutors to help students with learning disabilities, whom she describes as multi-sensory learners. "Most learning disabled college students can learn most things when presented with information in an appropriate manner," Konstant claims. Tutors should "determine how a student learns best and teach to that," she urges. Recognizing "the student's strongest perceptual channel" enables the tutor to tailor advice to reinforce the student's preferred ways of learning. Tutors will benefit from knowing the range of approaches Konstant suggests for assisting visual, auditory, and kinesthetic learners. Her essay, which first appeared in 1992 in Writing Lab Newsletter, provides important background information on learning disabilities and the information-processing styles of multi-sensory learners. Konstant points out that tutors are not diagnosticians of learning disabilities—that role belongs to neurologists and other trained professionals. Instead, tutors can be important allies by helping to eliminate stereotypical thinking about students who are able and motivated learners but who process information differently from the majority of their fellow students.

The field of learning disabilities seems fraught with conflict; some experts say that learning disabilities are strictly a result of neurological problems, while others will swear that at least some are developmental in nature. Armed camps vehemently defend their positions about whether to teach to the student's strengths or weaknesses. Whether or not these battles will ever be won by one side or the other is anyone's guess (though technological advances in the ability to study brain functioning do seem to be revealing more and more minute damage that was previously undetectable—score one for the neurologists). But I am not a neurologist, nor am I a developmental theorist. I am a tutor, and I am not sure I care who's right or who wins. The causes of learning disabilities are important to know in order to remediate the problem (if you are of the camp who believes that they are a problem), but whether or not to remediate is another whole argument in itself, and remediation isn't my job, anyway.

Defining a learning disability is as difficult and controversial as everything else about the field. For purposes of our discussion here, it is a perceptual or processing problem, possibly neurologically based, which results in the person acting on perceptions different from those of most people. More simply put, learning disabled (LD) people might read "reason" as "rainin", not because they don't know the word, but merely because they don't see the difference—similar to the way some people can't perceive the difference between red and green. The characteristic of LD students that is easiest to forget and most important to remember is that they possess an average IQ.

One way of dealing with learning disabilities that has proven helpful to educators is to determine how a student learns best and to teach to that. Assuming that learning involves taking in and processing information, tutors who employ this method try to present information through the student's strongest perceptual channel (i.e., way of taking in information; "channel" is just jargon that makes you sound like you know what you're talking about).

The primary channels are visual, auditory, and kinesthetic. Visual learners can best process and remember information that they see, be it in the form of charts, diagrams, pictures, or printed text. Auditory learners do best with verbal explanations or discussions. Kinesthetic learners need to move or do something to learn this type of learning, being the most unfamiliar to and unused by most of us, the most difficult to explain.

We all have our own preferred ways of learning, and these often vary with the task. For example, I can never do my ballet routines correctly unless I do them while the teacher demonstrates, but I can sometimes figure out the dynamics of an ecosystem just by staring at it long enough. The former is an example of kinesthetic learning, while the latter is visual. I am primarily a visual learner: I prefer to read things for myself or read along when someone reads to me, as I have trouble understanding what other people read to me.

Many learning disabled students know how they learn best and will tell you at the beginning of the tutoring session if you ask. It is worth taking the time to find out, particularly with students whom you work with repeatedly. Why spend twenty minutes verbally explaining something to a visual learner? Why not take a different approach? Why not try to present information through the student's strongest perceptual channel? The former is a visual example of kinesthetic learning, while the latter is visual. I am primarily a visual learner: I prefer to read things for myself or read along when someone reads to me, as I have trouble understanding what other people read to me.

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But punctuation is most often intuitive, and so is tutoring. The best tutorin sometimes occurs when all theory goes out the widow. The single most impo rtant piece of advice I can give as someone experienced in tutoring LD st studen ts is do whatever works. Do anything to get the message across. I have ranted, raved, and stood on desks. Tutoring LD students is a chance to exercise one's creativity. Standard explanations or tutoring techniques may prove to b completely worthless for some students; in fact, what worked wonders for on learning disabled student may leave the next nonplussed, even confused. Don't despair. Try something else. Have patience; the student is infinitely more frus trated than you are. Try every possible way you can think of to get your mes sage across and if they all fail, then try something else.
Try ways of reaching the student through more than one channel at a time. Use combinations of visual, auditory, and kinesthetic techniques—the multisensory approach. Say it and draw it; read text aloud; use color to illustrate things. For example, when I wanted to show a student how often he had used simple sentences, we underlined simple sentences in red, complex in blue, and compound in green. Then we taped the paper to the wall, stood ten feet away, and saw that the majority of the paper was red. Nothing I could ever have said to this man would have made as strong an impression as this did.

Knowing a student's learning strengths is useful, not in order to apply specific techniques but as general background information. Being aware, for instance, that someone is a visual learner might remind you to draw diagrams of organizational patterns when discussing them or to highlight in color all topic sentences; however, it doesn't mean that you must do all these things every time. The following lists are meant to be suggestions, not requirements. Do what works with each individual. Most learning disabled college students can learn most things when presented with information in an appropriate manner.

Techniques for Tutoring Learning Disabled Students

I. Visual techniques

- Present information visually whenever possible. Use charts, diagrams, pictures, graphs, or concrete visual examples.
- Work from written material when possible, pointing to the information being discussed.
- Use a chalkboard to illustrate points.
- When possible, use colors (chalk or pens) to differentiate material: to highlight topic sentences, to put in punctuation, to distinguish between fact and inference, etc.
- Use gestures when explaining a point. Be animated—point, circle the information, draw a picture, act it out—involve yourself in the information.
- Use concrete visual images when possible.
- Make sure the student leaves the session with a visual representation, such as notes and/or diagrams, of what has been discussed verbally.

II. Auditory techniques

- Use auditory reinforcement of visually presented material. Read notes and papers aloud while pointing to the material.
- Verbally discuss all major points for reinforcement.
- Have the student read aloud.
- Encourage the student to use a tape recorder for tutoring sessions and classes so material can be reviewed at home.
- Have the student study with a tape recorder. Information should be read aloud and played back several times.

- Encourage the student to use a tape recorder to do written assignments, dictating ideas or entire sentences which can be transcribed later.

III. Kinesthetic techniques

- Allow the student to do the writing, copying, underlining, highlighting, moving.
- Make rearranging of items a physical activity for the student. Instead of drawing arrows to indicate where a sentence or paragraph should be moved, put phrases, clauses, ideas, sentences, or paragraphs separate pieces of paper or cards which the student can physically rearrange.
- Act things out and/or have the student act them out.
- Have the student copy (write over) information to be remembered.
- Use gestures when speaking and point to the material being discussed or read. Have students point as they read or discuss as well.
- If students have problems remembering terms used in tutoring discussion, develop with students a system of gestures they can use instead.

IV. Multi-sensory techniques

- Present information in as many ways as possible: say it and write it and draw it and discuss it, discuss it and act it out.
- Develop color, abbreviation, sound, or gesture systems for conceiving which the student understands but can't remember names for.
- Combine techniques whenever and to whatever extent possible. For example, have the student read something aloud while pointing to highlighting it; thus, the student is getting visual, auditory, and kinesthetic input.
- Be animated; involve the student in the session and encourage participation.
- Be creative. Try to think of new ways to convey what you are expounding. Don't repeat the same explanation two or three or seven times; the student is no more likely to understand it the seventh time than the first. Find ways of communicating through the student's strongest perceptual channels.
Cultural Differences

“Once you understand and respect the differences between you and the student, you will be much more successful.” - Ross MacDonald

What is culture? Culture refers to the sum total of acquired values, beliefs, customs, and traditions experienced by a group as familiar and normal. It includes the way groups of people think, dress, eat, talk, and treat each other; the way they decorate and celebrate and cohabitate; the things that are most important to them, and their interpretation of right and wrong.

An overview of Education in California illustrates that our state constitutes one of the most diverse gathering of cultures in the world. This mix provides students with a rich learning opportunity, but it also creates a climate of frustration and misunderstanding.

Carmencita loves Patrick.
Patrick loves Si Lan Chen.
Xenophon loves Mary Jane.
Hildegarde loves Ben.

Lucienne loves Eric.
Giovanni loves Emma Lee.
Natasha loves Miguelito--
And Miguelito loves me.

Ring around the Maypole!
Ring around we go--
Weaving our bright ribbons
Into a rainbow! – LANGSTON HUGHES

As a tutor, you will be working with students from other cultures. One of the proud hallmarks of Lake Tahoe Community College (also true for Chabot) is its diverse student population. This diversity applies to a number of aspects of student identity, including race, ethnicity, class, gender, sexuality, age, and political and religious beliefs. The diversity of the College's student population is valued, and the College aims to create an environment that allows and encourages all students to realize their academic potential. Nevertheless, student diversity can be a source of challenge in the tutoring environment.

Tutors find themselves in a position to make a strong contribution towards bridging cultural gaps and breaking down learning barriers caused by cultural differences. But the challenges are twofold for many of our tutors. A high percentage of our tutors are foreign and minority students and often have to work through cultural misconceptions that their tutees bring to the sessions. At the same time tutors need to approach learning sessions with respect and skill that allows for the confident free exchange of
Tutors have a responsibility to Avoid Gender Bias. The best place to learn how to deal with tutee diversity is in the tutoring environment itself. By employing the techniques and listening skills introduced in previous lessons, tutors will have a “golden opportunity” to learn how to effectively work with our diverse student population.

**Tutoring Foreign Students**

When tutoring foreign students you will gain an appreciation for different cultures when you establish an atmosphere of trust and acceptance. Encourage the students to talk about their family and country. If you are asked about American customs, be sensitive to the tutee's viewpoints. What is socially acceptable in the U.S. might be unthinkable in the student's culture. Most foreign students are eager to talk about their country and traditions. This interaction might be a valuable learning experience for you.

Some questions you might want to ask a foreign student include:

- Tell me about your travels in other countries and the U.S.
- What are your impressions of life in the U.S.?
- Why did you decide to come to Lake Tahoe Community College (Chabot)?
- Have American customs been a problem for you?
- What do you miss most about your country?

When you begin tutoring a foreign student, be aware that sometimes the student will become dependent on you for more than just tutoring. The student might see you as a much-needed new friend, or as a source of information about not only scholarly interests, but social interests. Student dependence can become an obstacle to bridging the cultural gap.

The following are general tips for working with English as a Second Language (ESL) students:

- Speak clearly, naturally and avoid using slang.
- Use repetition.
- Frequently ask the student if what you are saying makes sense.
- Ask students to become the tutor and explain the concept to you.
- Use restatement to clarify the student's response--I think you said...
- If the student does not understand you, write down what you are saying.
- If you do not understand the student, ask them to write what they are saying.
- Encourage students to read and to use their dictionaries.

**Valuing the perspectives of women and men**

In recent years, we have all become more aware of how deep-seated assumptions about male and female behavior and roles have affected education. These assumptions are being challenged in many ways, but some linger, unexamined and often unconscious.

Women report feeling uncomfortable in some classrooms and instructional settings
because of subtle comments, which marginalize them. The automatic use of 'he' is one such custom and the importance of non-discriminatory language has already been stressed. Beyond this, there may be a need at times to consciously 'make room' for women's voices. A number of studies suggest that they do not always get their fair share of the floor in mixed discussion groups. The pattern of marginalization can extend to the kinds of examples that are used to illustrate points and the kinds of experiences that are regarded as universal or central. Conversely, some men in largely female classes or groups may feel that their perspectives and experiences are not taken seriously.

There are no easy rules for transforming perceptions; the whole society is engaged in a complex, and sometimes painful, re-thinking of many attitudes. The essential general principle is one of self-awareness. Try to be aware of, and analyze, your own assumptions and be aware of the people with whom you are dealing. This is a matter of empathy, thinking yourself into their positions. Basic good will in this area, as in all areas which involve difference, goes a long way.

Source: Lake Tahoe Community College Tutor Training course handout, Janice Tait, Instructor.

1. How is culture different than race, ethnicity and nationality?

2. How do these categories pertain to you as an individual?

3. It is said that the millennial generation is more resistant to labels and categorization than previous generations. Do you think this is a true assessment? Explain.

4. How can you, as a tutor/LA attempt to connect with tutees who are very different from you?
WHAT IS A LEARNING DISABILITY?

The learning process can be divided into 5 steps -
1. Take in information through the senses
2. Figure out what it means
3. File it into memory
4. Later withdraw it from memory and remember it
5. Feed it back to the outside world through some from of expression such as speech or writing.

For someone with a learning disability, there is a breakdown somewhere in these steps and the individual may need different or additional ways to take in information, file it into memory, or withdraw it from memory.

CHARACTERISTICS A person with a learning disability may have trouble:
• understanding what is read
• understanding math concepts
• listening
• retaining information
• with written expression
• with oral expression
• with organization

THESE LEARNING PROBLEMS ARE NOT THE RESULTS OF poor vision, poor hearing, mental retardation, physical challenges, or emotional disturbance.

FAMOUS PEOPLE WITH LEARNING DISABILITIES
♦ Albert Einstein was 4 years old before he learned to talk - he failed his first college entrance examination.
♦ Thomas Edison’s teacher told him he was too stupid to learn and his mother home taught him.
♦ Cher had difficulty in school due to a reading problem.
♦ Whoopie Goldberg also has had trouble due to dyslexia.
The three stopped and looked out at the mud and water where the clams were supposed to be. The tide was very low and the water was several yards out from shore in between them and the water was black mud with rotting seaweed and dead fish and rubbish lying around. Swampflies with beg green heads buzzed angrily over the mud as they fed on the dead fish they settled on the legs of the children trying to feed on them too.

The current had been carrying the children away from the North Inlet until after an hour passed, they were seen miles out in the ocean. They kept looking back toward Dri-gautie, expecting at any moment to see a rescue boat. But their eyes became tired.

The next morning, after their breakfast saw finished, Dorthy dan Frank ran the whole distance of the bay, for they were in a hurry to see Pug dan od some fishing. There he saw, in the same place where they had found him the day before, whistling the same tune, holding sib net in eht water catching live bait.

From: Dangerous Island; by Helen Mather-Smith Mindlin; Dodd, Mead & Company, New York; 1956.
TIPS FOR INTERACTING WITH AN LD STUDENT

1. Get Students Attention
   * establish eye contact prior to speaking (every time)

2. Keep directions short & concrete
   * as few steps at a time as possible
   * make sure they are highly understandable
   * use simple and concrete vocabulary

3. Don't take for granted that a student understands
   * ask if there are any questions
   * remind students they can interrupt you with questions
   * ask if they know the words

4. Repeat and simplify information as necessary

5. Be patient
   * the student already has experienced a lot of frustration and discouragement

6. Don't talk down to the student
   * they know when they are being patronized
   * they are not children
   * they may be smarter than you are

7. Establish a positive rapport
   * always be aware that you are one of the keys to the student's academic success

8. Use a multi-sensory approach, both visual and auditory
   * Occasionally a student will overload with this approach. If so, allow them to just listen or look

9. Try to minimize auditory and visual distractions such as hallway noise or flickering lights
   * Some students are hypersensitive to fluorescent lights. If so, move near the window or an incandescent or LCD light
   * Be sure all cell phones, including yours, are turned off

10. Break down points into small steps and review often, making connections between steps

11. Use every trick you can think of
    * memory tricks like acronyms,
    * different colors for thesis, topic sentence, examples etc or in math, different steps

12. If they are dyslexic, point out spelling errors when you read assignments back to them. They will not see them. See if they can spell it aloud. Do not refer them to a dictionary.
INDICATORS OF LEARNING DISABILITIES IN STUDENT WRITING

- The student may have illegible or hard-to-read handwriting, with letters malformed or words poorly-spaced. The student may choose to print rather than write cursive. (See example on following page.)

- There may be numerous mechanical errors: spelling, punctuation, capitalization, usage, handwriting, proofing. The student may not be able to locate or correct these mechanical errors, or may make new errors in correcting the old ones.

- There may be many erasures and crossed-out words, giving evidence of painful revision and re-revision.

- There may be transpositions of letters or entire words. Syllables may be omitted from words, or entire words may be omitted from sentences. When asked to read his/her work aloud, the student may read as if the missing syllables or words were actually present.

- The student may write slowly, constantly revising and re-revising, in an attempt to avoid making mechanical errors for which she has been shamed or penalized during the school years.

- The student may demonstrate "Scorched Earth Syndrome," repeatedly discarding the current version of his essay and starting again at the very beginning.

- Successive revisions of the essay may be so different from each other that they are scarcely recognizable as different versions of the same essay.

- Because of reading or auditory processing difficulties, the student may misinterpret an assignment and produce a good essay (or exam answer) on the wrong topic.

- The student may sit down to write and not be able to produce anything at all ("blank paper syndrome"). The same student may be able to express ideas clearly and effectively when talking informally with other students or the instructor.

- The student may write slowly because of word-finding difficulties. (He may have an excellent vocabulary, but simply be unable to "think of the right word.")

- The student may have serious problems with essay organization. She may have difficulty subordinating less important ideas to more important ones; to her all ideas may appear equally important. She may have difficulty cutting out unrelated ideas from an essay; to her each idea may appear integrally related to all the others.
THE MOST IMPORTANT THINGS TO REMEMBER ABOUT
TEACHING WRITING TO STUDENTS WITH LEARNING DISORDERS:

HELP THE STUDENT ANALYZE THE ASSIGNMENT AND
UNDERSTAND WHY THE INSTRUCTOR MADE IT.

HELP THE STUDENT PRE-WRITE TO FIND A THESIS BEFORE
TRYING TO ORGANIZE OR WRITE.

ENCOURAGE THE STUDENT TO WRITE THE BODY OF THE
ESSAY BEFORE THE INTRO AND CONCLUSION.

THE STUDENT SHOULD USE A COMPUTER WHENEVER
POSSIBLE.

DO WHATEVER YOU CAN TO SHARPEN THE STUDENT'S
RHETORICAL CONSCIOUSNESS.

HELP STUDENTS UNDERSTAND THE RHETORICAL NEED FOR
INTRO, BODY, AND CONCLUSION, IN THAT ORDER.

ENCOURAGE PEER REVIEW AND SELF-EVALUATION.

HELP STUDENTS SEE HOW FAR THEY'VE COME.
Adult Issues

Brita Miller, Chairman

In June of last year a segment of the ABC show "20/20" focused on attention deficit disorder (ADD) in adults. Since then LDA has received a phenomenal number of telephone calls requesting further information. Therefore, the following additional information is provided.

Hallowell and Ratey have listed some of the most commonly encountered symptoms of persons with ADD, including:

1. A sense of underachievement, of not meeting one's goals (regardless of how much one has actually accomplished). We put this symptom first because it is the most common reason an adult seeks help. "I just can't get my act together" is the frequent refrain. The person may be highly accomplished by objective standards, or may be floundering, stuck with a sense of being lost in a maze, unable to capitalize on innate potential.

2. Difficulty getting organized. A major problem for most adults with ADD. Without the structure of school, without parents around to get things organized for him or her, the adults may stagger under the organizational demands of everyday obstacles. For the want of a proverbial nail — a missed appointment, a lost check, a forgotten deadline — their kingdom may be lost.

3. Chronic procrastination or trouble getting started. Adults with ADD associate so much anxiety with beginning a task, due to their fears that they won't do it right, that they put it off, which, of course, only adds to the anxiety around the task.

4. Many projects going simultaneously; trouble with follow-through. A corollary of #3. As one task is put off, another is taken up. By the end of the day, or week or year countless projects have been undertaken, while few have found completion.

5. Tendency to say what comes to mind without necessarily considering the timing or appropriateness of the remark. Like the child with ADD in the classroom, the adult with ADD gets carried away in enthusiasm. An idea comes and it must be spoken.

6. A restless search for high stimulation. The adult with ADD is always on the lookout for something novel, something engaging, something in the outside world that can catch up with the whirlwind that's rushing inside.

7. A tendency to be easily bored. A corollary of #6. Boredom surrounds the adult with ADD like a sink-hole, ever ready to drain off energy and leave the individual hungry for more stimulation. This can easily be misinterpreted as a lack of interest; actually it is a relative inability to sustain interest over time. As much as the person cares his attention runs vacuously.

8. Easy distractibility, trouble focusing attention, tendency to tune out or drift away in the middle of a page or a conversation, often coupled with an ability to hyperfocus is also usually present, emphasizing the fact that this is a syndrome not of attention deficit but of attention inconsistency.

9. Often creative, intuitive, highly intelligent. Not a symptom, but a trait deserving a mention. Adults with ADD often have unusually creative minds. In the midst of their disorganization and distractibility, they show flashes of brilliance. Capturing this "special something" is one of the goals of treatment.

10. Trouble in going through established channels, following proper procedure. Contrary to what one might think, this is not due to some unresolved problem with authority figures. Rather, it is a manifestation of boredom and frustration: boredom with routine ways of doing things and excitement around novel approaches, and frustration with being unable to do things the way they're supposed to be done.

11. Impatient; low tolerance for frustration. Frustration of any sort reminds the adult with ADD of all the failures in the past. "Oh no", he thinks, "here we go again." So he gets angry or withdraws. The impatience has to do with the need for stimulation and can lead others to think of the individuals as immature or insatiable.

12. Impulsive, either verbally or in action, as in impulsive spending of money, changing plans, enacting new schemes or career plans, and the like. This is one of the more dangerous of the adult symptoms, or, depending on the impulse, one of the more advantageous.1)

** GETTING HELP **

If you identified with many of the above symptoms or if you feel that you have to be constantly vigilant so that you do not find yourself doing the above behaviors — then you may be suffering from attention deficit disorder (ADD) or some other related disorder. It may benefit you to consult individuals who specialize in the treatment of ADD in adults and discuss the behaviors and situations that seem to give you difficulty.

There are a number of different kinds of treatments that can be of help in "getting your life together".

** TREATMENT OF ADD IN ADULTS **

Biological treatments, including medication, can be very helpful for many of the problem behaviors listed in the above list. The medications helpful for ADD often require frequent contact with the professional prescribing it. You should consult a professional who is knowledgeable about ADD and who will be easily available to you.

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To Really Learn, Quit Studying and Take a Test

By PAM BELLUCK

Taking a test is not just a passive mechanism for assessing how much people know, according to new research. It actually helps people learn, and it works better than a number of other studying techniques.

The research, published online Thursday in the journal Science, found that students who read a passage, then took a test asking them to recall what they had read, retained about 50 percent more of the information a week later than students who used two other methods.

One of those methods — repeatedly studying the material — is familiar to legions of students who cram before exams. The other — having students draw detailed diagrams documenting what they are learning — is prized by many teachers because it forces students to make connections among facts.

These other methods not only are popular, the researchers reported; they also seem to give students the illusion that they know material better than they do.

In the experiments, the students were asked to predict how much they would remember a week after using one of the methods to learn the material. Those who took the test after reading the passage predicted they would remember less than the other students predicted — but the results were just the opposite.

"I think that learning is all about retrieving, all about reconstructing our knowledge," said the lead author, Jeffrey Karpicke, an assistant professor of psychology at Purdue University. "I
think that we're tapping into something fundamental about how the mind works when we talk about retrieval.”

Several cognitive scientists and education experts said the results were striking.

The students who took the recall tests may “recognize some gaps in their knowledge,” said Marcia Linn, an education professor at the University of California, Berkeley, “and they might revisit the ideas in the back of their mind or the front of their mind.”

When they are later asked what they have learned, she went on, they can more easily “retrieve it and organize the knowledge that they have in a way that makes sense to them.”

The researchers engaged 200 college students in two experiments, assigning them to read several paragraphs about a scientific subject — how the digestive system works, for example, or the different types of vertebrate muscle tissue.

In the first experiment, the students were divided into four groups. One did nothing more than read the text for five minutes. Another studied the passage in four consecutive five-minute sessions.

A third group engaged in “concept mapping,” in which, with the passage in front of them, they arranged information from the passage into a kind of diagram, writing details and ideas in hand-drawn bubbles and linking the bubbles in an organized way.

The final group took a “retrieval practice” test. Without the passage in front of them, they wrote what they remembered in a free-form essay for 10 minutes. Then they reread the passage and took another retrieval practice test.

A week later all four groups were given a short-answer test that assessed their ability to recall facts and draw logical conclusions based on the facts.

The second experiment focused only on concept mapping and retrieval practice testing, with each student doing an exercise using each method. In this initial phase, researchers reported, students who made diagrams while consulting the passage included more detail than students asked to recall what they had just read in an essay.
But when they were evaluated a week later, the students in the testing group did much better than the concept mappers. They even did better when they were evaluated not with a short-answer test but with a test requiring them to draw a concept map from memory.

Why retrieval testing helps is still unknown. Perhaps it is because by remembering information we are organizing it and creating cues and connections that our brains later recognize.

“When you’re retrieving something out of a computer’s memory, you don’t change anything — it’s simple playback,” said Robert Bjork, a psychologist at the University of California, Los Angeles, who was not involved with the study.

But “when we use our memories by retrieving things, we change our access” to that information, Dr. Bjork said. “What we recall becomes more recallable in the future. In a sense you are practicing what you are going to need to do later.”

It may also be that the struggle involved in recalling something helps reinforce it in our brains.

Maybe that is also why students who took retrieval practice tests were less confident about how they would perform a week later.

“The struggle helps you learn, but it makes you feel like you’re not learning,” said Nate Kornell, a psychologist at Williams College. “You feel like: ‘I don’t know it that well. This is hard and I’m having trouble coming up with this information.’ ”

By contrast, he said, when rereading texts and possibly even drawing diagrams, “you say: ‘Oh, this is easier. I read this already.’ ”

The Purdue study supports findings of a recent spate of research showing learning benefits from testing, including benefits when students get questions wrong. But by comparing testing with other methods, the study goes further.

“It really bumps it up a level of importance by contrasting it with concept mapping, which many educators think of as sort of the gold standard,” said Daniel Willingham, a psychology professor at the University of Virginia. Although “it’s not totally obvious that this is shovel-ready — put it in the classroom and it’s good to go — for educators this ought to be a big deal.”
Howard Gardner, an education professor at Harvard who advocates constructivism — the idea that children should discover their own approach to learning, emphasizing reasoning over memorization — said in an e-mail that the results “throw down the gauntlet to those progressive educators, myself included.”

“Educators who embrace seemingly more active approaches, like concept mapping,” he continued, “are challenged to devise outcome measures that can demonstrate the superiority of such constructivist approaches.”

Testing, of course, is a highly charged issue in education, drawing criticism that too much promotes rote learning, swallows valuable time for learning new things and causes excessive student anxiety.

“More testing isn’t necessarily better,” said Dr. Linn, who said her work with California school districts had found that asking students to explain what they did in a science experiment rather than having them simply conduct the hands-on experiment — a version of retrieval practice testing — was beneficial. “Some tests are just not learning opportunities. We need a different kind of testing than we currently have.”

Dr. Kornell said that “even though in the short term it may seem like a waste of time,” retrieval practice appears to “make things stick in a way that may not be used in the classroom.

“It’s going to last for the rest of their schooling, and potentially for the rest of their lives.”
FINAL EXAM

Name: _________________________________________________

Class(es) that you tutored for:____________________________________

How often do you set objectives with students (provide a rough percentage) during a tutoring session? Please describe one instance of objective setting.

Describe the techniques you used this semester while working with students. Provide a short, specific example for each technique. You may use the back of this sheet if necessary.
Course Assessment

Please rank the following topics according to their usefulness to you as a tutor/LA this semester.

_____ Structuring a Tutoring Session
_____ Procedures Quiz
_____ List of Do’s and Don’ts
_____ Listening Article/Class Activity
_____ Questioning
_____ LA Demonstrations/Learning Styles
_____ Cultural Diversity Reading
_____ Cultural Diversity Discussion
_____ Learning Disabilities Handouts/Discussion

What topics would you like to see added to the TUTR 1A curriculum?

Are there any topics covered that you felt were not particularly useful? If so, which?

Did you find it helpful to come together with other tutors/LAs in a classroom setting once per month? Why or why not?