

Name: _____

Class Period: _____

KEY POINTS TO SUCCESSFUL TUTORING (40 points)

Read the following information and answer the questions:

Peer tutors have a great influence on how others in the school treat students with disabilities. You should be a constant good example to your peers with and without disabilities. As a peer tutor, you are expected to stand up against any mistreatment given to students with disabilities. Mistreatment may include name calling, belittling, and teasing. If you know it is cool to hang-out or be a friend to someone with a disability, then others may follow your example.

1. How can you be a good influence on how others in the school treat students with disabilities?

Students with disabilities are usually placed in a classroom with few students where they can receive one-on-one assistance. In the special education classroom they are taught fundamental life skills. They have special needs that cannot always be met in a regular education classroom setting without proper support. When students with disabilities are placed in regular education classrooms it is called **inclusion**. It is important for the students to see models of "normal" behavior demonstrated by their regular education peers. This will give them examples of appropriate behavior.

While students with disabilities are in regular education classrooms they are expected to participate and be included in activities with their peers and teachers. They may need extra help or accommodations, but should be as much of a participant in a classroom as any other student. The desired outcome of inclusion is that a student with a disability learns how to act and interact appropriately among his peers.

2. What does inclusion mean?

3. While students with disabilities are in in regular education classrooms they are expected to

_____ and be included in _____ with their _____ and teachers. They may need extra help, but should be as much of a participant in a classroom as any other student.

Students with disabilities are in the same grades that you are in. They should be treated according to their age, not their ability level. Age appropriate means to treat people with disabilities like you would anyone else of the same age. Act like yourself and be a friend.

The goal of peer tutoring is that you learn to value relationships with people who have disabilities and realize that they are like everyone else.

4. What is the goal of peer tutoring? _____

Students should be reinforced for appropriate behavior. It is very important that you tell a student when he or she demonstrates appropriate behavior. This is called verbal praise; it is a very powerful reinforcer.

Guidelines for giving verbal praise or reinforcement are: 1.) Be specific; tell the student exactly what he or she did correctly. 2.) Be sincere when you reinforce a student. If you aren't enthusiastic or don't mean what you say, the students will learn that your praise isn't worth much effort. 3.) Reinforce immediately after the correct response occurs. This will help the student to understand what he or she has done correctly. 4.) Vary the things you say when reinforcing a student. Repeating the same phrase, like "good job" will eventually become boring and have less importance. Reinforce the student 3-4 times more than you correct them.

If a consequence causes a behavior to stop, it is referred to as a punisher. Punishers slow down or eliminate behaviors. Dealing with inappropriate behavior will vary from student to student. Be aware of specific procedures that are used with the students you are working with.

5. Telling the student what they did correctly is known as _____.

6. What are the guidelines for giving verbal praise or reinforcement:

- 1.) _____
- 2.) _____
- 3.) _____
- 4.) _____

7. Why should you vary the things you say when reinforcing a student?

Guidelines for dealing with inappropriate behaviors:

*Ignore the behavior if a student is behaving inappropriately and not complying when given a cue. By ignoring the behavior, it is more likely to stop. Many people do things for attention. If you pay attention to inappropriate behavior, you may be reinforcing it.

*Work with other students until the student comes back on-task.

*Remind the student that their behavior will result in an immediate consequence and/or the loss of privileges.

*Ask for help from the teacher or para-educator.

Guidelines for dealings with aggressive behaviors:

*If the behavior is aggressive, get help from the teacher immediately!

*Step away if necessary. Protect yourself so that you don't get injured.

*Ask others for help if necessary, but do not leave the student alone.

8. What may happen if you pay attention or laugh at an inappropriate behavior?

9. Name 3 things you can do if a student refuses to work or is not following directions:

1.) _____

2.) _____

3.) _____

10. What should you do if a student becomes aggressive?

What is the proper way to speak to/or about someone who has a disability?

Consider how you would introduce someone. You would give her name, where she lives, what she is interested in, where she works, etc. Why say it differently for a person with disabilities? Every person is made up of many characteristics- mental as well as physical- and few want to be identified only by their ability to play tennis or by their love for fried onions or by the mole that's on their face. Those are just part of us.

In speaking or writing, remember that children or adults with disabilities are like everyone else- except they happen to have a disability. Therefore, here are a few tips for improving your language related to disabilities and handicaps.

1. Speak of the person first, then the disability.
2. Emphasize abilities, not limitations.
3. Do not label people as part of a disability group- don't say "the disabled"; say "people with disabilities".
4. Don't give excessive praise or attention to a person with a disability: don't patronize.
5. Choice and independence are important; avoid speaking for someone.

A disability is a functional limitation that interferes with a person's ability to walk, hear, talk, learn, etc.

11. Speak of the _____ first, then the _____.

12. What is a disability?

13. Don't give excessive _____ or _____ to a person with a disability.

14. True or False: Children and adults with disabilities are like everyone else, except they happen to have a disability. _____

SPREAD THE WORD TO END THE WORD!

It is time we Spread the Word to End the Word and build awareness for society to stop and think about its' use of the R-word. Use of that R-word, "retard" or "retarded", is hurtful and painful and whether intended or not, is a form of bullying. Most people don't think of this word as hate speech, but that's exactly what it feels like to millions of people with intellectual and developmental disabilities, their families and friends. Eliminating the use of this word is a step toward respect.

Up to three percent of the world's population have intellectual disabilities – that's almost 200 million people around the world. It's one of the largest disability populations in the world.

15. What is the R word? _____

16. True or False: The use of the R word is hurtful and painful and whether intended or not, is a form of bullying.

17. What percent of the world's population have intellectual disabilities? _____%, that's almost _____ million people around the world.

Over 60% of people still believe that people with intellectual disabilities should be segregated in schools and in the workplace. This is intolerable. We need massive attitude change now to attack and reverse the stigma that is destructive to the lives of people with intellectual disabilities.

We ask that you help us change the conversation and help eliminate the demeaning use of the R-word from today's language and replace it with "respect." We are asking for your help in creating a more accepting world for people with intellectual disabilities and all those people that may appear different, but have unique gifts and talents to share with the world.

18. How can you help eliminate the use of the R word in our school and community?

PROMPTING

Our goal in working with disabilities is to have each student be independent. That means that they do as much as they possibly can by themselves. Therefore, you will need to provide the appropriate amount of assistance so that the student will complete each step of the task successfully.

A Prompt is a cue, or any assistance given in order to help the student complete the step or task. The prompts are arranged in order of lowest level or least amount of help to the highest level or greatest amount of help. The arrangement of prompts is called a prompting hierarchy.

19. What is a prompting hierarchy?

Having the students use the lowest levels of a prompt or no prompt at all is the goal for the students. We want them to be independent in the community.

- a.) Indirect Verbal Prompt: This is the lowest level of a prompt because you provide minimal assistance to the student. This prompt has the teacher or tutor asking the student questions that will help the student complete the next step of the program. For example, "What is next?", "What now?", "Where do you go now?"
- b.) Gesture: This requires a point prompt or eye gaze in the direction that the student should be moving towards. As an example, you would point or stare at the back of the lunch line if that was where the student needed to go.
- c.) Direct Verbal Prompt: This prompt requires you to tell the student exactly what he/she needs to do. For example, the teacher or tutor would say "You need to go to the back of the line".
- d.) Model: This prompt is one where you do the correct behavior yourself so the student can see what is expected of him/her. For example, walk to the back of the line yourself and have the student do the behavior too.
- e.) Partial Physical Prompt: This prompt means that you would give the student a physical cue to show the student that he/she should be doing. An example would be placing your hand on the student's back and gently guiding him/her to start in the direction of the lunch line.
- f.) Full Physical Prompt: This is a hand over hand prompt. Physically walk the student through the step or task that he/she is to complete. This will help the student understand what he/she is being asked to do. An example of this is taking the student by the arm and physically walking him/her to the end of the lunch line with you.

Remember the goal is independence! Let the student do as much as they can by themselves!

20. What is the difference between a direct verbal prompt and an indirect verbal prompt?

21. What is the lowest prompting level? (least amount of help) _____

22. What is the highest prompting level? (most amount of help) _____

23. What is the ULTIMATE goal for students with disabilities? _____

24. Sally is at a restaurant. You are helping her order lunch at the counter. The cashier asks Sally, "How may I help you?" Sally does not respond for several seconds.

You begin prompting with which prompt? _____

25. What would you say to Sally? Be specific.

Peer Tutoring Strategies:

1. Make directions clear by keeping them simple. Repeat them and check for understanding.
2. Provide plenty of practice of a skill after teaching it, re-teach if the student is making mistakes.
3. Teach and practice skills in a variety of ways to prevent the student from becoming bored with the task.
4. Practice skills regularly, many students will not remember a skill unless it is practiced often.
5. Allow students with disabilities more time to respond to verbal requests.
6. Teach new tasks in smaller parts and new ideas in smaller segments
7. SHOW the student how to do a task, don't just tell them.
8. Repeat rules and expectations often, DO NOT encourage inappropriate behavior.
9. Praise the student when they do a task or skill correctly.
10. Be an example of appropriate behavior. Teach the student appropriate behavior by doing it yourself. Praise them for appropriate actions.
11. Verbally remind students of appropriate social skills and behavior.
12. Don't rush to "rescue" a student in a situation that seems too hard for them. Encourage them to be as independent as possible!
13. Have high expectations of what people with disabilities CAN do, they will surprise you by what they can actually do.
14. Be patient and positive when working with a student! If you have a good attitude about a task or skill they often will too.
15. Have fun! You are here to teach and learn, but enjoy the people you have the opportunity to get to know.

26. Name 5 peer tutor strategies that you can do in order to help students be successful:

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