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<th>Tier 1</th>
<th>Skill: Peer Tutoring</th>
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### Name of the Activity:

Peer Tutoring

### Purpose:

Reduce the occurrences of off task/non participation

No special materials needed

### Time:

General guidelines are that the tutor and the tutee work one-on-one for at least 30 minutes – older students may benefit from longer sessions, but time will vary depending on the attention span of the students involved.

### Procedure:

1. Identify the **instructional skills specific to the situation** that can be addressed by peer tutoring. The classroom context may include skill deficits related to content areas, English as a second language, inclusion of students with disabilities issues, or poor peer relations.

2. Identify the curriculum area and learning objectives to enhance student development and the learning environment. Start with simple drill and practice, such as spelling words, vocabulary words and definitions, or math facts.

3. Based on academic records and observations, select and match participants by objectives, age, ability, preference, and maturity. After a pretest, the teacher may rank students by achievement. Keep in mind that social compatibility and peer tutoring can offer a focus for social contact between students who might otherwise avoid each other.

4. Plan the content, materials, and instructional activities as well as the logistics of transitioning, length of time, location, and available supports. Sample activities include read and retell, predict what will happen next, flashcards of math facts, vocabulary check, or turn-taking in game play.

5. Teach and conduct rehearsals of the role of tutor and tutee. Some students may need scripts for providing feedback. Model specific procedures for how to give feedback for correct responses, error correction procedures, and scorekeeping, if used.

6. Consider the function for problem behaviors (if known) and match the objectives of peer tutoring to the function it serves for the student. For example, if the function of problem behavior during reading was to get peer attention, peer tutoring meets the outcomes similar to the function.

7. Monitor peer tutoring pairs as they practice their roles and participate in activities. Walk around the classroom to provide feedback, reinforcement, and additional modeling examples for communication or social skills. Some students may need extrinsic motivators to stay on task. Points may be awarded for correct responses and cooperative behaviors.

8. Alternate student roles as the tutor or tutee. Determine if the instructional focus is appropriate for the student’s role. For example, if a student was a tutee to address skill deficits in reading comprehension, the tutor role may focus on the student’s strength in reading vocabulary.

9. Evaluate peer tutoring by the process or the product that students produce. The process can be evaluated by the reduction of problem behaviors or increase in positive peer interactions, whereas product evaluations look at task responses such as the number of words spelled correctly.
10. As students become more proficient in the peer tutoring process, fade the environmental supports. Move from overt verbal or written instructions to prompts to reinforce response feedback, reinforcement, and correction. For example, a script for providing feedback can be faded to a checklist of key steps.

Research
