

Section I

General Information

Welcome to the tutoring program at TRIO-Student Support Services! As a peer mentor/tutor for our program you can encourage students to reach their academic potential. Your interaction with the students may make a critical difference in their educational endeavors.

Student Support Services is a federally funded TRIO program that serves 225 students each academic year. To receive services from our office, students must be a U.S. citizen attempting their first bachelor's degree and be either first generation, low income, or have a documented physical or learning disability. Non-US citizens must be eligible for US federal financial aid to qualify for our program.

CONTACT INFORMATION

Kim Miller 439-5396
Executive Aide

Kathryn Duvall 439-6185
Assistant Director of Academic Services

Donna Lockaby-Morrow 439-6451
Assistant Director of Counseling Services

Counseling Interns 439-6187
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WHO WILL YOU BE HELPING?

Although students qualify for our program by being a first generation college student, low income and/or have a physical or learning disability, the vast majority are first generation college students.

These students are often the first individuals in their families to graduate from high school, much less attend college. Their families are typically filled with pride, and the students are excited about college and their recent accomplishments in high school.

Then reality hits them. The students are not familiar with the language of higher education and unsure of the college setting. Neither families nor peers can help because they too are confused. Some of the students may be ill prepared for college level courses and become discouraged, or feel as if they don't really belong in college. Quite frequently, these students' families begin to feel a growing distance between themselves and their college student and begin to feel threatened by their child's commitment to college. Some parents admonish their child to not get "too big for your britches" and other remarks that indicate mixed feelings about their child's goals.

These students need someone to believe in them and help them over the rough spots. They need someone who won't belittle them for asking questions that seem obvious to those with more experience. They need someone who will listen when they need to talk, give guidance when asked, and share their joy when they accomplish their goals. In short, they need a mentor and that is where you come in. Mentoring is the act of providing guidance, wisdom, knowledge and support in a manner in which a student can receive it and benefit from it. Mentors are involved in the growth, experiences and success of the student.

** If you become concerned about a student, please see. Often you will be the first to know that a student is having serious problems adjusting to college and dealing with stress.

RESPONSIBILITIES & ETHICS OF TUTORING

Tutoring is a responsibility, and although there is no Hippocratic Oath such as doctors take when they enter the medical profession, there are certain guidelines that help tutors do their jobs effectively. These are based on the experiences of peer tutors in other colleges and on the ethical standards developed in related professions, such as teaching and counseling. Tutoring requires a delicate balance; you must try to straddle the line between teacher and student with grace, dignity, and intelligence.

1. Provide academic assistance to those students assigned to me.
2. Confidentiality is of the utmost importance. I will not discuss my students with anyone outside of the SSS office.
3. Subject proficiency and knowledge have top priority in my task as a tutor. I will continue to improve my own subject proficiency, study skills, communications skills, and instructional skills.
4. My major motivation is building my student's self-confidence.
5. My student deserves—and will receive—my total attention.
6. The language my student and I share must be mutually understandable at all times.
7. I must be able to admit my own weaknesses, and will seek assistance whenever I need it.
8. Respect for my student's personal dignity means I accept that individual without judgment and will not use tutoring time to impose my personal values, beliefs, or lifestyle upon others.
9. I will strive for honesty and openness as I tutor.
10. I will be a positive role model for the students.
11. I will encourage my students without giving false hope.
12. I will evaluate students by progress they have made in the tutoring rather than in terms of a grade.
13. My student and I both understand my role as a tutor does not include doing his or her homework.
14. I will not comment negatively to students on teachers' grading policies, teaching methods, or their personalities.
15. I count on my student to also be my tutor, and teach me ways to do a better job.
16. I will always do my best to be punctual and keep appointments, not only out of courtesy, but also as an example for my student to follow. I will contact the student and the SSS office immediately if I am not able to keep an appointment.
17. Good tutoring enables my student to transfer learning from one situation to another.
18. Making learning real for the student is what tutoring means and is an important part of my goal.
19. My ultimate goal in tutoring is to foster independent and autonomous learning in the student.
20. I will report on the student's progress as requested by the Tutoring Coordinator and appropriate maintain records.

WHAT NEW TUTORS NEED TO KNOW

❖ **How much do I get paid and when is payday?**

- Our tutors make \$11 an hour per student. If your student doesn't show or cancels the session, you are still paid for the hour. Payday is on the 15th and the end of every month.

❖ **Where do I record my time?**

- Timesheets are located in your mailbox. They must be filled out completely including tutor signature, student initials, and codes to receive credit for hours tutored. Timesheets are collected on the 1stth and 16th of each month.

❖ **How do I get my paycheck?**

- ETSU requires all employees to set up direct deposit. You will receive an email several days before money is deposited in your banking account. You may also check your paycheck stub on your Goldlink account.

❖ **How do I know if you assigned me a student?**

- We always call at least 48 hours before your first session to let you know about a new student. You must check your voicemail daily. If you change your number, lose your phone, etc. you must notify us immediately with an alternate number. We also place Assignment Sheets in the Tutor Mailboxes.

❖ **Where do I meet my student for tutoring?**

- For your first meeting, please meet your student in Katie's office. All other meetings will take place in the lab.

❖ **Can we prop the lab door or Katie's office door at night?**

- We had the ID cards installed for a reason. The doors must remain closed after 4:30. Only tutors' ID cards work to get into either door.

❖ **What do I do if I am late for a tutoring session?**

- CALL US!!! **439-5396** Memorize it and program it in your phone right now. We need to let the student know if you are late or aren't coming.

❖ **How do I keep you informed about my student's progress?**

- Stop by the office, call, or email us. We always want to hear any comments or concerns you may have about your students, good or bad. It helps us to better serve the students. We also have a tutor conference at midterms to check with you about all your students.

- ❖ **What do I do if the student doesn't show up for tutoring?**
 - Please wait 15 minutes for your students. If they don't show up, notify the SSS office before you leave. You are not getting your student in trouble by filling out this form. Often not attending tutoring is the first sign something happened in a student's life, and if we don't know about the absence we cannot intervene to help the student.

- ❖ **May I tutor somewhere other than the tutoring lab?**
 - All tutoring takes place in the tutoring lab. Exceptions are made on a case by case basis. You must receive permission from office staff before meeting at another location. Tutoring never takes place in a private location or off campus.

- ❖ **What happens if my student is not prepared for our tutoring session?**
 - Students are told upfront they must attend classes, read assignments, and attempt all homework. If your student is not prepared for the session, notify the office immediately. A student's tutoring may be limited to once a week or dropped if it frequently happens.

- ❖ **Can I help my student with a take home test or an online test?**
 - ***DO NOT*** help a student with a test or quiz under any circumstance. This is considered cheating and doing so may result in disciplinary actions.

- ❖ **There are a lot of medications out there that can help students. Can I share these with my students?**
 - Under no circumstances can you share stimulant medications, illegal drugs, or prescription medications. Doing so will result in disciplinary actions.

- ❖ **What do I do if I need to reschedule my tutoring session?**
 - Please make rescheduling the exception and not the rule. Notify the office immediately so that we can notify your student. Discuss a makeup time with your student at the next tutoring session and notify the office of the rescheduled time.

- ❖ **What happens if my availability changes?**
 - Please keep your schedule up to date. Any blank spaces on your calendar are assumed open.

- ❖ **What happens if I want more than a friendship with my student?**
 - If you and the student you are tutoring want more than a friendship-type relationship, please notify me so that I can switch the student to a different tutor. Due to a perceived line of power, it is not appropriate for tutors to have romantic relationships with students.

- ❖ **What if I don't show up for my tutoring session?**
 - Students will be moved from your schedule if you miss two sessions without notifying the office. If you are having personal issues, are feeling overwhelming, etc. please talk with me. We will be a lot more understanding if you let us know what is going on up front rather than after you start missing sessions. If personal issues arise during the semester that make it difficult for you to regularly attend tutoring, I may ask you to take the semester off. This is in no way a punishment, but our students need consistent tutoring to be successful in their classes. If you aren't able to provide that, for their benefit, it is best to move them.

HOW OFTEN DO STUDENTS RECEIVE TUTORING?

Our students receive 1–2 hours of tutoring per course per week. Tutoring time is valuable for students and is set as a dedicated study time.

Do not end a session early because you have prior obligations. If you run out of material to cover you could drill your student, make flash cards together, or review information covered during the tutoring session. Students should never feel like you are rushing through a session because you have something else to do.

Sometimes students decide to end sessions early for various reasons. If this happens, please let someone in the office know before you leave. Students who frequently leave tutoring sessions early and/or come unprepared will have their sessions limited to once per week. If the problem persists, student may be dropped from tutoring.

WHAT DO I WEAR FOR TUTORING

Please be mindful of your attire while tutoring at Student Support Services. We are a professional office and want to model professional behavior and appearance to our students.

- ❖ No athletic shorts or pajamas
- ❖ If anything is at risk of falling out, you need more clothes
 - Please nothing skimpy or revealing
- ❖ Your clothes should be clean with no holes
 - Again we don't want anything falling out
- ❖ Be gentle with your cologne or perfume
 - A little goes a long way especially in the lab

WHEN DO TUTORS GET PAID

Tutors are paid when:

- ❖ They tutor
- ❖ The student no shows
- ❖ The student calls SSS to cancel
- ❖ The student calls the tutor to cancel (tutors please notify the office)
- ❖ The tutor attends a tutor conference
- ❖ The tutor attends SSS workshops or training sessions
- ❖ The tutor meets with the student's professor (SSS must be notified prior to meeting)

Tutors are not paid when:

- ❖ The tutor cancels a tutoring session
- ❖ The student's tutoring is suspended

EMERGENCY SITUATIONS

Should an emergency arise in the lab (e.g. medical situation or disruptive behavior) please notify someone in the office immediately. If you cannot find anyone, call 911 from Katie's office phone. 911 dialed from any campus phone will connect you directly to Public Safety. If for any reason you are unable to dial from a campus phone, use your cell phone to call 439-4480 or 439-6900. Tell the operator you are at Student Support Services on the 3rd floor of the Culp Center and describe the emergency.

ATTENDANCE POLICY

- ❖ Students will be dropped for:
 - 2 Absences
 - This includes not being prepared for the session, no shows, frequently leaving tutoring sessions early and notifying office of the absence prior to the session
 - Students with multiple subjects will have their allowable absences determined by staff
- ❖ Tutors will lose students for:
 - Excessive tardiness and rescheduling
 - 2 'No Shows' during the semester

TUTOR QUALIFICATIONS

- ❖ All tutors must have at least an overall 3.0 GPA. Occasionally we make exceptions for students who are pulling up their GPA and are very close to a 3.0; however, these tutors are given one semester to improve their GPA.
 - Should a tutor's GPA drop below a 3.0, the tutor will be asked to take a semester off from tutoring to focus on school work. We don't want anyone's GPA to fall because they spent their study time helping other students work on their grades. Once the GPA has returned to a 3.0, the tutor can return to tutoring if a position is available.
- ❖ Tutors must make no lower than a 'B' in any course they wish to tutor. If a tutor makes a 'B-' in a class they want to tutor, it is up to the discretion of the office staff.
- ❖ Tutors must have completed the course they wish to tutor at ETSU to be eligible to tutor that subject. Some exceptions are made on a case by case basis.

Section II

Record Keeping, Forms, and Office Procedures

THE IMPORTANCE OF KEEPING GOOD RECORDS

You are a vital part of obtaining data for the tutoring program here in the Student Support Services.

Record keeping is an essential part of our program for several reasons:

- It improves our efficiency and effectiveness in tutoring students.
- It provides the necessary data for reports and projects.
- It provides necessary documentation if we are ever audited by the federal government.
- It enables us to evaluate our program and to plan for our future needs.

Tutor's Name Kate Duval
 (please print)

August 1-15, 2012

STUDENT'S NAME	SUBJECT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	TOTAL HOURS
Jeanette	Chem 110			1													4
Student's Initials -	AT																
Mac Smith	Bio 1010					1.5								1.5			3
Student's Initials -	MMS																
Harrison Black	Bio 1020		1						D								2
Student's Initials -																	
Student's Initials -																	
Student's Initials -																	
Student's Initials -																	
Student's Initials -																	
Student's Initials -																	
TOTAL HOURS			1	1		1.5	1	1	1					2.5			9

*By signing your timesheet you verify the hours recorded are accurate to the best of your knowledge.

TUTOR'S SIGNATURE Kate Duval

Student Absence - A
 Tutor Absence - TA
 Dropped - D

Tutoring Assignment

STUDENT SUPPORT SERVICES

STUDENT: _____

TUTOR: _____

~~STUDENT'S PHONE NUMBER: _____~~

~~STUDENT'S E-MAIL ADDRESS: _____~~

SUBJECT TUTORED: _____

STUDENT TUTORING PREFERENCE: ONE ON ONE GROUP

TUTORING APPOINTMENT:

DAYS: M T W R F S U TIME: _____

DAYS: M T W R F S U TIME: _____

STARTING DATE: _____

COMMENTS:

**You will be dropped from tutoring if
you are absent 2 times.
15 minutes late = an absence**

Please call 439-5396 to inform tutor of absence.

STAFF MEMBER

*STUDENT

DATE

Tutor notified: _____

*By signing, I acknowledge that I have read and agree to the Student Tutoring Contract.

Student Absence from Tutoring Session

Student's Name: _____

Tutor's Name: _____

Date and time of tutoring session: _____@_____ a.m./p.m.

Subject being tutored: _____

Student notified SSS Staff: _____yes _____no

If yes, date and time of notification: _____@_____ a.m./p.m.

Reason for absence: _____

SSS Staff notified Tutor: _____yes _____no

Staff Signature: _____

Additional comments: _____

Section III

Effective Tutoring Sessions

THE ROLE OF THE TUTOR

The role of the tutor is not to give students answers, but to help the students learn to find answers. Tutors, of course, do answer some questions directly, but in doing so they model appropriate thinking and language for the particular subject.

Students who come for tutoring are struggling with a problem that they cannot solve. Sometimes the problem is vague—"I read this chapter, but I don't know what it means" or sometimes very specific—"I have worked all the problems at the end of this chapter, and I can get the answer in the back of the book except for this one factoring problem."

Peer tutors are responsible for helping students learn how to learn on their own. Tutors are not responsible for providing answers. Tutors should present the process that the student can learn to find his or her own answers.

Tutors must determine the level at which the student is struggling:

- Does this student understand the basic concepts?
- Does this student understand the vocabulary of the subject?
- Tutors recognize the fact that they have to work from the student's level of understanding. If the student needs to understand the basic concepts before going further, the tutor will spend time on the basics.

Challenges in learning and understanding often come from not being able to relate the immediate material to prior knowledge. That process requires the student to organize information into meaningful patterns. Learning is a process of comprehension, application, analysis, synthesis, and evaluation. Part of the reason that peer tutoring has been so effective is because students can often relate better to each other than to professors.

To assist in becoming actively involved in the learning process, tutors help students to:

- Understand and use the vocabulary of the subject
- Understand examples given by the text and the instructor
- Practice application of principles
- Realize that all learners make mistakes, but learning from one's mistakes is an effective way to learn
- Perform the work themselves
- Verbalize what they have learned

THE FIRST SESSION

The first meeting with your student is crucial in establishing the atmosphere of subsequent sessions. During the first session, you must establish that you are an approachable, empathetic person who will be able to help them understand the subject. You might want to refer to this list at your first tutorial meeting with each new student.

1. Meet your student in Katie's office.
2. Check that you know each other's name and decide how much of your contact information you want to share with the student.
3. Get to know your student as a person, e.g. year, experiences at ETSU, where they are from, major, etc.
4. Gather background information relevant to the course:
 - a. Reason for taking it
 - b. Background preparation for course
 - c. Attitude toward the course and school in general
5. Discuss what the student wishes to accomplish through tutoring. Devise a plan of action with the student for future tutoring sessions.
6. Share weekly class attendance expectations with your student.
7. Discuss your respective expectations and roles. You might find out if the student has been tutored before and how that went. Discuss what you will bring to each session (what your prep will entail), and what you expect the student to do prior to each session to make the time spent together academically impactful.
8. How aware is the student of his/her study skills? (See assessment on next page.)
 - a. Where and when do they study?
 - b. Do they survey the text before they read?
 - c. Do they take notes and/or review them daily?
9. Share with the student your study skills and your approach to the course when you took it.
10. Work on a specific topic so that the student leaves the session with a positive attitude about tutoring.
11. Wrap up the session; ask the student if the session was effective and helpful. You are gathering feedback so you don't continue in the same approach if it is not working for the student.
12. Discuss what you will do together in the next session.

STUDY SKILLS ASSESSMENT:

All or parts of this may be used to help the tutor and student determine if the student is studying effectively:

1. How well do you understand class lecture?
2. Do you take notes in class? Can you use them to study?
3. How well do you understand what you read in your text? What is your approach to reading the text?
4. How much time do you study daily for this course (including reading & reviewing)?
5. How do you prepare for tests? How long before a test do you start to review?
6. Describe your environment for studying.
7. Where do you sit in class?
8. Do you ask questions in class?
9. Do you talk to your professor outside of class when you don't understand what is going on in class?
10. Do you hand in assignments on time?
11. Describe three academic strengths and three weaknesses you have.
12. How do you organize due dates on your syllabus?
13. How would you like tutoring sessions to be structured?
14. What (if any) difficulties are you having with the class?
15. How can I best help you in learning and understanding the material?

SUGGESTIONS FOR EFFECTIVE TUTORING

1. Start wherever the student is. Set objectives, and then work toward them.
2. ***Do not*** do the actual work for the student! Help your student think for herself and her own work. She may reveal misunderstandings or weaknesses while working which indicate need for further work.
3. Be sure that the student understands the underlying ideas or principles of the subject being tutored. Memorization or exercises done without understanding is often the source of academic difficulties.
4. If one method or approach isn't working, try others. Be creative and innovative.
5. A tutor is not the professor; your role is to help students not teach them.
6. Make use of students' strengths and interests wherever possible.
7. Center your attention and efforts on the student and avoid talking about yourself too much.
8. Don't interrupt when the student is talking. This communicates that what he has to say is not important. However, if he digresses from the subject, focus him back onto the subject.
9. Provide 'think time.' Don't jump in with the answer to your own question before the student has had a chance to think about the answer.
10. Be alert to non-verbal and verbal clues that you aren't "getting through" to the student. You may need to ask the student to paraphrase what you just went over to check for understanding.
11. The student might not share the same level of interest that you have for the subject. This may affect commitment to the subject.
12. Come to sessions prepared. Think about the content. What might students find difficult? What examples will clear up these difficulties?
13. Use positive reinforcement.
14. Prepare open ended questions; have students explain content/concepts to each other or to you.

TYPICAL TUTORING SESSION FORMAT

“Hi, how are you?” Establish or maintain a constructive relationship with the student and a climate that is conducive to learning and change. A friendly voice, a smile, eye contact, and caring manner will go a long way toward creating the atmosphere of trust and cooperation that successful tutoring demands. Be open, caring, encouraging, and supportive. Be aware of and try to minimize outside interference.

“What’s up?” Identify the main task. What is the learning need? What difficulty is the student having with concepts or problem solving? Is the student unsure of how to complete assignments? Does the student need help with reading or writing activities? What study skills need improving? If given the opportunity, nearly all students will voluntarily state what they need. Let them direct your attention to their needs, terms, and pace. Let the student identify the learning tasks he or she wants to work on during the session. Then have the student focus on one task at a time.

“What is the plan?” Ask the student what his or her goal is for the session. Be as specific as possible. This ensures the student has a hand in shaping the agenda and greatly increases the likelihood that the student will actively participate.

“How can we do it?” Identify the skills or thought processes that underlie the task or learning need. What formulas or calculations does the student need to be comfortable using? What is the essential background knowledge or information?

Showing how to do the type of problem using a particular problem as the example helps develop skills for operating independently. However, if the exclusive focus of your tutoring session is what ‘the answer is’, then you are focusing on the immediate need only.

Promote independence – First ask them to explain how to proceed with the problem. Once a procedure has been articulated, then say something like, “Why don’t you apply those steps to the first problem?” This encourages the student to develop a learning strategy. This helps the student use learning strategies and leads to refinements and modifications.

Information sources – Keep in mind that course materials – textbook, handouts, workbooks, lecture notes, etc. – are sources of information. If you always explain the information to the student, then how will the student learn how to get the information for themselves? The first part of a chapter likely offers a definition or a sample problem. You can direct your student’s attention to the text. *It is not your responsibility to explain the material to him or her, but to help your student get it for himself or herself.*

"The whole is greater than the sum of the parts." Break the task into small parts. While still challenging, tasks are not as overwhelming when they are broken down. Remember to use active learning methods.

"One step at a time..." What activities need to take place to address the task? Be sure to plan to use lots of modeling, practice, constructive feedback, repetition, and positive encouragement. Use questions to help focus activities on the task. You will be collaborating and finding answers together, but be sure that the student is doing most of the talking and the work.

"Why did you do it that way?" The student explains concepts and thought processes underlying the work which was done: the "why" of the activities.

"Yes, that's right! You are doing very well." Students who are having difficulty with their work often lack confidence in their abilities. Positive encouragement, especially from peer tutors who have been closely observing the students work can help develop the confidence students need to work independently. This also lets the students know that what has been learned is accurate and appropriate. Remember though, *praising is like perfume; a little goes a long way*, and it's best to apply it in key spots.

"What have you accomplished?" The student summarizes the session's activities and explains what work has been done. Ask, "To what extent have your session's goals been achieved?"

"What next?" Before ending the session, spend some time making sure the student knows how to take the next steps. Now that the student has practiced the skill or learning technique in the session, how will the skill or technique be applied to studying for the course?

"When is our next session?" Reiterate that you will meet at the same time weekly. This typically is only needed during the first week or two.

"Goodbye." Thank the student for some contribution she or he made. "Thanks for being prepared" or "This made efficient use of the tutoring session." End the session on a positive note. A friendly closing emphasizes the cooperation and caring that is part of helpful tutoring relationships.

Flat sessions: I refer to sessions as being flat when the tutor is doing most of the talking. You want to clarify concepts and help with understanding; however, the more you talk, the less dynamic is the session and predictably less learning is happening. Students must be engaged and active to maximize learning.

Section IV

Learning Styles

LEARNING STYLES INVENTORY

To gain a better understanding of yourself as a learner (and a tutor), you need to evaluate the way you prefer to learn. We should all develop a style which enhances our learning potential. The following evaluation is a short, quick way of assessing your learning style or modality.

Once you have answered the questions, tally the number of checked responses in each column. You will then see, very quickly, your preferred learning style.

Usually a person has more than one way to learn. A person may be highly visual, fairly auditory, and only slightly kinesthetic. Regardless of the personal learning style profile, all three types of learning should be developed as much as possible.

For Example:

- If you are a visual learner (you have a high visual score) then by all means be sure you see all study materials. Use charts, maps, filmstrips, notes, and flash cards. Practice visualizing or picturing spelling words, for example, in your head. Write out everything for frequent and quick visual review.
- If you are an auditory learner (have a high auditory score) then be sure to use tapes. Sit in the lecture hall or classroom where you can hear and tape the lecture. After reading, summarize it on tape. Verbally review spelling words and lectures with a friend.
- If you are a tactile (kinesthetic) learner (have a high tactile score) trace words, for example, as you are saying them. Facts that must be learned should be written several times. Keep a supply of scratch paper just for this purpose. Taking and keeping lecture notes will be very important.

EVAULATE YOUR LEARNING STYLE (circle all that apply)

When studying I usually:

- A. visualize or write things down
- B. like to have music playing
- C. have difficulty sitting in one place or position and like to move around

I keep up with current events by:

- A. reading the newspaper thoroughly when I have time
- B. listening to the radio or watching TV news
- C. quickly reading the paper or spending a few minutes watching TV

At a meeting I:

- A. come prepared with notes and displays
- B. enjoy discussing issues and hearing other points of view
- C. conversing while walking, jogging, or doing something physical

In my spare time I would rather:

- A. watch TV, go to a movie, attend the theater or read
- B. listen to radio or tapes, attend a concert, or play an instrument
- C. engage in a physical activity of some kind

To learn how to operate a fax machine, I would prefer to:

- A. watch a demonstration
- B. listen to a friend's demonstration
- C. try to figure it out by using it

I prefer classes in which the instructor:

- A. uses films and videos or writes on the board
- B. lectures and answers questions
- C. has students conduct experiments or participate in experiments

If someone gave me a bicycle that I had to assemble, I would rather use:

- A. written instructions
- B. an audiotape
- C. no instruction; I would rather try and do it myself

I remember better:

- A. when I write it down
- B. what people say than what they look like
- C. when I study with another person

Total Number of Each Letter Circled

(A - VISUAL)

(B- AUDITORY)

(C- TACTILE OR KINESTHETIC)

"Matching Tutoring and Learning Styles: A workshop for Tutor Training," by M. Szpara and L. Pizzi. Tutoring and Learning Resources, University of Pennsylvania, HRE Suite 100, Philadelphia, PA 19104
ACT 101 Tutoring Seminar, Pierce College, Philadelphia, January 25, 1997.

UNDERSTANDING LEARNING STYLES

Often roadblocks occur when a tutor has one learning style and the student has another. By understanding the different learning styles and tips for tutoring them, you and your student will have a more successful tutoring experience.

❖ **Tips for auditory learners (learn by hearing)**

- Encourage the student to read aloud
- Have the student repeat important ideas and concepts several times out loud to commit it to memory
- Help the student talk through the tasks and concepts
- Advise student to record lectures and listen to them later
- Study in a quiet place as the auditory learner may be distracted by other sounds

❖ **Tips for tactile learners (learn by doing)**

- Encourage student to pick up the book as they are reading or talking
- Have them write while they are reading or talking
- Advise the student to sit near the front of the classroom and take notes to stay focused
- Have the student write lists and reorganize notes
- Ask the student to stand while they explain something to you
- Ask them to use rhythm (beats) to memorize or explain something
- As the student is explaining something, have the student point to the subject matter in the book, on the board, etc.
- Advise them to make models that demonstrate key concepts
- Advise students to use hands-on experience when possible
- Make flashcard for each step in a procedure. Put the cards in order until the sequence becomes automatic

❖ **Tips for visual learners (learn by seeing or writing)**

- Let the student take notes during the tutoring session
- Use a marker board or notepaper to write questions and answers
- Encourage the use of color-coded highlighting
- Use graph paper to help them create charts and diagrams that demonstrate key points
- Have them use mnemonics, acronyms, visual chains and mind maps
- Advise them to use the computer to organize materials, create graphs, tables, charts and spreadsheets
- Use photographs and illustrations
- Have the student explain information in writing
- Make flashcards to use during the session
- Encourage the student to visualize the scene, formula, words, charts, etc.

Section V

Communication Skills

Communication is crucial in tutoring because it is the underlying core of a helping relationship. Although a tutor may thoroughly understand the subject matter, they can't be considered a competent tutor if they are unable to effectively communicate concepts and skills to another person. A tutor must remember that communication is a two-way street.

GOOD LISTENING TECHNIQUES

- ❖ Pay attention
 - Look at the student face to face
 - Put the student at ease by being comfortable and showing interest
 - Focus on ideas the student is transmitting

- ❖ Duplicate the message
 - Make a mental copy of the idea, feeling, intent, and perspective of what is being said
 - Put yourself in the student's point of view
 - Consider the message in the context of recent communications and relate it to what you already know about the student
 - Ask questions on any part of the message that doesn't make sense to you

- ❖ Acknowledge receipt of the message
 - Verbally and definitely tell the student that you've heard and understand
 - Give partial acknowledgements like a nod, uh-huh, or smile to tell the student you're following and to encourage them to continue
 - Use neutral acknowledgements like 'all right', 'okay', 'fine', or 'I understand' to indicate when a single thought has been received

VERBAL & NONVERBAL COMMUNICATION

Communication can be divided into two basic categories; verbal and non-verbal. Effective listening is highly important in verbal communication, but non-verbal communication should not go unnoted.

Look to see if non-verbal behavior is consistent with verbal communication. Are there clues that the student is saying one thing, but means another? Also, you must become aware of your own non-verbal behavior and the messages you might be sending to the student.

Non-verbal Cues

Do's

- Tone of voice similar to students
- Maintain good eye contact
- Occasional head nodding
- Facial animation
- Occasional smiling
- Occasional hand gesturing
- Moderate rate of speech
- Body leans toward student

Don'ts

- Unpleasant tone of voice
- Looking away from student
- Physical sneers
- Scowling
- Tight mouth
- Yawning or closing eyes
- Too slow or too fast rate of speech
- Sitting turned away from student
- Staring at a student's body
- Making inappropriate adjustments

PRAISING STUDENTS

Praise is one of the most influential tools a tutor can use. It encourages students to develop good study habits, utilize productive thinking and reasoning skills, and learn course content. When used at the right time, it lets students know when they are learning important material and exhibiting those learning skills likely to lead to independent learning. Praise is also a tool which can affect whether students will or will not return for more tutoring sessions. Students who leave tutoring sessions feeling support and a sense of progress will likely return.

Praise is needed to indicate to students when they are headed in the right direction both in terms of content and learning skills. Without praise from the tutor, the result can be confusion and uncertainty about what the student has done and what he or she knows.

Another way to praise is to use non-verbal behavior such as a smile or a head nod. More effective praise results from using a combination of ways to praise, such as a smile, a head nod, and the compliment of "That is right." Develop your own style, but remember that praise is a powerful tool in guiding and motivating students toward becoming successful independent learners.

Make a conscious effort to try one or more on these compliments in each tutoring session:

<ul style="list-style-type: none">• Look at the progress you have made. (Be specific & show the progress.)• I am very proud of the way you worked today• WOW!• I like the way you're working• Keep up the good work• You are really improving• I can tell you have been studying• Much better• You make it look easy• Good job• What neat work• Your really outdid yourself today• Congratulations!• That is right! Good for you.• Terrific• You have just about mastered that.• Excellent work• You are on the right track now	<ul style="list-style-type: none">• So you made a mistake, what did you learn from it?• Good thinking• Now you have figured it out• People like you make my job fun• You have got your brain in gear• You figured that out fast• That is a very good observation• That is an interesting point of view• You have got it now• You understand this much better now than when we started today• That is the way to handle it• You put a lot of time thinking that through• I like the way you tackled that problem• Very creative• It looks like you put a lot of work into this• I can tell you've been studying
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By: Edward S. Kubany, Adapted from University of North Carolina at Charlotte

Empathy is...

Imagining yourself in another person's situation and experiencing that situation from the other person's point of view. You try to become the other person so you can understand the reasons that she or he feels a certain way. You can communicate empathy with feedback. After listening to the other person, you "feedback" a summary of what you heard, focusing on both the person's emotions and the reason(s) for them ("You feel this way because...").

Student: "I can't believe I bombed that chemistry exam. I studied and studied; I can't figure out why I can't get it. I don't want to blame the professor, but the average was only 47; no one I talked to did OK either. I need to do well."

Tutor: "Your distress is understandable. It's really frustrating to work so hard and not have things turn out and not know why."

The Tutor Did Not:

Judge..."You should have studied harder"

Negate..."Don't feel that way. It's only one test."

Sympathize..."Sometimes professors can be such jerks"

Rescue..."It's too bad. I'm sure you'll do better next time."

Own..."It's my fault for not focusing on those problem sets."

Section VI

Independent Learning & Tutoring Strategies

HELPING STUDENTS BECOME INDEPENDENT LEARNERS

Giving in to a student's pleas for "the answer" is detrimental for him or her in the long run. It robs the student of a sense of self-achievement and independence, and teaches him or her dependency and manipulation.

...On Not Doing A Student's Homework

- Ignore student's desire to "get the answer." Respond with questions about the problem.
- Ask the student to build on what they already know about the question or problem.
- Start where the student is and build in small, independent steps to the solution.
- Ask the student how they would begin to approach the problem if they had confidence.
- Lead the student to demonstrate or to verbalize the current status and possible ways to continue.
- Repeatedly turn their attention to the necessary steps they must take.
- Tell and show if necessary, but then require the student to demonstrate understanding and make applications to similar problems.
- Resist answering the question, "Is this right?" Suggest ways the student can check the answer him or herself.
- Avoid asking "Yes" or "No" questions.
- Praise even small successes; nothing succeeds better than success.
- Give tips on good study techniques when weaknesses are apparent.

BENEFITS OF NOT DOING A STUDENT'S HOMEWORK

The student learns it is okay not to have an instant answer.

Students learn through your acceptance of their pace of doing things. They learn through your refusal to let anxiety pressure you into giving them the right answer. They learn this through watching how you persevere at returning to a step-by-step process. In essence, the tutor serves as a role model of patient perseverance, communicating that the process is vitally important.

The student develops greater patience with self and lessens anxiety.

Students learn that becoming anxious blocks learning. They learn by observing you that you are patient and accepting of their pace.

The student is given the opportunity to experience a sense of achievement and confidence.

The student learns this through breaking the problem into small, "do-able" tasks rather than anxiously hoping for an immediate answer to the whole problem. Less accepting or impatient people may have never tolerated the student's pace of solving problems. They may have robbed the student of the chance to achieve for him or herself.

MOTIVATIONAL STRATEGIES

- Keep your expectations in line with your student's. If you expect little from your students, they will expect little from themselves.
- Unless a student understands how the material relates to their own world view or scope of knowledge, their motivation for learning will be low.
- Try to find a simulation or a game that relates to the concepts.
- Involve students in role playing exercises (choose a part and act it out) if possible.
- Discuss tests or papers that have been returned. Look for any patterns or common areas in errors and discuss ways to correct them. Explore more effective approaches for future tests.
- Set up sample problems for students to solve. Feel free to give the student a few problems, leave the tutor lab for a specified amount of time, and then return to see how the student has done.
- People tend to remember better if they can associate something with an event, person, story, picture, or emotion. Ask the students to think of something that stands out in his or her mind and associate an idea with that concept. Ask students to explain concepts/ the material to you.
- Attribute effects to their causes. **Ex: "You got that right because you went through the whole process without skipping any steps."**
- Affirm positive efforts.
- Point out discrepancies between what the student says and his or her actions.
- When a student fails, an explanation that emphasizes factors that can change will give them motivation to keep trying. **Ex: "The test was hard. There is no way you could have known the answer. But now that you know what kind of questions to expect, you'll be able to prepare better for the next test."**

Sources: Arkin, M. and Shollar, B. The Tutor Book, New York, Longman Inc., 1982.
Miscellaneous handouts from Academic Resource Centers at UW-River Falls, North Dakota State College of Science and Regional Academic Skills Conferences.

TUTORING TIPS

Your job is to help the student learn the information for class, not to make them a perfect student.

Let students know they need to ask questions and must spend 2-3 hours outside of class time studying for one course. Being prepared makes for more productive tutoring sessions.

Do not be afraid to tell the student if you are not sure about an answer; you do not want to give the wrong answer or erroneous information. Just say "I don't know....Let's ask another tutor or the professor." Or, have the student put a question mark by the question and ask in class later.

Other tutors are valuable resources. Get to know them and ask for help.

Ask your students what they hope to accomplish through their tutoring.

Always ask what the student would like to work on during each session. Students usually have a good idea what they need most. This saves time from repeating information they already understand.

Try to keep a sense of humor while tutoring. Students who laugh and joke during the session do better and are more open.

Gauge the attention span of your student and work within those limits in your tutoring. When possible, vary activities or take breaks to keep interest up, but use the entire tutoring time.

All students are different, and you cannot make them want to learn and do well. You can only point them in the right direction. **Be patient** and let them work it out.

Be patient. Students often request a tutor because they were not able to understand class lectures or readings. If you think that you are frustrated, imagine what the student feels like as they are trying to learn the material.

You can't do everything for everybody. Do your best to help people learn, but remember that in the end, **their success is up to them**. Help them understand that. It is empowering.

Encourage your students to talk about their interest areas to see how they view things. This may help show how they learn.

If a student is driving you crazy with their lack of preparation or not showing up, let the SSS staff know.

Be sensitive to varying learning styles. If learning styles aren't meshing, we can move students to other tutors.

Try using practice quizzes.

Receiving tutoring doesn't guarantee an A for the student. Make sure you and your student understand this.

Don't blame yourself if the student doesn't succeed in the class. There are many variables in a person's life that can impact grades.

If you have notes and other material from when you took the class, review them and maybe bring them with you so that you are prepared for questions.

If you do not enjoy the session, your students will not enjoy it either.

As you are going through a problem, ask them to explain why they are doing each step.

Try to mold your style to each student. Some students benefit from making practice tests and then being timed as if they were in class, and others prefer to play games.

Help the student to see each little "success" is one step closer to learning the material.

See Donna or Katie if a student is struggling and you have run out of ideas.

ACTIVE TUTORING APPROACHES

These techniques not only help the tutor, but once students become aware of them, they help them learn on their own.

Create a learning game. Something like "Jeopardy" is fun, and almost everyone knows the rules.

Use drawings or diagrams to illustrate concepts rather than relying only on words. This is especially good for tutoring in the sciences and math. Remember that some students' preferred and most effective learning style is visual.

Use "practice" quizzes to help reinforce learning. Have students write their own quizzes, either for the tutor or for other students in the class.

Have students **make lists of key vocabulary words** and write down their meanings and the page number in the text on which they are defined.

Analogies are comparisons of similar things. When using an analogy in tutoring, you compare a new concept to be learned with a similar concept that the student is already familiar with.

Try Flash Cards...these are good vocabulary-builders. Compared to keyword lists, flash cards have the advantage that shuffling the cards creates a new order of memory-cues.

Mnemonics are tricks to help remember things. For example, to remember a list of words, you could make up a sentence in which the first letters of each word correspond to the first letters of words to be remembered. Like this:

M	My	Mnemonics
C	Cat	Can
H	Has	Help
R	Red	Remember
T	Teeth	Things

Or, you can draw a picture in which each object in the image represents something to be remembered. In a discussion of the physics principle of deceleration (a moving object slowing down), the tutor could use a commonplace example of a driver slamming on the car's breaks to avoid hitting a pedestrian.

Tutors ask students to teach them or to teach others in a tutoring group. The best way to learn something is to teach it so someone else.

Source: <http://www.webcom.com/ergo/tutor/mainmenu.html>

TRIED AND TRUE APPROACHES TO DIFFICULT BEHAVIORS

Tutors should watch for these behaviors in students and pattern their own behavior accordingly.

Problem: BLOCKING

Characterized by:

High frustration & low tolerance

Immobilization/hopelessness

Freezing up/blocking

Comments like: "It's beyond me." "I'm stuck."

Approaches:

Determine what the student does know and discuss that—show evidence that he/she has the foundation

Begin from what he or she knows and build toward increasingly complex material

Offer continuous support

Problem: CONFUSION

Characterized by:

Bafflement/disorientation/disorganization

Helpless feeling about class

"I don't know what to do."

"I don't know what the professor wants."

"I studied for the last test and got a D."

"I'm not sure where we're going."

Approaches:

Give structure and order to the student's session with you, with class notes, and with papers

Problem: MIRACLE SEEKING

Characterized by:

Global interest or concern with little specificity

Enthusiasm about being with a tutor, but fairly passive in actually participating in the process

High (often inappropriate) level of expectation

Evasive or inability to focus on concrete tasks

Approaches:

Downplay your role (i.e. "Look, I've simply had more exposure to this stuff, that's all.")

Focus again and again on specific tasks

Involve student continually with questions and problems
Explain significance of active participation in learning process

Problem: OVER-ENTHUSIASM

Characterized by:

High expectations/demands of self
Talk of limited time, long-range goals vs immediate tasks
Often found with older students (i.e.: "Look, I'm 30 years old: I don't have the time these kids have.")

Approaches:

Explain counter-productivity of the nature of this eagerness
Be understanding, yet assure the student that he or she has time and needs to make this a priority. Discuss what can be left undone in life for the interim

Problem: RESISTING

Characterized by:

Variation of sullenness/hostility/passivity/boredom
Disinterest in class/work/tutor
Defensive posture toward class/work/tutor
Easily triggered anger

Approaches:

Allow student to vent for a few minutes
Spend first session—possibly even second on building a relationship.
Be pragmatic, yet understanding (i.e. "I know this class is a bore, but you need it to graduate. Let's make the best of it.)
Establish your credibility/indicate past successes in similar situations
Assure the student that his or her complaints about the class are confidential but direct the conversation away from complaints and focus on what the student can do to be successful in spite of these concerns

Problem: PASSIVITY

Characterized by:

Noninvolvement/inattention/low affect
Boredom
Limited involvement in discussion/few questions

Approaches:

Empathize (i.e. "You're not crazy about asking a lot of questions in class are you?" "It's pretty much of a drag to sit here, isn't it?")

Utilize questions, problems, mini-tasks to be accomplished by the next session
Reinforce attempts and successes

Problem: EVASION

Characterized by:

Manipulation

Verbal ability/glibness versus focus

Approaches:

Downplay your role. Focus the student on specific tasks: involve him or her continually with questions

If evasion continues, you should ask, in a non-threatening way, why the student has come for help and what he or she expects from you.

(Ex: You know, we've met several times already, but we haven't gotten much done—what do you think we should plan for future sessions.?" or

"My biggest concern is your success. How, specifically can I help you with that?")

Shaw, G., General Handbook for Peer Assistants, University of Texas-El Paso, August 2000

Statement of Confidentiality

As an employee working in Student Support Services, you may be working with various documents, which are considered privileged and confidential. These include student records, disability documentation, financial information, etc. Students' records are protected under the Family Educational Rights and Privacy Act of 1974. As such, it is this office's responsibility to see that all students' records are protected in accordance with this Act. Student Workers, Tutors and Mentors are not permitted to release student information except as directed by a staff employee of this office. In addition, any information pertaining to the student is confidential and must not be shared with anyone other than Student Support Services staff.

I have read the above statement and understand the guidelines regarding student records. I understand that failure to comply with this statement could result in my termination from student employment.

Signature

Print Name

Date

.....

Limits of Confidentiality

We take confidentiality very seriously at Student Support Services. We expect our tutors and mentors to respect students' privacy. Sharing information about your students with other people is strictly prohibited. However, there are important limits to confidentiality that you need to be aware of. We require that you report information about the following situations to SSS Staff immediately.

Child Abuse – includes physical or sexual abuse, neglect, excessive corporal punishment, child abduction and exposure to domestic violence that is traumatizing to the child. Child abuse reporting only applies to children who are currently under the age of 18. Abuse that happened in childhood prior to becoming an adult is not reportable unless there is a child who is currently in danger of being abused. The therapist is required to report *suspected* child abuse in addition to known incidents of abuse.

Dependent Adult/Elder Abuse – includes physical abuse, sexual abuse, neglect, abduction, financial abuse, self-neglect, isolating the adult and not providing proper care, including medical and mental health needs. Again, the therapist is required to report *suspected* abuse in addition to known abuse.

Intent to Harm Self or Others – if a student discloses the intention or a plan to harm another person, the therapist is legally required to warn the intended victim and report this information to legal authorities. If the student discloses or implies that he/she has a plan to harm or kill himself/herself, the therapist is required by law to take precautions to keep the student safe, which includes contacting a family member or friend to watch over him/her for a specified amount of time, a referral to a psychiatric hospital or police intervention, if necessary.

East Tennessee State University Statement of Confidentiality of Information

Employees and researchers at East Tennessee State University will potentially have access to information that is considered privileged and confidential. This may include demographic information, personal and health data, grades, financial information, etc. This information is protected under numerous regulations including but not limited to the Family Educational Rights and Privacy Act (FERPA) of 1974 and the Health Insurance Portability and Accountability Act (HIPAA) of 1996.

Employees and researchers are provided with guidelines regarding the use and release of information. Access to this information is provided on an educational need to know basis.

Employees and researchers with access to information protected under FERPA and HIPAA have a legal and ethical responsibility to maintain an individual's privacy, including obligations to protect the confidentiality of information and to safeguard the privacy of that information.

Employees and researchers will not discuss any information pertaining to privileged or confidential information where unauthorized individuals may hear such information (for example, in hallways, on elevators, in the cafeteria, on public transportation, at restaurants, at social events, or as postings to social media). It is not acceptable to discuss any privileged or confidential information in public areas even if specifics such as names are not used.

Employees often find the opportunity to be an ETSU student a beneficial and rewarding experience. However, as students, it is considered a conflict of interest to deal with one's personal student records. This is also true of student workers in the employ of ETSU. In order to protect you from possible conflict of interest, at no time will employees (staff, faculty, student workers or administrators) work with their own student records. This is also construed to include the records of relatives and personal acquaintances which could cause one to compromise their integrity and responsibility.

I have read the above statements and understand the guidelines regarding privileged and confidential information. In addition, I understand the conflict of interest statement. I will have my supervisor or an appropriate supervisor review, inquire, or maintain anything regarding my personal student records (if applicable) as well as for others as stated above.

I agree that my obligations under this agreement regarding privileged and confidential information will continue after the termination of my employment/assignment/affiliation with ETSU.

I further understand failure to comply with the provisions of this Statement may result in administrative action including termination from the university, as well as potential personal civil and/or criminal legal penalties.

Signature

Date

Print Name

TRIO
STUDENT SUPPORT SERVICES
TUTOR CONTRACT

1. All tutoring will be conducted in the tutoring lab. Exceptions must be discussed the SSS Staff.
2. Tutors must call the SSS staff as soon as possible regarding any absence. Tutors are responsible rescheduling the session within one week of the tutor absence.
3. All rescheduled or extra sessions must be approved by the SSS staff.
4. Tutors will not accept payment from students for additional tutoring.
5. Students may be reassigned if tutor misses more than two sessions without notification.
6. Tutors are responsible for maintaining their schedules on file in the office.
7. Tutors wait **15** minutes for students. After 15 minutes tutors complete an absence form and turn it in to the office before leaving.
8. Tutors must notify the office of any student absence or if the student comes unprepared for tutoring.
9. Tutors record time on timesheets. Timesheets must be filled out completely and accurately to receive credit for hours.
10. Tutors attend all scheduled training sessions and tutor conferences. Tutors will be paid for these sessions.
11. Tutors report any concerns regarding their students to SSS staff
12. Student information is confidential. Tutors will not discuss their students with anyone other than SSS staff.
13. Tutors must maintain a 3.0 cumulative GPA.
14. Tutors will not share stimulant medications, illegal drugs, or prescription medication of any kind with students.
15. New tutors will be evaluated after the first semester of tutoring.

TRIO STUDENT SUPPORT SERVICES TUTORING CONTRACT

- I will attend class regularly.
- I will come to my tutoring sessions prepared and have specific questions to ask my tutor during my sessions. **If I do not come prepared, the session will end and it will count as a missed session.** Students who frequently come to sessions unprepared will have their sessions limited to one per week.
- I will be on time for my tutoring sessions. If I am 15 minutes late, it will count as an absence.
- I understand that if I miss **two** scheduled tutoring sessions, my tutoring may be cancelled. If I receive tutoring in multiple subjects I understand that my counselor will determine total number of absences for me.
- In the event of multiple, consecutive absences due to extenuating circumstances, tutoring will be suspended. Tutoring may be reinstated when it is determined that I can attend regularly.
- If I must miss a scheduled tutoring session, I will contact SSS staff (it is not sufficient to contact my tutor only) at **439-5396** as soon as I am aware that I will miss the session. The staff will contact my tutor.
- Any rescheduling of tutoring sessions must be done through Katie Duvall, the SSS Tutor Coordinator.
- I will not leave tutoring sessions early. Students who frequently leave early will have their sessions limited to one per week.
- I will not cancel tutoring because I have nothing new to go over. I will use that time to get ahead in the class.
- I will contact Katie Duvall, the SSS Tutor Coordinator, if problems arise in the tutoring sessions that cannot be resolved by the tutor and me.
- If my learning style and the tutor's teaching style do not work, I will be reassigned to another tutor. Only one reassignment per subject will be allowed.
- It is my responsibility to notify SSS staff if my tutoring is not helping me.
- I will cancel tutoring for the semester if I find I no longer need help.
- Tutors are not allowed to do my assignments or assist with online or take home tests/quizzes.
- Any student using inappropriate language or behavior will be dropped from tutoring.
- All tutoring will take place in the SSS tutoring lab unless other arrangements are approved by SSS staff. Tutors are not allowed to tutor in private or off campus locations.
- Absolutely no sharing of stimulant medications, illegal drugs, or prescription medications of any kind. Doing so will immediately end your tutoring.
- Public safety will be notified if a student attending tutoring appears to be under the influence of drugs or alcohol.
- I will not bring children or any other non-SSS participants to my tutoring session.