

Orientation

Introduction

This manual is designed to help tutors learn the basics of tutoring and help them function effectively in the BYU-Idaho Tutoring Program. Tutors with no training are generally of little or no help in the tutoring process. Trained tutors, on the other hand, can be very effective in assisting fellow students with a variety of academic problems. This manual, used in conjunction with The tutor training course, will prepare tutors to be of maximum help in working with other students, so that students will achieve the academic success desired, and so that tutors will experience the personal satisfaction that comes from helping another progress.

Tutoring Center Employment Expectations

1. In order to work on campus, tutors must carry at least 12 credits and have a current Social Security number. Tutors must also be model academic students, with a minimum 3.2 G.P.A. and have good basic study habits. Final grades below a 3.2, in any semester, will be grounds for the tutor's dismissal. Tutors must meet the college academic standards. A tutor on academic or Dean of Students probation is not eligible to work.
2. To tutor, a minimum 'A-' grade must be achieved in any course that a student desires to tutor. In addition, upon interviewing for the position, and at the invitation of the Tutoring Center Director, the prospective tutor should obtain the approval of the course instructor. This approval should be expressed by the course instructor to the Tutoring Center Director via e-mail or through a simple phone call.
3. Tutors are expected to work for the duration of the semester. A tutor who quits their job anytime during a semester will leave the job in poor standing!
4. Tutors may work up to 20 hours per week, but are required to make themselves available for at least 10 hours per week.
5. Tutors are required to take a tutor training class (GS 108A for 1.0 credit), during their first semester of work. This class educates tutors in tutoring techniques, offers an opportunity to ask questions, and fulfills levels of the certification process set forth by the College Reading and Learning Association. Tutors must earn a minimum grade of A-; failure to do so results in automatic termination.
6. In addition to taking the tutor training class, all employees are required to complete certain tasks each semester as part of their performance appraisal. The completion of these tasks is necessary in order to be considered for rehire or to leave the position in good standing.

- Read through the on-line orientation the “ABC’s of Tutoring”.
 - Be evaluated by a Tutor Supervisor
 - Complete a tutor self assessment form
 - Make sure that students tutored evaluate you
 - Meet w/ my employer in an end of semester interview
7. Tutors must be committed to the Tutoring Center, and be on time to tutoring appointments. If tutors check their tutor schedule at the start of each day there shouldn't be any missed appointments! Students are able to sign up for appointments up to 12 hours in advance. So, if you have evening appointments, be aware that students could sign up for these the morning of. Tutors documented as having missed an appointment will be required to meet with the Tutoring Center Director; a second missed appointment will be grounds for the tutor's dismissal.
8. Tutors are expected to meet the dress code standards as well as maintaining professional standards of conduct when working. Grooming and dress should be a reflection of their commitment to BYU-Idaho, to the Tutoring Center, and to the students they tutor. Time spent in a tutoring session should be dedicated solely to helping the student. NO personal cell-phone calls should be made or taken during a tutoring session! Never keep a student waiting while you talk with others! Never do one's own homework during a tutoring session!
9. Occasionally paid In-service Meetings will be scheduled during the semester for advanced training. Sometimes conflicts with Department or Division meetings for majors might force a tutor to miss an In-service, but tutors are responsible to see the Tutoring Center Director and arrange a make-up lesson within two days of the meeting (tutors should keep in mind that In-service attendance is one aspect considered in pay raises).

Qualifications for Tutoring

There is more to being a successful tutor than having achieved academic success. While you must be knowledgeable in the subject you are tutoring, competence alone will not guarantee your success as a tutor. Other personal characteristics are equally important:

- Genuine interest in, concern for, and a sincere desire to help others.
- Respect for the students you tutor. If a student talks to you in confidence, that confidence should be honored. As Emerson said, “The secret of education lies in respecting the pupil.”
- Dependability. Let your students know you are reliable by keeping appointments, by being on time, and by being prepared.
- Patience. Explaining a concept once or twice may simply not be enough; it may take a long time before any improvement is noticeable.
- A positive attitude toward learning. Be a good model . . . If your attitude about school, teachers, etc., is good, your influence may reach beyond the subject matter you are teaching.
- Enthusiasm.
- Ability to not only communicate well, but also be a good listener.
- Empathy – the ability to see and feel things as others see and feel them.
- Sensitivity to student's needs and problems.
- Personal cleanliness and good grooming. When working closely with others you need to be aware of bad

breath, body odor, dirty fingernails, grubby clothes, tight-fitting or low cut blouses or dresses, etc. Clothing for both men and women should be clean and modest.

- Initiative – the ability to see what needs doing and do it.
- Flexibility. A subject may be taught in many different ways. As a tutor, you need to discover new and interesting ways of presenting the material, keeping in mind the individuality of each student with whom you work, and trying to adopt methods and techniques that will be most helpful for that student.
- Adaptability – the ability to improvise if tutoring conditions are not the best, or if materials or equipment are inappropriate or insufficient. Ability to accept others who come from different backgrounds or cultures and to deal with them as equals.
- Honesty. If you don't know the answers to a student's question, be honest. Use the situation to show the student how to find information in a text, reference book, the library, etc. If a problem arises which you cannot handle, refer the student to someone who can help.
- Commitment. Tutoring may require a lot of time and energy and some "going the extra mile" as you try and meet individual student needs. Since there is no specific formula for becoming a "good" tutor, how well you succeed will depend a great deal on your personal commitment to consistently work with another person.

Benefits of Tutoring

Student-to-student tutoring arrangements generally result in positive benefits for both tutors and students tutored. For the tutored student, perhaps the major benefit, in addition to greater understanding of the subject matter, is an improved self-image. Fear of failure is reduced as students correct academic deficiencies, and their self-confidence is given a boost as they master new information and skills. With a more positive attitude toward the learning process, their academic performance generally begins to improve.

Interestingly enough, benefits to student tutors are equal to, or possibly even greater than, benefits to tutored students. For you as a tutor, those benefits will include the following:

- Certification through the College Reading & Learning Association as a Certified Tutor.
- Greater mastery of the subject you tutor. As you review and prepare for sessions you may find yourself learning as much or more than the students you tutor. Perhaps the best way to really understand a subject is to teach it to someone else.
- A glimpse into the teaching and helping professions, which may help you, make some career decisions.
- The personal satisfaction that comes from knowing you have helped someone else.
- Financial assistance and or academic credit.
- Improved ability to communicate. Tutoring is based on your ability to make someone else understand the ideas you express to him/her.
- Greater self-confidence as you see yourself taking on a challenging job and doing it well.

Services Offered

The Tutoring Center services include one-on-one, group, and drop-in tutoring. Tutoring is provided free to any student requesting tutoring and is available for most courses in which there is a moderate demand (at least 3 students). The student may have 3 (one hour) sessions per subject, per week in which to be tutored. Tutoring is

provided by trained student tutors and, while generally done on a one-to-one or private basis, may also be made available to small groups of 2 – 5 students.

Facility

The Tutoring Center is located on the second floor of the McKay Library's east-wing. Tutoring is part of the Department of Academic Learning which includes the Study Skills Center, Reading Center, Writing Center, Math Center and Services for Students with Disabilities.

The Tutoring Center consists of 5 small group study rooms and a number of tables for private tutoring. Up-to-date texts are available to tutors for most campus courses. These are located in lockers in the Tutoring Center; the combination can be obtained from the Tutoring Center Director. In addition to these materials the Tutoring Center has a phone for tutor use. Tutors should check daily both their e-mail account as well as the Tutor's "Main Menu" within TutorTrac for announcements, etc. The primary means of communication between tutors/tutees and the Tutoring Center is via e-mail. **IT IS THE TUTORS RESPONSIBILITY TO BE INFORMED BY CHECKING THESE MEANS OF EMPLOYEE COMMUNICATION DAILY!!!**

Tutoring Center Mission

The major goal of the BYU-Idaho Tutoring Program is to promote an academic maturity in students. Tutors assist students in strengthening academic background, understanding class materials, comprehending the textbook, organizing assignments, and in improving general learning and study skills. Emphasis is placed on the needs of each individual student and on flexibility in meeting those needs. Remember, you are the Tutor, not the Instructor, and **you should not present new material to the student**. Your responsibility is to help the student understand what the Instructor has presented in classes.

It is important that as a tutor you keep in mind the things you can and cannot do to help your students reach their goals!

TUTORS CAN

1. Review notes.
2. Clarify concepts.
3. Answer questions.
4. Explain/demonstrate problems.
5. Interpret tests.
6. Review material for tests.
7. Provide study skills help.
8. Give suggestions for test taking and note taking.

TUTORS CANNOT

1. Do students' homework.
2. Introduce new concepts
3. Help students with take-home tests.
4. Teach a semester's work in a few sessions.

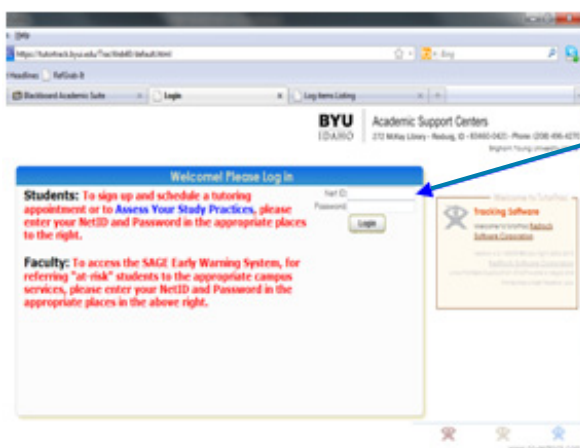
Student Attendance and Punctuality

When a student misses an appointment the tutor should complete a green “No Show Report” and turn it in to Sister Reed (Green “No Show Reports” are located on the bulletin board adjacent to the log-in terminals). Whenever a student is reported as having missed an appointment, the TutorTrac scheduling system will generate an e-mail to the student notifying him/her that \$9 will be assessed to his/her student account for having missed their appointment. In order for the charge to be assessed to the students account the “No Show Report” must be submitted! When a student misses an appointment, the tutor may receive pay for 1 hr worth of time if the tutor uses the remaining 45 minutes to prep up on the course. Tutors should wait 10-15 minutes for students to attend appointments prior to turning in a “No Show Report”. The tutor may then use the remaining 45 minutes at any other time to prep up on the course, but will need to complete a “Paid Prep Report” in order to receive the pay. A paid prep would consist of activities such as reviewing text books or other class material, visiting with the professor, or sitting in on a class (for a class that they tutor). Please specify how much time (up to 45 min.) was spent prepping on the paid prep sheet.

Scheduling Procedures

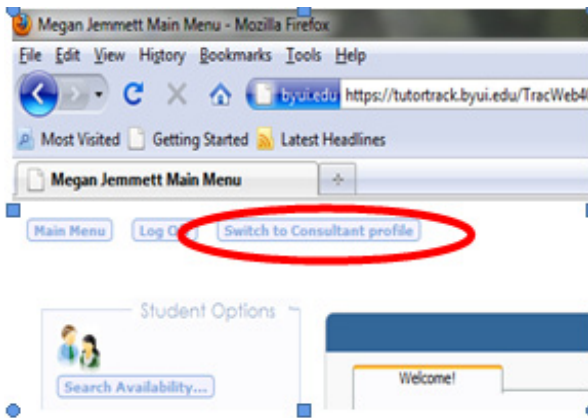
Accessing the TutorTrac scheduling system is performed universally the same regardless whether it's a student signing up for a tutor appointment or a tutor posting or checking his or her schedule. The link <https://tutortrack.byui.edu> may be accessed from the Tutoring Center web-page or from the BYU-Idaho web-page by selecting Students/Services and Resources and then “Tutor Request”.

Tutor access to Tutortrac serves the purpose of checking one's schedule to verify appointments, to post hours of availability, and to sign students up for appointments.

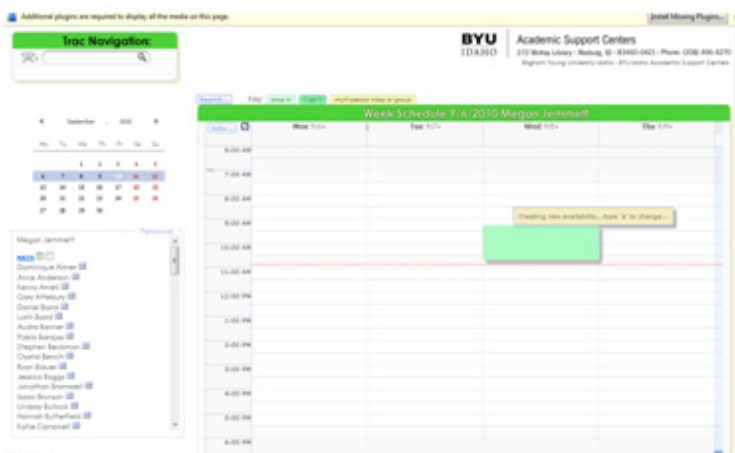
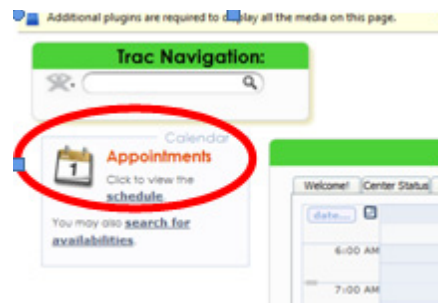


Once this link has been accessed, a student Username and Password are requested for accessing the system. Tutors must first be activated within TutorTrac. Once they've been activated and upon logging in to TutorTrac, tutors can then Go to: “My (Tutor) Main Menu” to view their schedule.

When you get into tutor track, log in with your student user name and password. After that, it will pull up tutor track as if you were a student. You can use tutor track this way, however, to post time you will need to click on the tab on the top left called **“switch to consultant profile”**. This will take you to the tutor track set up for being a tutor.

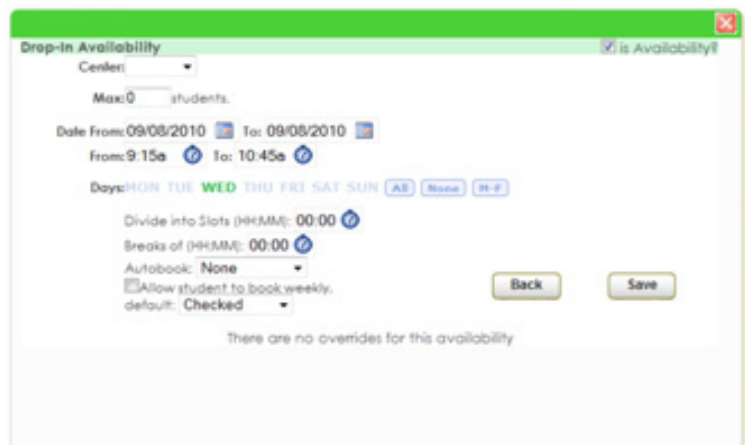


Once you get on to your consultant page, go to the left hand side and where it says “Appointments” click on the schedule tab.

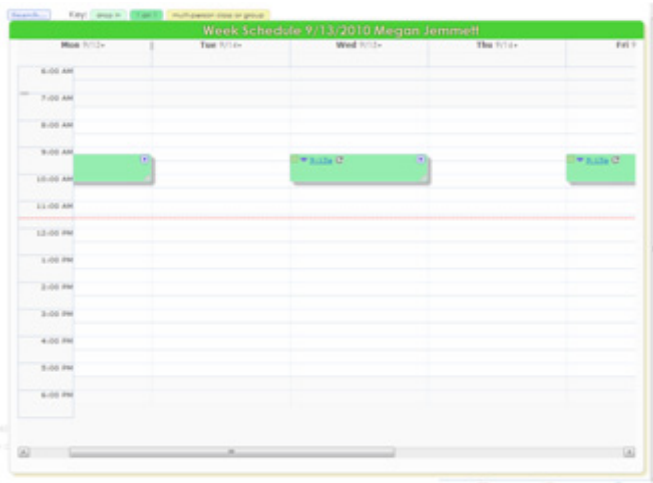


After that, a calendar by week will be pulled up. The cursor will be a doubled ended arrow. Put the arrow on the day you want to schedule an appointment for and the time. Click and drag. Then a darker green section will appear. After you let go of the cursor, a box will pop up and you will put in specifications about the appointment.

In this box, you need to put the center as Tutoring and the max students to the number desired. If you tutor multiple courses, but only do one-on-one tutoring, you can leave the subject box blank and students can sign up on a first come first serve basis. If you tutor multiple courses, and you are doing group tutoring, then you can put a # to make it first come first serve for the group appointment. If you put a #i, it will make it first come first serve and professor specific. You will need to change the dates to cover the entire semester. Appointments should not be scheduled for longer than 1 hour.

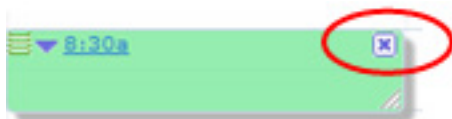


Do Not divide the appointment into different slots or put in breaks. Only make an appointment one day at a time. The Autobook needs to be set as weekly if you would like to give the student the option of booking throughout the semester. In order for this to work, the default should remain “checked”. Lastly, click Save. After this, the schedule should now show your appointment as such:



TO DELETE AN APPOINTMENT:

To delete the appointment you just made, click on the x in the right hand corner. You can then pick to delete just that appointment, or delete all appointments. If you made an appointment and set it to MWF, the delete all option will delete every MWF. This is why when you make an appointment, only do it one appointment time, one day at a time.



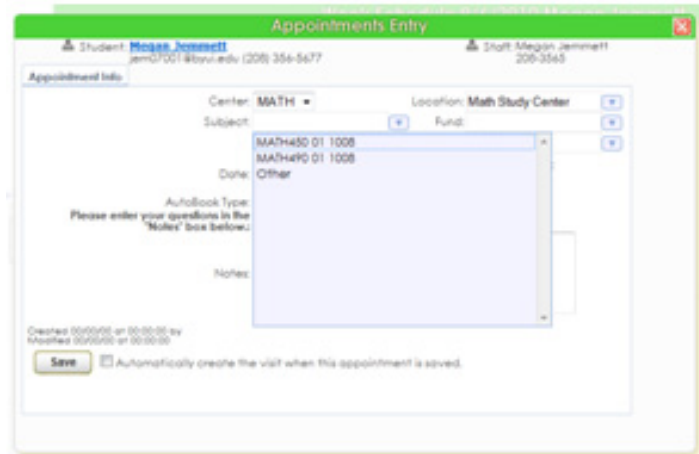
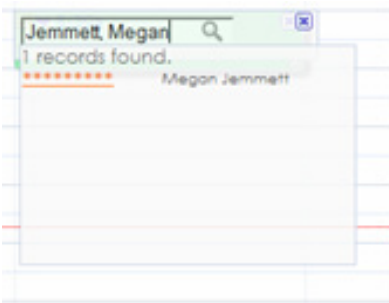
TO MAKE A GROUP:

To make a group appointment, just change the max students to the number of how many students you want in the group. The color the box will change to an off white color.



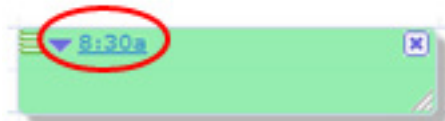
TO ADD A STUDENT:

To add a student to a specific appointment, click on the arrow that is pointed down. A search bar will appear, you can either type in the students ID number or Last name, First name. Click on the 9 * number by their name. A box will appear, pick the subject and click Save.



TO MAKE ANY MODIFICATIONS TO THE APPOINTMENT ALERADY MADE:

Click on the blue underlined time and it will bring back the appointment box and you can modify whatever you need to.



Pay Reporting:

You as the tutor are responsible for keeping track of students tutored and the time of each tutoring session. Time worked should be entered on the Campus Payroll Time Clock system. A link to the payroll time clock system, entitled "Tutor Time Clock", is found under the "Tutors" drop-down heading on the Tutoring Center web-page. Ideally, time spent tutoring should be entered at beginning and end of the session. Do not wait until the end of a pay period to enter hours spent tutoring! Once you've logged in to the Time-Clock System click on 'clock in'. This will clock you in at that moment. You may then modify the clock-in by clicking on the red 'M' adjacent to the date of the clock-in, and then enter the date and time of students tutored. In the comments box **enter the number of student tutored** for that hour and also indicate the names of the students tutored. **As an incentive for tutoring students in groups, if you tutor 2 students in a group, please indicate so and add 6minutes on to your time. If you tutor 3 or more students in a group, indicate so and add 12 minutes on to your time.**

The screenshot displays the Tutor Time Clock interface. At the top, there is a table with columns: Date, In Time, Out Time, Day/HM, and Day. Below this, a specific entry is shown for Tuesday, December 21, 2004, at 03:21 PM. The interface includes a form with the following fields:

- Date: September 1, 2005
- In Time: 3:00 PM
- Out Time: 4:12 PM
- Hours: 12
- Comment: 5 students - Heather Jones, Barbara Wash, Jenny Thompson, Ed Heaton, Gary Fling

Buttons for 'MODIFY ENTRY', 'CANCEL', and 'DELETE ENTRY' are located at the bottom of the form.

Student employees are limited to 20 hours per week of tutoring and will begin at the regular campus wage. The pay periods end on the 15th and 31st of each month. Tutors are paid on the 23rd and 8th of each month following pay period ending date. Tutors are paid either in cash at the Cashiers Office; or for convenience, tutors may set up direct deposit with the Accounting Office in the Administration Building. A listing of deductions is available on the BYU-Idaho Home-Page.

ABC's of TUTORING

There is no “best” or “right” technique in tutoring. Every tutoring session will be unique – each student will require a different approach. There are, however, some general guidelines that will be helpful for you to remember in every tutoring situation. For specifics, you'll just have to be flexible, adaptive, and sensitive to the needs of each individual student. The general elements of the tutoring process include: (a) **establishing and maintaining rapport with the student**, (b) **assessing the student's problem**, (c) **establishing short and long-term goals**, (d) **creating a supportive learning environment**, and (e) **evaluating learning**.

A. ESTABLISHING AND MAINTAINING RAPPORT WITH THE STUDENT:

Your first contact with the student will probably not come until your first tutoring session. Consider how difficult it might have been for him/her to seek help, and try to make him/her feel as comfortable as possible. Be friendly, interested, and accepting. When you meet in person for the first time, there are several steps you can take which will help you to establish a good relationship with the students you tutor:

1. Begin every tutoring session with a friendly greeting. This will help put the student at ease and make him/her feel that you are interested in working with him/her. If you know the student, call him/her by name – “Hi, Jeff.” If you haven't learned his name, you might open with an introduction, “Hi, I'm Sue.” Be sensitive to the student's name – pronounce it correctly, distinctly, respectfully. Learn nicknames, if any. Accompany your greeting with a smile and a handshake. A relaxed, friendly approach will convey your interest to the student.
2. Take some time at the beginning of the first session (5 to 10 minutes) to become better acquainted with the student. Find out about the student's interests, educational background, family, goals, talents, etc. Take a few minutes (2 or 3) at the beginning of each subsequent session to build on the foundation and strengthen the relationship. Discuss his special interests or talk about interests you may have in common. Empathize with his feelings – maybe you have had difficulty in a course before, too. Above all, be yourself. It may take some time for you to both feel comfortable and friendly.
3. Be aware of the characteristics and experiences that make the student a unique individual – age, marital status, physical characteristics, including physical handicaps, cultural and social background, family background, temperament and disposition, educational background, church experience, emotional maturity, mental ability-quickness, and capacity to learn, life ambitions, special aptitudes, skills, talents, and interests. Any one, or a combination of the above, may affect an individual's ability to learn. Consider the whole person as you work with the student – the physical, spiritual and emotional as well as intellectual characteristics. The person, not the subject, is of the greatest importance in tutoring.
4. Accept and respect the student as he is; be non-judgmental. Do not offer your help in a patronizing or condescending way. Relate to the student as an equal. Be courteous.
5. Develop a relationship based on trust by being trustworthy. Be committed to the student. Let the student know that he/she can count on you to be on time for appointments, be prepared, and let him/her know ahead of time if you cannot make it to a session. Be sure your relationship is a confidential one. If a student discloses

something about himself/herself, do not respond with ridicule, rejection, or disrespect – joking about or laughing at him/her, moralizing, or judging will quickly destroy the trust in a relationship. Also, resist any temptation to criticize the school or teachers as a means of identifying with the student.

6. Take a few minutes in your first tutoring session to review the Students Responsibility Form. This form is available in the Tutoring Center. Have the student read this form out loud to you. By having the student read aloud to you, you will be able to get a feel for the students learning abilities. As the student reads each section, take a moment to discuss with the student each point and set expectations with your student as to what he or she can expect from tutoring. After the two of you have read and discussed the contract, you will both need to sign and submit the bottom portion of the contract to the Academic Learning Centers' Receptionist Desk. Ensure that the student understands how to log-in and out for tutoring sessions.

Please view on-line the following link regarding setting expectations: <http://stream.byui.edu/tutoringcenter/Expectation2.mpg>

7. Develop a caring attitude. Be glad to see him/her when he/she comes. Praise and encourage him/her in his/her academic progress, but also notice new clothes, changes in grooming, etc. Let students know you missed them if ill. Be genuinely and sincerely interested in the student.

8. Listen to the student attentively and in a non-judgmental way. Allow the student to express himself/herself without your interruptions or prying questions. Be sensitive to the feelings he/she is trying to express, not just words. Try to put yourself in the students place and feel what he or she is feeling. Rephrase in your own words what you understand him/her to say or feel. Help him/her to deal with those feelings by being attentive and accepting.

9. A friendly good-bye at the end of the tutoring session is as important as a friendly opening. Be sure to ask, too, if the student would like to meet for another session. Remind the student of any upcoming appointments. Remember that many students feel they are imposing and hesitate to ask for more time. If the student does not want to make another appointment, let the student know how you can be reached. If he/she needs help at a later date or if he/she does want to meet again, **be sure you clarify specifically expectations for the next session – when and where you will meet, what you will both do to prepare for the session, what materials you will both need to bring, and how each of you can be reached if one of you cannot keep the appointment.** The most important thing to remember when you end your tutoring session is that you always end on a positive note – so that both you and your student feel good about what was accomplished.

B. ASSESSING THE STUDENT'S PROBLEM:

Your success as a tutor will depend a great deal on your ability to accurately assess the student's problem. This is when the Assessment of Study Practices will greatly benefit you. Students come for tutoring with a wide variety of academic problems. Some know exactly where they are having trouble; others will point out a general area of difficulty; and still others will only be able to describe vaguely the source of the confusion. As a tutor, you must respond to each student individually. If he/she knows exactly what the difficulty is, you can immediately help him/her solve the problem. There is no need to spend time on further diagnosis. When the student can describe his/her difficulty only vaguely or generally, however, you must take the time to pinpoint

the source of trouble before you can work effectively with him/her. Is it a lack of basic skills? Is it insufficient preparation in the subject matter? Is it difficulty with current subject matter? Is it lack of effective study skills? Each problem calls for a different solution.

You can make a fairly reliable assessment of the student's problem through informal questioning during your first meeting. Questioning in the following areas will be most helpful:

1. What is the student's academic background—generally, and in the subject you are tutoring? What kind of high school did he/she attend – was it vocationally oriented, or was it a small school where there might have been a limited number of course offerings, lack of facilities or equipment? What was his/her overall high school GPA? How did he do in courses similar to the one in which he needs help?
2. How has the student done in other college classes? Is the student carrying a load he/she can handle? Has the student had all the prerequisites for the course in which help is needed?
3. Is the student attending class regularly? Has he or she missed a number of classes because of illness, or did the student register late?
4. Does the student understand the class lectures and assignments, the textbook or workbook, and what is expected of him/her during the semester? How will grades be determined – quizzes, tests, homework, lab, oral report, term paper or project, attendance, class participation, etc.?
5. What is the student's attitude about school in general, about the course and teacher? Has the student discussed the problem with the course instructor yet?
6. What are the student's college plans – is he or she working toward a specific degree? Does the student have a particular job in mind? Will the course provide him or her with information or skills needed in future courses or on the job? **If the student has no clear goals or if he/she cannot see a connection between the materials he/she is trying to learn and its application in later life, motivation may be a problem.**
7. How much time does the student spend studying? Does the student have an organized approach? Does the student follow any kind of schedule? Are there specific study skills in which the student feels he or she needs help?
8. Does the student have a basic learning problem, such as not being able to speak, read, or write adequately? Is there a physical handicap that prevents the student from seeing or hearing well?
9. Is English a second language for the student? Does the student have difficulty understanding the text, lectures, or assignments?
10. Does the student have a personal problem (roommates, family, money, girlfriend or boyfriend) that is affecting his or her ability to concentrate on school?

11. Has the student taken any tests yet? How did the student score? Were there incorrect answers in a specific area? What kind of tests or quizzes will be given in the class? How many tests will be given during the semester? Will tests be based on lecture notes, the text, a workbook, etc.?
12. If the student is older, has he or she been out of school for a number of years? Does the problem relate to “getting back in the swing of things,” or is he/she intimidated at the thought of competing with younger students?
13. Does the student know where campus resources are located and how to use them – Counseling Center, the Reading Center, the Writing Center, the Study Skills Center, the Math Center, and Services for Students with Disabilities?

In addition to informal questioning, there are other techniques you may use to help isolate the student's problem:

1. Have the student bring samples of his class work – quizzes or tests, class notes, homework, etc., so that you can see the kind of work he/she does.
2. Ask the student to point out a specific concept, procedure, or chapter with which he/she is having difficulty. Have him/her work a problem for you, explaining what he/she is doing as he/she goes along. Note the speed or slowness with which he/she works, his/her thoroughness, the kinds of mistakes he/she makes, the level of his/her work.
3. Go over the course outline, reading or lab assignments sheet, or other handouts with him/her to help clarify course goals and requirements.
4. Familiarize yourself with the textbook for the course (some texts are available for check-out in the Tutoring Center reference library).
5. Interview the instructor (with the student's permission) to determine course objectives, basis of grading, kinds of examinations to be given, “and kinds of material covered on exams.” Ask for a copy of the course outline, reading assignment sheet, and example of an old exam that you might have to look at. Ask the instructor to recommend supplemental reading materials that might help clarify the subject matter for the student.

Once you have assessed the student's problem and determined what skills he/she does not have, you are in a position to set up some goals with him/her, based on the skills he/she needs to develop and the specific skill you can help him/her acquire.

C. ESTABLISHING LONG AND SHORT-TERM LEARNING GOALS:

Your overall goal as a tutor is to assist the student to develop his/her potential, so that he/she can work independently in his/her courses. After you have carefully assessed the student's problem you will need, together with him/her, to set some goals around which to center your tutoring sessions. Whether the goals are

long-term or short-term will depend on the nature and extent of the student's academic problems.

Short-term goals will focus on his/her immediate needs – What must be done now to get him/her moving in the right direction? Long-term goals might involve more complicated problems, such as insufficient subject matter background, basic skill deficiencies, or poor study habits. In any case, you need to mutually agree on where you will start, how often you will meet, what you will try to accomplish in each tutoring session, what each of you will do between sessions in preparation, and what materials you will bring to each tutoring session. Be sure expectations are clearly defined for both of you, and be sure the goals are both specific and realistic.

Setting up specific goals will provide a sense of direction for both you and the student, and may enhance his interest in a certain subject area, as well as his general level of motivation. Each time you meet with the student, teach around the goals you have mutually determined: (1) Review specifically what the student is to learn in that session; (2) determine whether he/she has the prerequisite skills or has done the preparation necessary to master the material; (3) demonstrate how to solve the problem or how the information can be learned; (4) provide the student appropriate practice under your direction; and (5) check to see whether the student is mastering each concept. Obviously, to accomplish these tasks, you must pre-plan your tutoring sessions – know what you are going to do and how you are going to do it, what concepts are to be taught, and how you can best teach them.

D. CREATING A SUPPORTIVE LEARNING ENVIRONMENT:

A student's performance depends not only on how intelligent he/she actually is, but also on how intelligent he/she thinks he/she is. He/she may have an IQ of 130, but unless he/she has the self-confidence and belief in him/herself to accompany that intelligence, his/her 130 IQ is practically a useless possession. There are a number of things you as a tutor can do to help create a supportive learning environment - one in which the tutee can finally experience the academic success he/she may have missed out on in the past:

1. Be aware of the physical aspects of the tutoring area. Is there proper heating and lighting? Is the area or table clean and orderly? What about the noise level? Seating arrangements can make a difference. You can tutor most effectively when sitting at the side of the student, generally to his/her right, rather than across the table.
2. Be sensitive to the student's attitude, disposition, and attention span. Work for short periods of time, especially in the beginning – perhaps 20-30 minutes, with a 5-minute break. Keep the schedule flexible. The attention span of the average college student is somewhere between 30 and 60 minutes. While some students can tolerate a longer working period, tutoring session should generally not exceed one hour. If you notice the student losing interest, change activities or take a break, but then get back to business. Don't let your tutoring time degenerate into a gab session. The student's academic success is your main concern. Generally two, and in some cases three hours of tutoring per week should be sufficient. Students requesting more help than this may be too inadequately prepared or too far behind to succeed in class.
3. Be aware that people have different learning styles. Some students can grasp abstract ideas, while others learn best through concrete examples. For some, drawing a picture will best clarify a concept, while others learn by verbalizing new ideas or putting them to practical use. For still others, use of comparisons and

analogies will help them grasp new information more quickly. Remember, too, that students vary not just in method of acquiring knowledge, but also in speed. Tune in to your student's particular learning style, so that you can use it to the best advantage. Be patient if progress seems slow.

4. Create a non-judgmental climate where the student feels comfortable enough to ask a question, make a comment, or express an opinion. Listen attentively to the student. Respect the student's ideas and opinions. Avoid criticism. Critical remarks can frustrate a student's efforts, so that he/she gets discouraged and drops even further behind. The student may also become defensive, which in turn, might block his/her efforts to learn the material. Even minor criticism like, "You've made the same mistake again," can be destructive to a relationship. If a student comes to a tutoring session unprepared, do not greet him/her with disapproval or disgust. Simply explain that you feel he/she should review the material, and then reschedule a time after he/she has finished the reading. Don't get discouraged or impatient if between sessions the student forgets concepts. Just take a few minutes to review. One of the most important things you have to offer the students you tutor is a warm, accepting, non-judgmental attitude.

5. Get the student involved in the tutoring sessions. He/she may expect you to provide the leadership, but work with him/her in setting up goals and methods of achieving them. Do not let him/her become dependent on you. The less work you do for the student the better. Spend your time asking questions, listening, and helping the student think for him/herself, rather than lecturing him/her. Let the student express his/her ideas. He/she will not learn simply by listening to you talk. Encourage him/her to verbalize as much as possible – this way he/she may see how much he/she actually does know. Use questioning techniques to involve the tutee as much as possible in your sessions.

Be creative and imaginative in your tutoring methods. Look for ways to motivate and involve the student in the activity. Concentrate on helping the student learn how to learn, rather than just on getting right answers. When it is necessary to provide direct instruction to help the student overcome an academic problem, present the information by using examples to illustrate a concept. Also demonstrate the application of a rule or procedure, then have the student respond and talk about the material, so that you are sure he/she understands. If he/she begins to use the wrong approach in solving a problem, intervene and provide the correct answer. Be patient if he/she does not understand. If a concept is particularly troublesome to a student, take a break and visit for a few minutes to relax the tension he/she might feel. When you resume work, use your imagination and try explaining the idea in a totally different way – a new explanation may suddenly clarify a difficult principle.

6. As the student responds with correct answers, consistently praise and encourage him/her, so that he/she really feels the satisfaction that comes with learning something that at first presented difficulty. Your recognition will help motivate him/her to continue doing good work. Students will resent praise if given mechanically or insincerely. Save recognition for real achievement . . . that does not mean perfect performance, however. If the student masters only one concept or objective in a unit that may be real progress for him/her. Be pleased with a good attempt; don't require perfection. Compare a student's work only with his or her previous work – forget about how small the progress may seem when compared with the achievements of other students. And, of course, never compare your students with yourself.

7. If material is meaningful, it is much easier to learn. Help your students see the relevance of the subject matter they are trying to learn. Often a student in business or carpentry or electronics will feel that English

courses are of very little value. You might point out that regardless of what he/she discovers or achieves, if he/she cannot express his/her ideas to others, they remain relatively useless. Use your knowledge of his/her interests and experiences to help him/her see how the subject matter does have application for him/her.

8. Be aware of your delivery system. How you say something may carry more impact than what you say. Be aware of posture, expression, and tone of voice. If you are relaxed, it may be easier for the student to relax; but if you slump, he/she will probably slump too, both physically and intellectually. Smiling may help to ease nervousness on both your parts. Be enthusiastic, but sincere. Concentrate on clear diction and good grammar.

9. One of the most important services you can provide and, of course, one of the major goals of tutoring is to help your students achieve academic success. Choosing material that is too difficult will lead to just another discouraging failure. Many students have had little success in school and need rewarding experiences to reassure them and restore their self-confidence. Start with something you feel sure the student can do, or at a point where he/she is already having success. When he/she does a task correctly, give him/her a simple, sincere compliment. If he/she makes a mistake, don't criticize him/her, but go over the material until he/she gets it right then compliment him/her. If you have him/her do a series of things, emphasize how many he/she does correctly, or how many more he/she did correctly than last time, not how many he/she missed. At the end of each tutoring session summarize any gains made by the student. Any progress, no matter how small, will be encouraging and boost his/her self-confidence.

E. EVALUATING LEARNING

It is extremely important to check systematically to see whether the student is mastering the material covered. Make sure he/she completely understands a concept or point and practices it numerous times under your direction before you introduce a new concept or problem. Encourage the student to ask questions, so that you will have a good idea of how he/she is grasping the material. Review specific information to insure that the student will retain it. Offer learning helps – the better the tutee learns something; the better will be his/her overall retention of it and his/her eventual recall of the material. Periodically quiz him/her over past material.

As you evaluate the student's progress, **be careful about using the phrase**, "Do you understand that?" Many students are too polite or embarrassed to tell you that they really do not understand something. They will invariably answer with a "yes", then listen in blank confusion, becoming more and more discouraged, while you go on with an explanation. Always stop after explaining **each** concept and check the student's understanding by having him/her answer a question, rephrase the concept in his/her own words, or do a problem. Asking the tutee something like "what is another example of that process?" or "Can you show me how you would solve this problem?" will let you know if he/she needs more help. This is a good time to use your "Probing Skills."

PROBLEM AREAS: (WHAT-IF SITUATIONS)

Adapted from "Helping others Learn" by Tom Gier

Though the best teacher is experience, there are ways to soften the often rude shock of first hand experience. The following are a variety of experiences that tutors have had. Hopefully, you may profit from others experiences and thus avoid as many "shocks" as possible.

SITUATION #1: YOUR CLIENT WANTS YOU TO DO HIS/HER WORK.

This is often a very subtle, unspoken request from your client. Maybe, your client wants you to demonstrate how to work just one more problem, or do just one more sentence; or solve one more equation. A tutor must keep in mind that his/her chief goal is to help the client achieve academic independence. Gently guide your client toward doing his/her own work. Such phrases as: "It's your turn now," or "you just start the problem and I'll help finish it" are initial steps in pointing your client towards independence. At times, though you may have to be a bit more blunt, such as: "It doesn't do you any good if I do the work for you" or "I'm not getting graded for this, you are" or "look, the more you do the better you get, the less you do, the longer it will take to improve" etc. Try a gentle push at first, but if you need to shove your client toward independence, then do so.

SITUATION #2: YOUR CLIENT ARGUES/DISAGREE WITH YOU.

First of all, ask yourself if it makes a difference. Is there more than one correct and effective method of tutoring your client? If there is, then try your client's suggestion; if it is more effective, then explain how and why it is more effective than your client's suggestion. If your client still insists on doing things his/her own way then you have to decide if you can operate comfortably under these circumstances. How you feel will affect your effectiveness as a tutor and will determine whether you continue working with this client or refer the client to another tutor whose methods may be more in line with your clients thinking.

There is, however, a more serious consideration. Your client may want to continue doing something that, in your opinion, is wrong. In this instance you must explain as clearly and patiently as possible why what you suggest is right and why your client's suggestions are inappropriate. If you feel that there is no alternative way to doing this assignment or activity then you must let your client know. If your client refuses this advice, which is certainly his/her option, then you should switch to another area that you and your client can agree on or, failing that, terminate your sessions, and help your client find another tutor.

Though your goal is to make your client independent, it is also your goal to impart only factual information.

SITUATION #3: YOUR CLIENT CRITICIZES HIS/HER INSTRUCTOR, OTHER TUTORS, ETC.

Professional ethics prohibits you from commenting negatively about any instructor, tutor student, or employee to your clients. The surest and quickest method to incur the wrath of your supervisor and lose the respect of instructors, fellow tutors, and students is to comment negatively about anyone. If a client is upset and verbally blasts an instructor, tutor, etc. just shrug your shoulders, make no comment and go on with the tutor session. Keep two things in mind: one, your job is to improve the skill level of your client; if you reinforce your client's negative feelings concerning an instructor, you will only make your job more difficult. Two, you are only

hearing one side of the story; no matter how unfairly your client seems to have been treated, there is another side of the story you are not hearing. So just shrug and get back to work.

SITUATION #4: YOUR CLIENT HAS LOW SELF-ESTEEM.

If a person feels negatively about him/herself it is not easy to feel good about a subject he/she is having difficulty with. If your client is constantly putting him/herself down, then this is a cue to you that you need to help your client feel better about him/herself. The easiest place to start is to get your client to notice the things that he/she can do well. Spend some time at the beginning of the session discussing the positive things that are occurring in your client's other classes, life and the particular course you are working on together.

Improving someone's self-esteem is not always a quick process, but it is usually a successful one, if you stay with it. If your client doesn't show any signs of gaining a higher level of self-esteem or even verbally opposes your attempts at positive reinforcement, then you should refer your client to a counselor for some professional assistance.

SITUATION #5: YOUR CLIENT HAS SET UNREALISTIC GOALS.

First of all, it is not your place to inform your client of this, mainly because many seemingly unrealistic goals are often met. What you can do, however, is to break the goals down into small, reachable steps. For instance, your client, who you are trying to help pass a basic writing course, wants to become a lawyer. Help our client set goals for a semester, one goal at a time, so that a clear step-by-step sequence can be visualized and achieved. Advising your client to see a career counselor can also be helpful.

If your client experiences momentary setbacks in his/her quest for a seemingly unrealistic goal, that is all right, because many of us fail many times before we succeed. Be sure that your client knows that a person can profit and learn from failure as well as success. Let your client know that you or someone else will always be there to offer assistance.

SITUATION #6: YOUR CLIENT IS JUST NOT TRYING OR WORKING HARD ENOUGH

Simply explain your feelings in a straightforward, unemotional manner to your client. As you do, be sure to point out some positive aspects concerning your client's ability, personality, etc. Explain that your client is cheating him/herself by not giving, in your opinion, his/her best effort. Then listen to your client; you may be surprised to hear that your client agrees with you and/or that there have been some extenuating circumstances that have contributed to the lack of effort. Once this discussion is over be sure to set some short and long-term goals that your client can use as motivators and you can use as guides for future efforts.

If your client continues to fail to put forth his/her best effort, then you may be forced to discontinue working with this client. Explain that you are doing this because the sessions are a waste of your time and your client's time; time that both of you could put to better use. Always give your client the option of working with you again at a later date if his/her effort improves (set some detailed conditions, if you believe or think it is appropriate).

SITUATION #7: YOUR CLIENT COMES UNPREPARED FOR A SESSION

This is fairly common for the first session and should not be an area of concern. At the end of the first session explain to your client what you need him/her to bring to the next session. If your client comes unprepared for the second session politely remind your client what he/she was to have brought and then assist him/her as well as possible. At the end of the session politely but firmly explain that you will not be able to work with him/her again if he/she doesn't bring certain materials to the session. If your client shows up at the third session without the appropriate materials then you must keep your word, and cancel the session on the spot. You are only being fair to yourself and your client, for a client will never be successful in an academic setting, or any setting for that matter, until he/she learns responsibility.

SITUATION #8: YOUR CLIENT IS LATE AND/OR FAILS TO SHOW UP

Whenever a student does not show up to a tutoring session you as the tutor will need to turn in a "No Show Report" to the Tutoring Center Director. At this point it will be documented within the TutorTrac system that the student missed the appointment and an e-mail message is sent to the student stating that they will be assessed a \$5.00 fee to their student account.

Emphasize to your client the importance of being on time or giving you at least a days notice if he/she cannot show up. Remind your client that if it happens a second time that you will not be able to work with them on a one-on-one basis. If it should happen again, explain that your time is valuable and that you must spend it with those who are serious about getting help. Of course, for this to be effective your client must know about this policy when you set expectations with the student in your first tutoring session. The purpose of this policy is not to get rid of clients but to get rid of inappropriate behavior. If the student would still like to continue getting help, only continue to tutor the student as part of a group.

SITUATION #9: YOUR CLIENT JUST WANTS TO TALK AND SOCIALIZE

There is nothing wrong with a little socializing especially during your first session. In fact, approximately half of some first sessions are involved in listening to a client verbalize his/her problems and just getting acquainted with each other. You can set the seeds for future productive sessions in this manner. You should, however, try to gently guide your client into doing work at least during the second part of the first session. If at the start of your second session your client still seems to be more preoccupied with verbalization and socialization than work, gently explain that you both are there to help him/her improve certain skills. Explain that the only way to do something better is to do it. If your client still continues to try to talk rather than work, then you should refer him/her to the counseling department with the explanation that you are really trained only in your skilled area, while the counselors may be better able to help in other problem areas.

SITUATION #10: YOUR CLIENT BECOMES TOO DEPENDENT UPON YOU.

This is a common occurrence during the initial sessions. As you continue to work with you client try to phase yourself out and have your client do more of the work. Dependence can also take the form of making decisions for your client. Your client may want you to help him/her decide on everything from what courses to take next semester to what car to buy. First of all, don't pretend to know all the answers. Secondly, give non-judgmental

answers or redirect the question back to your client. For example, if asked what classes you think your client should take next semester, ask: “what classes did you have in mind?” You may be forced to respond in this manner a number of times, until either your client makes decision or decides to try to get someone else to take on the responsibility of making his/her decisions. Remember, that you want your client to achieve not only academic independence but also independence as a person. The more control, that is, decisions, a person can have over various activities in his/her life, the more responsibility and pride that person will take in his/her achievements.

SITUATION #11: YOUR CLIENT FEELS THAT YOU ARE NOT HELPING

This is not uncommon. Often a client will become frustrated with the rate of his/her improvement or progress. Let your client verbalize his/her feelings. Explain how you believe your client has progressed. Ask your client what changes he/she would like to see in your sessions. Go over each suggestion and see if you can incorporate it into your sessions. If you cannot incorporate the suggestions into your session, for whatever reasons, then let your client have the option of choosing another tutor. A more common solution is simply increasing the number of your sessions per week. If this were not possible, another solution would be to continue working with your client on certain skills while arranging with another tutor to work on different skills. The most common solution, however, to this complaint is simply reassuring your client of the progress that has been made and point out the direction you are going towards. Your client may just need assurance that he/she is really progressing.