

# Peer Tutor Survey

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Period: \_\_\_\_\_ Grade: 9th 10th 11th 12th (circle)

1. List your current schedule for this semester:

Period	Class	Teacher
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Please list any extra-curricular activities you are involved in (clubs, sports, ASB, church, etc.). \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Please list your favorite classes. Why did you enjoy these classes? Be specific. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What are your interests? Do you have any hobbies and/or special skills? Please list. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Why did you sign up to become a peer tutor? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Have you ever had any personal experiences with people with disabilities? If yes, please share briefly.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Please share any questions or concerns that you have about being a peer tutor? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

We look forward to having you as a peer tutor!

# Weekly Journal

Appendix B

Name: \_\_\_\_\_

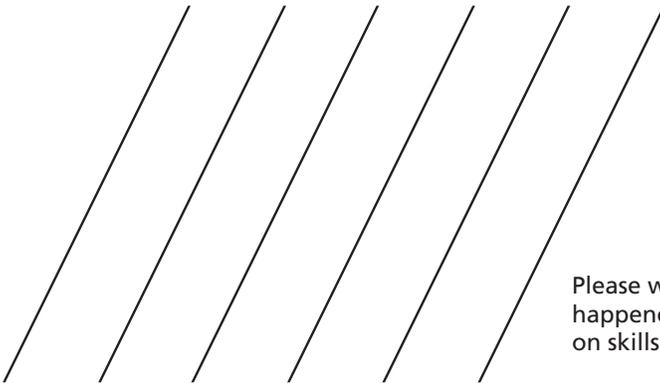
Attendance/Journal \_\_\_\_\_

Student Supported: \_\_\_\_\_

Communication \_\_\_\_\_

Conduct \_\_\_\_\_

Total \_\_\_\_\_



+ = student had an opportunity to work on this activity

-- = student did not have an opportunity to work on this activity

Please write a brief description of what happened in class and any progress made on skills or listed activities.

<b>Monday</b> date: _____							
<b>Tuesday</b> date: _____							
<b>Wednesday</b> date: _____							
<b>Thursday</b> date: _____							
<b>Friday</b> date: _____							

**Discovery: Answer one or more of the following questions in your response.**

What did you learn this week as a peer tutor? How did you modify assignments? What learning strategies did you use? How did you engage the student in classroom activities? Overall, how is the student doing in class? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Homework Log

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

Student: \_\_\_\_\_ Peer: \_\_\_\_\_

Mon \_\_\_\_\_

Tues \_\_\_\_\_

Wed \_\_\_\_\_

Thur \_\_\_\_\_

Fri \_\_\_\_\_

	Mon	Tues	Wed	Thur	Fri
<u>Homework</u>					
<u>Tests/Quizzes</u>					
<u>Projects/Assignments</u>					
<u>Other Notes</u>					

# Peer Tutor Evaluation

Date: \_\_\_\_\_ Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

As you know, we supervise \_\_\_\_ peer tutors who are providing support to students with disabilities in the general education classrooms. As you can imagine, it can be difficult to always know how each of them is doing. Therefore, your input is very important to us. We would like to know how peer tutors are doing so that we may instruct them as to how they can provide better support. If a peer tutor is not being helpful, please discuss this with them, provide guidance as needed, and let us know as well.

*Peer tutors are in your class to support you in meeting the needs of students with disabilities. Please supervise and provide instruction to peer tutors as needed.*

Please provide your input as to how \_\_\_\_\_ is doing supporting \_\_\_\_\_ in your class.

Return to \_\_\_\_\_. **Thank you!**

	<i>Always</i>	<i>Most of the time</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
Punctual (arrives to class at the beginning and stays until the last 5 minutes)					
On Task (focused on class material and student)					
Respectful (to students and teachers)					
Well-behaved (not a disruption to the class)					
Willing to help (takes initiative)					
Asks for clarification as needed					
Supportive and helpful to the student					
Useful to you					

Additional comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# Peer Tutor Self-Evaluation

Name: \_\_\_\_\_ Date: \_\_\_\_\_

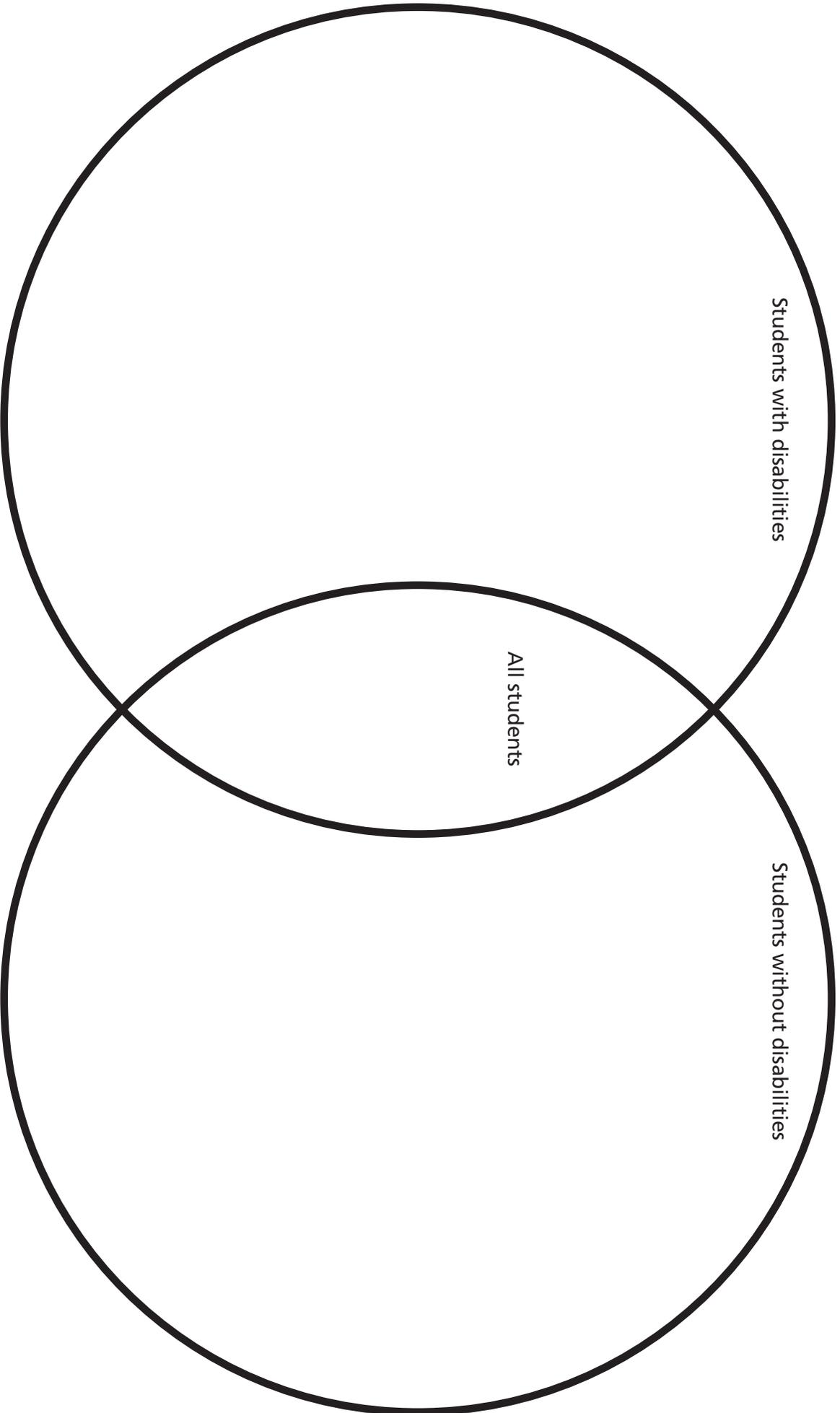
Student you support: \_\_\_\_\_

**Directions:** Complete the following evaluation form in order to evaluate yourself as a peer tutor. This will help you determine the quality of the support you provide as a peer tutor and the area(s) in which you can make positive change!

	<i>Doing great</i>	<i>Just OK</i>	<i>I want to improve</i>
Daily attendance			
Responding to student's needs in a timely manner			
Being an effective peer tutor (understanding what I should be doing as a peer tutor & providing the needed support)			
Having a positive attitude towards the student, class, and teachers (general and special educators)			
Putting forth effort to be a useful peer tutor			
Ensuring the student completes and turns in all assignments (communicating with the teachers when this does not occur)			
Using my time wisely as a peer tutor (not wasting time when I should be providing support)			
Actively involving the student in class discussions, group activities, and projects			
Communicating with both the general and special educator on a regular basis			
Asking for help when I need it			
Listening and responding to the student			
Being a positive role model			
Completing a daily journal and any other assignments given to me			

# Benefits of Inclusive Education

Venn Diagram



# Tips for Being a Successful Peer Tutor

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1. Arrive punctually to class on a daily basis.
2. Respond to student's needs in a timely manner.
3. Have an understanding of what needs to be done and provide the necessary support.
4. Be respectful and have a positive attitude toward the student, class, and teachers (general and special educators).
5. Put forth effort to be a useful peer tutor by being supportive and helpful to the student.
6. Make sure the student completes and turns in all assignments, and communicate with the teachers when this does not occur.
7. Use your time wisely as a peer tutor, remaining focused on class material and the student.
8. Follow the rules of the classroom and behave appropriately.
9. Actively involve the student in class discussions, group activities and projects.
10. Communicate with both the general and special educator on a regular basis and ask for help when needed.
11. Be an active listener and respond to the student as needed.
12. Be a positive role model.
13. Complete a daily journal and any other assignments.

As a peer tutor, you will have the opportunity to gain a better understanding of issues concerning individuals with disabilities. You will discover that although people with disabilities may learn differently, they still have some of the same qualities and interests as you and your friends.

There are many ways you can be respectful toward others. Simply stated, you should treat everyone the way you want to be treated. As a peer tutor, you will be in a position to teach other students and teachers that talking and socializing with students with disabilities does not need to be “special” or different than interacting with anyone else. As you interact with a student you support, others will see the respect you show toward your student and in turn will have a better appreciation for human differences. Below are some tips on how you can show respect to the student you support.

- Recognize that the student you support is the same age as you, so treat them as if you would anyone your age.
- Allow them the opportunity to complete classwork with your help (if needed) rather than doing assignments for them.
- Always explain how you are going to help the student before providing them with support.
- Focus on the student’s positive qualities and skills, not on what they can’t do.
- Use people-first language when talking about a person with a disability.
- Don’t speak for the student; allow them to communicate for themselves.
- Talk with the student, rather than about them.
- Respect the student’s confidentiality. Do not talk to others about them.
- Celebrate the successes that you and the student experience; you are both making a difference!

# Peer Tutor Cumulative Portfolio Project

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One of the ways you are evaluated is by the completion of a portfolio due at the end of the spring semester. The portfolio is a collection of items that shows what the student you are supporting has learned or accomplished. These items can include work samples, such as written assignments or completed tests, photographs, videos, remarks from the student's teacher, your own written reflection, or anything else that demonstrates the student's progress or achievement. Your portfolio may be in any form that you wish (e.g. folder, poster, slideshow, movie, scrapbook, etc.). Be creative!

If you do not support one particular student, but rather provide support to the special educator, you will complete a portfolio that represents the different ways you have helped the students and staff in general. Your portfolio will also contain information representing what you have learned about people with disabilities and inclusive education.

## **Fall Final**

In preparation for completing your portfolio, you will turn in what you have collected throughout the fall semester. This includes but is not limited to the items you collected that were assigned to you during the trainings.

## **Spring Final**

You will turn in your completed portfolio (a compilation of the student's work and achievements of the entire school year) two weeks prior to the end of the school year. During the following week, you will attend a training where you will share your portfolio with other peer tutors.

# People First Language

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. The autistic boy is a really good artist.

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2. In my biology class, I had a special ed kid in my lab group.

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3. I helped push the handicapped boy around the bases in PE.

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4. I am a peer tutor for disabled kids at my school.

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5. There is a retarded girl on the cheer squad.

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6. There is a crippled man who works at the movie theater.

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7. The learning disabled girl needed extra help.

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8. The disabled have rights just like everyone else.

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9. She is schizophrenic.

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10. The Down syndrome boy has a great sense of humor.

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# Teaching Strategies and Easy Accommodations and Modifications to Curriculum

*Note: All of these strategies may not apply to every student you support. Tailor your accommodations and modifications to the specific assignment, as well as the individual strengths and needs of the student you are supporting.*

- Breakdown information into small steps and simplify instructions.
- Repeat instructions; after two times try rephrasing it using different vocabulary and/or give an example of what you are asking.
- Always remember to allow time for a student to process their thoughts.
- Always provide the student with the least amount of help necessary, allowing the student to do as much on his or her own as possible.
- Provide the student with breaks.
- Underline/highlight important words.
- Use flashcards to study key points and vocabulary words.
- Provide the student with answers to choose from, rather than asking open-ended questions.
- Give personal examples relating to real life when explaining difficult concepts.
- Consider using more visuals, such as pictures and written instructions.
- Encourage the student to “visualize” what he or she is reading.
- Show the student how to do a task by doing the first one.
- Provide the student with a concept map.
- Create sentences with blanks that the student can fill in.
- Provide encouragement and positive comments.
- Provide the student with a calculator.
- Use a color-coding system to help the student keep a notebook organized.
- Enlarge the print of an assignment.
- Obtain a copy of the class notes from another student or the teacher.
- Decrease the amount of work the student needs to do, for example, assign fewer vocabulary words.
- Use “puffy paint” to raise the outlines of maps.
- Use graph paper to line up numbers for math problems.
- Read materials aloud to student.
- Change the location of where the student is sitting.
- Allow the student to use a computer to complete written work.
- Let the student dictate responses for the peer tutor to write.
- Allow the student to complete picture essays or posters.
- On multiple choice questions, decrease the answer choices to two or three.
- Provide the student with books on tape, CD, or computer.
- Allow the student to have more time on the assignment.

# Student Case Studies for Curriculum Accessibility

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## **Trent**

Trent is a 10th grader who collects baseball cards. He can read at the fourth-grade level. He needs help with understanding the directions of assignments. Often times, he is unsure of himself so he needs encouragement to continue working and making attempts to complete an assignment. When he doesn't understand something he will stop working and doesn't ask for help. When asked what is wrong, he will often state that it is too hard. However, when given examples of what he should be doing, he can be very successful. He prefers to complete his assignments on the computer rather than writing, as his writing is not very legible and he needs help with spelling. He is learning his multiplication facts.

## **Todd**

Todd is a 9th grader who loves to talk about movie facts. He prefers to follow a routine and needs to be informed ahead of time of any changes to his daily schedule. Noises can be distracting to him. He follows directions best when they are written down for him rather than spoken to him. He needs a five-minute break about every 10-15 minutes. This break can include time to write in his journal, or a trip to the rest room or drinking fountain. He reads at the sixth-grade level and is a great writer. He understands very well what he reads but needs to be given plenty of time to process what is being asked of him. He is learning how to complete basic algebraic equations.

## **Jessica**

Jessica is an 11th grader who loves to talk about television shows. While she cannot read Spanish, she is fluent speaking Spanish. She is learning to read and write simple words in English. She can add and subtract single-digit numbers. She is a diligent worker and works best when someone is there to help her stay focused on the task at hand. She often needs to be given an example of what is being asked of her to complete.

## **Ben**

Ben is in the 12th grade and is an amazing dancer and singer. He can read at the third-grade level. He is able to write a five-sentence paragraph. He responds best to comprehension questions when given only two choices. He often times has difficulty understanding what he should be doing. Having someone explain the directions and give him examples helps tremendously. He can add and subtract two-digit numbers and is learning division.

## **Brian**

Brian is an 11th grader who loves baseball. He uses a power wheelchair. He is unable to grasp a writing utensil, so uses a keyboard to write. He can read at the first-grade level and writes simple sentences. He enjoys using the Internet to complete research and to find answers for his homework assignments. He benefits from listening to books on CD or the computer. He is learning how to add single-digit numbers. While he is able to say several words, he does use a voice output device to communicate many of his thoughts.

## **Stacey**

Stacey is a 10th grader who loves the color pink! She communicates using picture communication cards. She will use cards that have pictures on them to represent what she wants or how she is feeling. She often times needs reminders to use her cards. She can say some words and speaks very softly. She is able to trace dotted letters. She comprehends material when it is provided with pictures. She can identify numbers 1-10.

# Levels of Prompting

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Give examples for each of the prompts listed below. If possible, include examples of prompts you have actually used with a student.

1. Gestural prompt \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Modeling prompt \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

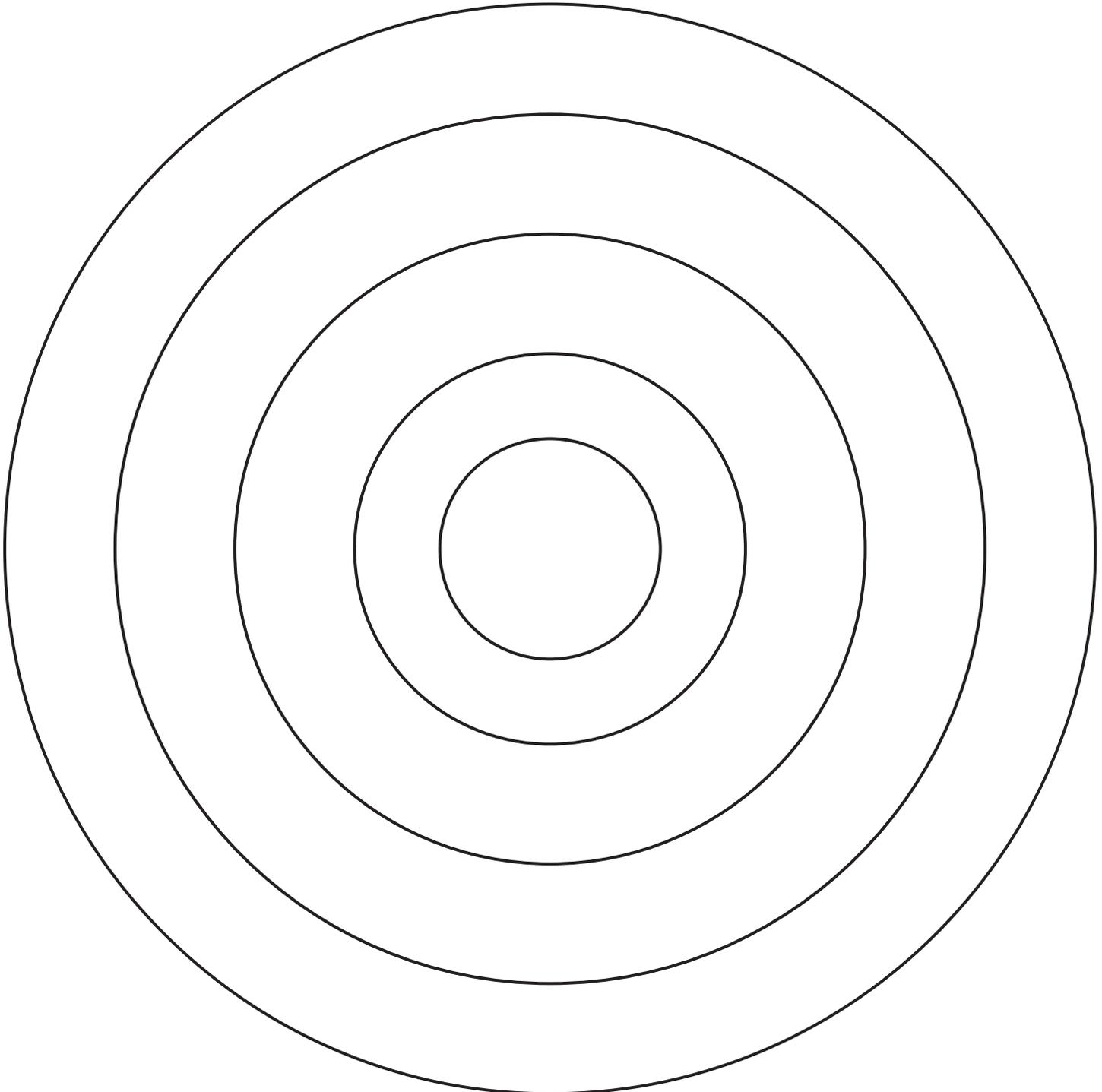
3. Visual prompt \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Verbal prompt \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Physical prompt \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Circle of Friends

1. Put your name in the center circle.
2. In the second circle, put the people in your life that you are closest to, for example family, boyfriend, or girlfriend.
3. In the third circle, write down the names of your good friends and/or people who you spend time with often.
4. In the fourth circle, write down the people, organizations, clubs and teams with whom you are involved.
5. In the last circle, write down the people who are paid to provide services to you, such as teachers, counselors, and other professionals



# Scripts Illustrating the Importance of Positive Interpretations

*Note: Cut out individual scripts to use in a role playing activity.*

## SCRIPT 1

**Speaker One:** Hey, what are you doing tonight?

**Speaker Two:** I have to go to the game with this guy from my English class. Do you want to go with us?

**Speaker One:** I don't know, tell me about this guy.

**Speaker Two:** Well, he always asks a lot of questions and he always wants to stand too close to other people. Sometimes he even touches my hair. He is so distracted that he doesn't even notice that saliva is coming out of his mouth when he talks. Anyway, do you want to go with us?

**Speaker One:** \_\_\_\_\_



## SCRIPT 1

**Speaker One:** Hey, what are you doing tonight?

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**Speaker One:** \_\_\_\_\_



## SCRIPT 2

**Speaker One:** Hey, what are you doing tonight?

**Speaker Two:** I'm going to the game with this guy from my English class. Do you want to go with us?

**Speaker One:** I don't know, tell me about this guy.

**Speaker Two:** Well, he is super friendly and always wants to know all about you. He is on the track team and loves football. He is always making me laugh. Anyway, do you want to go with us?

**Speaker One:** \_\_\_\_\_

## SCRIPT 2

**Speaker One:** Hey, what are you doing tonight?

**Speaker Two:** I'm going to the game with this guy from my English class. Do you want to go with us?

**Speaker One:** I don't know, tell me about this guy.

**Speaker Two:** Well, he is super friendly and always wants to know all about you. He is on the track team and loves football. He is always making me laugh. Anyway, do you want to go with us?

**Speaker One:** \_\_\_\_\_

## Scenario 1

Matt is a 10th grader who loves people and has a great sense of humor. He can write his own name independently and can trace letters and words. Matt is able to read some small words that he has memorized, but his comprehension is best when material is presented to him orally. He can read picture communication symbols and—with some support from his peer tutor—Matt can obtain pictures off the Internet and from magazines. Matt enjoys interacting with his classmates and especially loves doing presentations in front of the class.

Review the assignment from Matt's oceanography class and determine how he can best complete the assignment and be involved with his group.

### **Oceanography – Report on a Species**

Your group has been asked to write a paper and create a poster about a species that lives in the ocean. Your group will need to do research about the species that is chosen and find pictures to put on the poster. Finally, your group will give a 3-5 minute presentation of your findings to the class.

## Scenario 2

Garrett is a 9th grader who loves music and enjoys other people interacting with him. He has no vision in either eye and does not speak. He is beginning to learn how to use a simple communication device that has 12 everyday messages on it, including, "yes," "no," "hi," and "bye," etc. Garrett also has a communication device that can be programmed for special communication opportunities, such as scripts for either communicating with others or participating in activities such as class plays. It is important that Garrett have as many opportunities as possible to use his communication devices.

Review the assignment from Garrett's English class and determine how he can best complete the assignment and be involved with his group.

### **English – *Romeo and Juliet***

Your group has been assigned to act out two scenes from *Romeo and Juliet*. Each person must have a part in the play. The parts do not have to be memorized. After the play is complete, students will be required to answer 20 comprehension questions about the play.

## Scenario 3

Marc is an 11th grader who loves to talk about sports. His speech is not easily understood by everyone, but as people get to know him, he becomes easier to understand. He also uses gestures to help others understand him. Marc is able to copy words but he prefers to type on a keyboard. He can read some small words but understands picture symbols better. Marc gets frustrated when he perceives his work to be less than perfect. This may cause him to stop working temporarily.

Review the assignment from Marc's history class and determine how he can best complete the assignment and be involved with his group.

### **History – World War II**

Your group has been asked to research World War II. The final project will include a paper summarizing the events of the war and a poster with pictures representing the events of the war. You will present your findings to the class in a 3-5 minute presentation.

*continued next page*

## Scenario 4

Kaylynn is in the 12th grade and loves to hang out with her girlfriends. She enjoys shopping and always knows about the latest fashions. She can read at about the third-grade level. She is able to write a paragraph and is working on improving her grammar and varying sentence structure. Her speech is easy to understand, but she is a little nervous about speaking in front of a crowd.

Review the assignment from Kaylynn's American government class and determine how she can best complete the assignment and be involved with her group.

**American Government – Researching a Special Interest Group**

Your group will be researching a special interest group of your choice. The final project will include a minimum of five pages detailing the mission of your special interest group, how this group accomplishes its goals, and how effective they are at doing so. Your job is to convince your readers why they should become involved with the mission of your group. In addition to the written product, your group will present your findings to the class and you will attempt to convince your audience that they should become a part of this movement.

## Scenario 5

Brett is an 11th grader who enjoys learning about wildlife. He uses a wheelchair and needs to be pushed wherever he goes. Brett loves to look at books with pictures, and he likes to listen to people read. He has limited use of his hands and arms. He can point to pictures but is rarely able to pick up items in a purposeful manner. Brett uses a joystick mouse on the computer and is able to select items and drag them to appropriate locations on the screen. Brett uses a voice-output device to communicate simple messages. He is working on being able to combine words to create messages that are more like sentences.

Review the assignment from Brett's English class and determine how he can best complete the assignment and be involved with his group.

**English – Greek Mythology Newspaper**

Your group has been asked to create a newspaper. The theme of the paper is Greek mythology. There should be a variety of things found in the paper: articles, pictures, ads, and comics. The newspaper should reflect Greek times.

# Reflection Exercise

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Describe the importance of \_\_\_\_\_ having friends and feeling that he/she belongs in their school and neighborhood community. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How will friendship opportunities and a sense of belonging make a difference in this student's growth in academics as well as in other areas and future success? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What are ways that you can help this student feel like a part of the school and to make positive connections with other students? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What can this student's parents and family do to help him/her make friends and feel that he/she belongs? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Stuck in Neutral

Name: \_\_\_\_\_ Period: \_\_\_\_\_

**Please respond briefly to the following quotes. Write as much as necessary to make your point. What did these quotes make you think about or feel? How did they apply to Shawn? Feel free to share your own personal experiences. Attach them to the back of this assignment.**

“I am in here, I’m just sort of stuck in neutral.” –page 11

“My mom, Lindy, still talks to me as if I were a newborn baby or an idiot.” –page 11

“Why educate the uneducable?” –page 45

“What if somehow, someday, I could get somebody to love me and know me? What if there is a way that I could let somebody know that I am smart and that I like my life and that I don’t want to die!” –page 60

“Will anyone ever know that my life, once lived and then over, was one perfect of remembering? No one will know. No one will know me. I’m just not ready to give up the hope that someday I might be known. I’m not ready.” –page 100

**Reply to the following questions about the book. Please write a minimum of 2-3 sentences to answer each question.**

What special ability does Shawn have that no one knows about? –chapter 1

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What is very frustrating for Shawn, especially because he is very smart? –chapter 2

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What did Shawn’s dad finally realize after the incident with the crow? –chapter 4

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How do you think Shawn felt at the “big premier” of his father’s reading? –chapter 5

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Describe Shawn’s seizures. –chapter 6

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What did you learn about Shawn’s father and his feelings regarding Shawn’s disability based on his visit to the classroom? –chapter 7

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Describe the feelings and emotions that Shawn is capable of having but no one is aware that he has. –chapter 9

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Why do you think that Cindy and Paul have mixed emotions about appearing on the show with their father? –chapter 10

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What was your reaction after hearing Earl Detraux’s side of the story? –chapter 11

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The scene with the boys in chapter twelve is definitely violent. Why do you think that the author included this violent episode in the story? -chapter 12

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Describe Shawn's father's actions when he was trying to put Shawn on the ride. Why was he acting that way? -chapter 13

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What was Shawn's dream about? -chapter 14

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What is so different about Shawn's father staying overnight with him, and why is Shawn nervous? -chapter 15

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What do YOU think happens at the end of the story? -chapter 16

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Considering some of the information you have learned as a peer tutor, what are some specific things you wish you could change for Shawn that would improve his quality of life?

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# Peer Tutor Course Action Plan

Goal	What action needs to be taken?	Person(s) Responsible	Projected Completion Date	Completion Date	Follow-up Plan (if needed)