

# Teaching Peer Tutors to Use Systematic Instruction

- Peer tutoring programs have resulted in an increase in both academic and social outcomes for students both with and without disabilities. (Bullard & McGee, 1983; Koury & Browder, 1986; Mallette et al., 1991)
- Peer tutoring programs may increase the amount of time devoted to instruction. (Greenwood et al., 1984; Kamps et al., 1989; Martella et al., 1995)

# Steps

- ◆ Prepare
- ◆ Teach
- ◆ Model
- ◆ Practice
- ◆ Observe
- ◆ Review????

# Prepare

- ◆ Adapt data sheets for easy understanding
- ◆ Adapt graphs for easy use
- ◆ Make data “cheat sheets”
- ◆ Develop easy vocab to use
- ◆ Explain all items to be used to paraprofessionals
- ◆ Have enough time to learn/teach data
- ◆ Prepare students for type of instruction

# Teach

- ◆ Why/Purpose - Data & Graphs
- ◆ Teach in Small Groups
- ◆ Have copies for each peer to write on
- ◆ Go over/explain parts of data sheets & graphs
  - How to fill in and read the important information
- ◆ Review methods used in the classroom and data collection systems
  - Time Delay (Before & After)
  - System of Least Prompt (Least – to- Most)
- ◆ Explain steps of systematic instruction

# Systematic Instruction

- ◆ Delivery of stimulus
  - Asking the question or making request
  - What & How to say it
- ◆ Possible Student Responses
  - B & A
  - I, V, M, P
    - How physical does a peer get?
- ◆ Reinforcement
  - When
  - What
  - How
  - Why
- ◆ How to record responses
  - + or –
  - 1,2,3,4 or I,V,M,P
- ◆ Baseline
  - Pre-test
- ◆ Maintenance

# Model

- ◆ Model with Paraprofessional
- ◆ Model gathering, set-up, attention getting, instruction, reinforcement, review, graph, closure
- ◆ Set-up every situation & type of instruction
- ◆ Model every possible response
- ◆ Model with peers watching
- ◆ Model with peers collecting data & review after each delivery of stimulus
  - Verbally
  - Written

# Practice

- ◆ Peer & Teacher/Paraprofessional
- ◆ Peers
  - Rest of group observing and stating data
- ◆ Peers
  - Teacher/Paraprofessional observe data collection
- ◆ Peers
  - Teacher/Paraprofessional do reliability data

# Observe

- ❖ Peers with students
- ❖ Immediate vs Later intervention
- ❖ Random Reliability
- ❖ Review Reliability Data with Peers



# Review????



- ◆ When do you do an individual review lesson?
- ◆ When do you conduct a group review lesson?

# When should a teacher do instruction instead of peers?

- ◆ During full physical prompting
- ◆ Anytime a new method of instruction is introduced to the student.
- ◆ When a peer demonstrates the inability to take data reliably.
- ◆ When a student is not in the “mood” or cooperating with the peer.

“You have a choice to either work with your friend or to work with me.”

- ◆ Graduated guidance

# What makes peer data collection an attribute?

- ◆ Good instruction on data collection
- ◆ Continuous supervision
- ◆ Intervention when appropriate
- ◆ Specific directions for the task on the data sheet

◆ **Simple is the key!!!!**

# What makes peer data collection a flop?

- ◆ Lack of instruction on data collection
- ◆ Peer incapability
- ◆ Complex directions on the data sheet

◆ Lack of supervision is the reason!!!