

INTRODUCTION

Peer tutoring is meant to minimize the perceived differences between typical students and students with moderate and severe disabilities. From the first day of the class, an emphasis is placed on *all* students learning together as opposed to typical students teaching or helping students with disabilities. Peer tutoring programs can be an excellent means of facilitating friendships. However, for this to happen, some time for recreation and socializing must be built into the daily schedules of students with disabilities. Students with disabilities may need to learn how to have fun and socialize with typical peers. Peer tutoring programs may be an excellent start to this vital life process of having friends. Peer tutoring, when implemented correctly, can be a means of creating natural supports for students with disabilities and true, lasting friendships between typical students and students with disabilities. From the beginning of the course, an emphasis should be placed on what all students can learn from one another. This new guide to peer tutoring is designed to reinforce this belief and attitude throughout the course and thereafter.

This supplement to the original *High School Peer Tutoring Manual* evolved over the course of one school year. In the fall of 1995, Danville High School implemented a policy that students must complete a writing portfolio entry from every class, including electives. None of the modules from the original manual appeared to meet that portfolio requirement. Originally, I planned to create one additional assignment for the present course. What evolved was a new series of assignments that fit more closely with the components of KERA.

These assignments are intended to promote awareness and critical reflection upon the present issues and trends related to people with disabilities. The assignments are meant to evoke beliefs about the abilities and capabilities of students with moderate and severe disabilities.

The assignments can be used as they are presented in this guide or they may be adapted to meet the needs of your peer tutoring program. Furthermore, these assignments may be a beginning or "brainstormer" for other assignments. It is intended that each peer tutoring instructor develop a program and curriculum to meet the individual needs of their high school program. This should always include multiple opportunities for challenging assignments addressing KERA academic expectations for all students.

Grading

Students are enrolled in peer tutoring for one semester. Students come to class five days every week for eighty-five minutes (Danville High School uses a block scheduling format). At the end of the semester, if the student has passed the course, the student receives one credit.

As you will see as part of Assignment #1, daily class participation is the majority of a peer tutor's grade. I use 10 points as the maximum possible for each day, beginning the second week of the course.

Each assignment is graded on the basis of the writing content and mechanics. I only accept work that is, at a minimum, legible. Point deductions are taken for misspelled words, grammar errors, sentence fragments, etc. The majority of the grade, however, comes from the writing content. The student's "entry level" knowledge must be taken in to account. For example, at the beginning of the semester, a peer tutor may use the phrase "disabled student". However, once this has been corrected, the phrase "student with a disability" is expected in all subsequent assignments. Students are expected to put a significant amount of thought and effort into each assignment. Although, this has not been a frequent problem, it is obvious when students rush to complete and do not proof read an assignment. Because the peer tutor must select at the end of the semester one piece of writing to be used in their "working portfolio", the writing content and mechanics are critical.

Peer tutor grades are determined as follows:

Daily Points	50%
Assignments	40%
Final Project	10%

Description and Use of Guide

What will follow are a series of assignments. Within each assignment is an explanation and/or rationale, and any other pertinent information. Within each section are pages that may be easily reproduced for the peer tutoring instructor's convenience.

Once again, these assignments may be used 'as is', with additional materials, in a modified or adapted form, or as a tool to assist instructors with developing (a) new assignment(s) that meets the needs of a particular situation or program.

Assignment #1: Introduction

The following pages are handed out during the first class period/block of the course. It may be important to review the "General Information Sheet" with each of the new peer tutors.

From this day forward, it is very important to emphasize the aspect of learning together. Assignment #1 addresses this by first asking the peers, "What do you expect to learn from the students (with disabilities)?" Later, peers are asked what they believe students with disabilities may learn from them. When peer tutors are made aware of this expectation from the beginning, they are less likely to see themselves as "tutors" or "teacher's assistants". When peer tutors know from the beginning they will really learn from the students and the class, a positive learning climate has already started to develop.

It is also necessary to review with the peers how daily points will be earned. Just as they need to know that they will not earn 10 points for doing homework for another class, they will also not earn 10 points for acting as a "tutor" or "helper". Remind students that they are in this class to learn and have fun. How peers choose to interact and socialize are ways to quickly earn (or lose) daily points. Peers may be told if they are having fun and a student (with a disability) with whom they are working is also having fun within the context of a meaningful learning activity for both of them, they are probably on the way to earning the maximum amount of points for that day.

This assignment assists in allowing the teacher to get a feel for the beliefs and attitudes of the peer tutors, as well as what they hope to learn. This, in turn, helps the teacher best determine how to structure the class.

Students are typically given one week to turn in the first assignment.

PEER TUTORS
GENERAL INFORMATION

*** Beginning on _____, you have the potential to earn up to a maximum of 10 daily points. These daily points for class participation will be 50% of your grade. If you interact with the students, have a good attitude, work with the students, and are active in class you will easily receive all ten points. However, if you do homework for other classes, do not interact with students and staff, have a poor attitude or do not participate in class, you will easily receive ZERO points.

*** You are *not* in this class to be "tutors"!!! You are assigned to be typical high school students!!! I want each of you to become friends with all of the students you will be learning with. I hope we can all have fun and learn together. Although you think you may be smarter, we are all in this to learn together. We will work and learn together. We each have our own set of abilities and disabilities.

*** Remember the students in this class are the same age as you and are therefore your peers. They are high school students just like you. They are like you and different from you... just like everyone else.

*** Please keep all assignments in a Peer Tutoring Folder. There will be times throughout the semester when it will be helpful to look at your writing from previous assignments.

*** Assignments are expected to be turned in on time. Points will be deducted for late work on a daily basis, unless PRIOR arrangements are made with the teacher.

*** Assignments are expected to be neatly written or typed . Although this is not an English or writing class, please turn in your best writing. One of your assignments will be used in your working writing portfolio. Correct grammar, punctuation, etc., will be considered as part of your grade for each assignment.

*** Make sure you have a smile on your face, are ready to learn and want to have a good time when you come to this class every day!!!!

GRADES

Your grade will be determined as follows:

Daily Points/Class Participation	50%
Assignments	40%
Final Exam/Project	10%

PEER TUTORING ASSIGNMENT #1:
INTRODUCTION

A. In 1-2 paragraphs, answer the following:

1. What made you become interested in peer tutoring?
2. Why do you want to be a peer tutor?
3. How did you decide to take this class?

B. In 1-2 paragraphs, answer the following:

1. What do you hope to learn from this class?
2. What do you expect to learn from the students?
3. What do you think you can learn from the staff?
4. What do you think students with disabilities can learn from you?

Each part (a and b) is worth 50 points, for a total of 100 points for the entire assignment.

Remember, part of your grade is based on the quality of your writing (grammar, punctuation, spelling, style, etc.)

Assignment #1 is due on _____.

Assignment #2: Questions and Feedback

This assignment allows the peer tutor to express any feelings of uneasiness, nervousness, etc., that they may not feel comfortable coming out and asking a staff member directly. As you will also see, this guide or supplement does not have a specific assignment on "disabilities". Yet, this assignment allows the peers to ask specific questions and receive written feedback from the teacher in an appropriate and dignified manner.

Some previous questions have been, "*Why does ___ tantrum?* ", "*Why does ___ bite his hand or stick his finger in his eye?*," or "*Why does ___ rock back and forth so much?*" Within each of the individual assignments the teacher may carefully answer some or all of the questions in a manner which is respectful of the student and does not violate student confidentiality. This also helps the peer better understand a student with a disability in some instances.

On several occasions throughout the semester, peers are asked to give feedback to the instructor in relation to course content, activities, etc. Students are also usually asked what they are learning or have learned. This allows the teacher to see the course from the student's perspective. This may also assist the teacher in making some changes, if desired. These topics are addressed within the context of Assignment #2.

Also note how the peers are asked what they have learned. This again places emphasis on the peers being "learners" and not being specifically being "peer tutors".

One week is usually given to complete Assignment #2.

PEER TUTORING ASSIGNMENT #2:
QUESTIONS AND FEEDBACK

A. In 1-2 paragraphs explain and describe anything you may be unsure, uneasy, nervous, or confused about. This may be a specific question about a class activity, instruction activity, student or anything else. Be honest about your feelings. Each question, comment or concern will be addressed individually. This may help you to better understand the class and how you can improve your role.

B. In 2-3 paragraphs respond, at a minimum, to the following:

Describe the first few weeks of peer tutoring.
What have you liked the most?
What have you disliked?
What have you learned?

C. Offer two suggestions for improving the course, *Peer Tutoring*. What do you think would make it better? What would you change if you could?

POINTS!

Points for Assignment #2 are distributed as follows:

Part A	50 points
Part B:	25 points
<u>Part C:</u>	<u>25 points</u>
Total:	100 points

Assignment #2 is due on _____.

Assignment #3: Opinion of Full Inclusion

Assignment #3 is intended as a predecessor or "lead in" to Assignment #4. This assignment asks students to form an opinion of full inclusion at the high school level. At this point students (peers) will use what they have seen from the class they are enrolled in as a basis (for better or worse) of their opinion on inclusive programs. For example, if peers have seen no evidence of inclusionary practices, they may feel that inclusion is wrong at any level or that inclusion is only valuable at other age levels (e.g., primary).

When this assignment is given, peers generally have no prior knowledge of inclusion other than what they have seen from their class. (Of course, in some circumstances, peers may have some of inclusion!)

This writing piece is one in which students must defend a position. This makes an excellent assignment, specifically when tied in with Assignment #4; together, these assignments may be used in conjunction with another class or as part of the student's writing portfolio.

One week (or two, depending upon length requirement) is recommended for completion of Assignment #3.

PEER TUTORING ASSIGNMENT #3:
FULL INCLUSION

Respond to the following statement:

Students with moderate and severe disabilities should attend regular classes, such as biology, algebra, art and English, on a full time basis (all day, every day).

Defend your position in an approximately two page essay. Your written responses should contain a minimum of three reasons supporting your opinion. You need to state why you feel the way you do and why you would be opposed to the other side of the position.

POINTS!!

Assignment #3 is worth 125 points. Always remember you are graded for your content, grammar, punctuation, etc. It's not just what you write, but how you write it!!

DUE DATE!!

Assignment #3 is due on _____.

Assignment #4: Inclusion Follow-Up

Assignment #4 presents the first reading assignment. Students must read *How Much Time Should Students with Severe Intellectual Disabilities Spend in Regular Classrooms and Elsewhere?* (Brown et al., 1991). After reading the assignment, students then review what they wrote for Assignment #3. Peers must now decide to change or maintain their opinion/position from the previous assignment. Students must use the article to support their reason for changing or maintaining their position.

When reviewing the assignment with the peers, it may be important to stress to them using the article as a *resource* for this paper. They need to pull information from the article to support their *own* position.

Again, written in the proper context, this assignment may be used in conjunction with another class or as a piece for their writing portfolio. This paper may also be a "starting piece" for students working on a research paper for an English or composition class.

It is recommended students have a minimum of one week to complete this assignment.

PEER TUTORING ASSIGNMENT #4:
FULL INCLUSION - CONT.

Read the article, *How Much Time Should Students with Severe Intellectual Disabilities Spend in Regular Education Classrooms and Elsewhere?*.

Review your written response from Assignment #3.

In a 2-3 page paper, explain how and why you have since changed or maintained your position. Use examples and/or statements from the article to support/defend your position. The article is a resource/reference tool for you to use to defend your position, and you should use it in this way.

POINTS!!!

Assignment #4 is worth 150 points.

DUE DATE!!!

Assignment #4 is due on _____.

Assignment #5: Regular Class Participation

Assignment #5 can be a very valuable tool for special education teachers. This assignment can assist teachers with gathering information and ideas for inclusion into general education classes. Students read an article about adapting and modifying curriculum: *Modifying Curriculum and Providing Supports* (Tashie *et al.*, 1993). Students must then look at their regular class(es) and figure ways the classes could be modified or adapted for a student with a disability.

This assignment can be very detailed and lengthy. The peer tutoring instructor may wish to separate the assignment into parts (i.e., assigning parts at different times) as opposed to assigning all of the material together.

PEER TUTORING ASSIGNMENT #5:
REGULAR CLASS PARTICIPATION

A. Read *Modifying Curriculum and Providing Student Supports*.

B. Define (in your own words) and give an example of the three areas of student supports. Within each area, identify any sub-components and give their definition as well.

Modified Materials
(Personal) Support
Modified Expectations

C. Select a friend from this class (a friend with a disability) and one of your favorite classes. For each of the three areas listed in Part B, give examples of that type of support. (For example, you may list 5 examples of modified materials.) The examples must be appropriate to the class and for the friend you selected. You must list a *minimum* of two examples for each heading. You *must* list a total of fifteen examples. The examples may be in a list format under the appropriate headings (modified materials, support, modified expectations).

D. Complete a Classroom Activity Analysis for one of your other favorite classes. An example is attached. Realize the following are the same:

modified materials and adapted materials
modified expectations and adapted goals
support and personal assistance

This will involve writing down all of the activities in one of your classes (one day/one block). Select *another* friend (with a disability) for whom your analysis can be used (a student different from above). For each activity within a class period, check the level of support that would be needed for your friend to be an active member of your class. Identify the friend (first name only) you have selected and class (title only) in your analysis.

E. Write a reflection of the this assignment addressing at least the following:

How do you now feel now about including students with disabilities in your classes?

Do you think providing these supports is beneficial to the students? Why or why not?

What do you think you could do to provide support to a student with a disability in one of your classes?

POINTS!!!

Points for Assignment #5 are determined as follows:

Part B: 30 points

Part C: 75 points

Part D: 50 points

Part E: 75 points

total:

30 points

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DUE DATE!

Assignment #5 is due on _____.

Assignment #6: Friendships

This assignment may prove to be one of the most important, if not *the* most important, and may also have the most impact on typical high school students. Many peers have commented that this was an "eye opener" for them. For this reason, this assignment may be completed earlier in the semester.

This assignment has assisted in facilitating a number of true friendships between general education students and students with disabilities. Provide sufficient time for serious discussion of this topic among the students. Allow the students to discuss orally (as well as in the written part of the assignment) having a friendship with a student with a disability.

This assignment, like the previous assignment, is very time consuming. It may also be broken down into two or three components to ease the work for the peers. Another modification is to allow students a longer amount of time to complete the assignment. For this reason, the assignment is also worth a considerable number of points.

PEER TUTORING ASSIGNMENT #6:
FRIENDSHIPS

As you are about to find out, this is a lengthy assignment. This assignment is also worth many (200) points!!! I believe in the importance of this assignment and hope you will see the value of it as well!!! I believe you will truly learn from this assignment. As always, please talk with me if you encounter any difficulties.

FRIENDS!!! They are an important part of our lives. What opportunities do you have to make new friends? How did you meet the friends you have now? Think about the role of friendship in your life. What do you do with your friends? When do you spend time with your friends? What *don't* you do with your friends? Can you imagine what your life would be like without your friends? Do you even want to think about something so terrible?

Part I: 40 points

Complete the following in 2-3 sentences each:

- **Create a *good* description/definition of friendship.
- **Create a *good* description/definition of an acquaintance.
- **Establish a difference between a friendship and an acquaintance.
- **What is the importance of **friendship** in your life?__

Part 2: 40 points

Respond to the following in 2-3 paragraphs:

Think of students with disabilities. Do people with disabilities have the same opportunities to make friends as do students without disabilities? Do students with disabilities have friendships or acquaintances with typical peers?

Part 3:

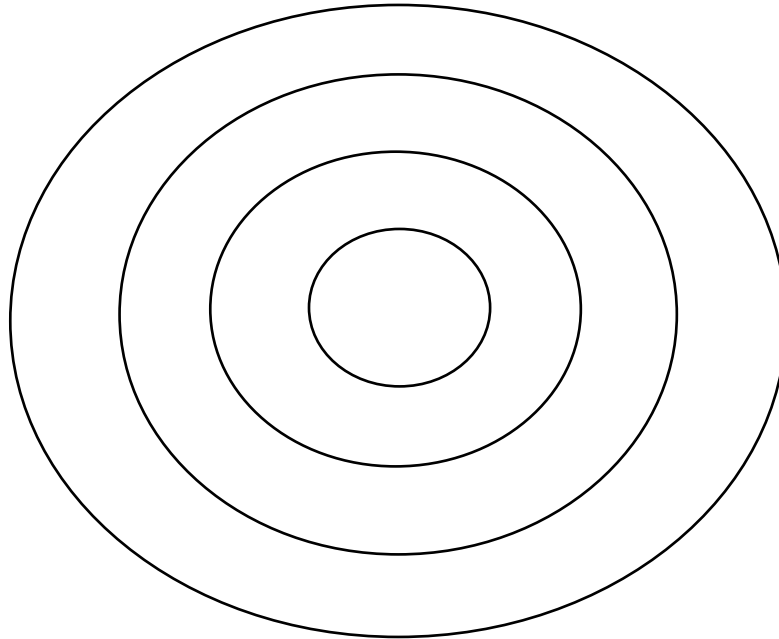
Read *Friendships as an Educational Goal* by Strully and Strully (1989).

Write a response to this article considering **at least** the following:

- **The importance of friendships for Shawntell.
- **The impact of friendships on Shawntell's school and personal life.
- **Having a "guide" or "bridge builder" such as Dede.
- **Having a "Support Facilitator" such as Pat.
- **Could a "guide" and "Support Facilitator" be beneficial to our school? Explain your position.
- **Important themes in making friendships.

Circle of Friends

Look at the following diagram:



On your paper draw a similar diagram.

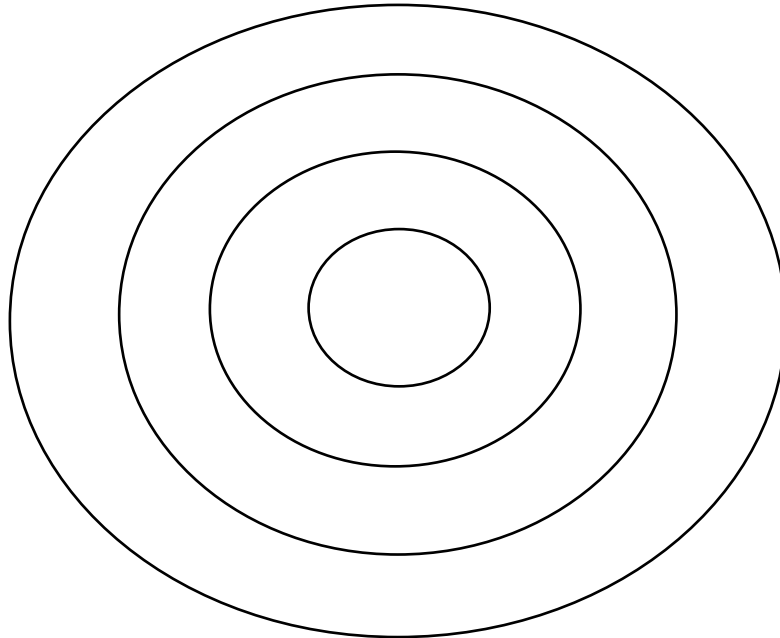
In the center circle, put the names of the people closest to you - the people you love and count on the most. This circle typically consists of close family members.

In the second circle, put the people you really like and count on, but not quite as much as those you put in the first circle. This would be the circle to include your very closest friends, maybe your very best friends.

In the third circle, list your other friends or acquaintances. This may include people on an athletic team or in your church youth group. This may also include friends you have, but who are not as close to you as your best friend(s).

In the fourth circle, name the people that are *paid* to be in your life. This circle usually includes people such as your doctor, dentist, guidance counselor, etc.

This could be a "Circle of Friends" for a student with a disability:
(This is not a real *Circle* , but it could be!)



A The "Circle of Friends" for a student with a disability typically includes family members and people that are paid to be with them - respite care providers, teachers, teacher assistants, therapists, etc. This leaves the second circle, the one for our closest friends, and the third circle, the circle for other friends and acquaintances, almost empty!!!

Part 5: 100 points

Write a reaction/reflection (approximately two pages) to this activity considering ***at least*** the following:

- ***Compare your "Circle" to the "Circle" for a student with a disability.
- **How does this make you feel?
- **What could you do to make a difference? Are you willing to attempt this? If so, how will you do so?
- **What do you think having a friendship with a person with a disability would be like?
- ***What difficulties do you think a student with a disability has in making friends with typical peers?
- ***Do you think having a *true* friendship with a "typical" peer would be important for a student with a disability? Why or why not?

Part 1:	40 points
Part 2:	40 points
Part 3:	75 points
Part 4:	25 points
Part 5:	<u>100 points</u>
Total:	280 points

Assignment #6 is due on _____.

Assignment #7: The Americans with Disabilities Act

The *Americans with Disabilities Act (ADA)* is a very important piece of legislation. The act is essential in the lives of persons with disabilities, and it has been called the civil rights legislation for people with disabilities. ADA has been controversial at times. This assignment encourages students to look at the ADA from two different viewpoints (i.e., that of an advocate and that of a citizen required to make necessary accommodations). These perspectives may be founded on similar arguments or they may be very different.

This assignment could easily be incorporated into a general education civics or government class. The topic is one that could and should be covered within the context of current events and issues in such classes.

This assignment also gives students enough knowledge of the ADA to become a supporter of the act within their families, school, job and community.

PEER TUTORING ASSIGNMENT #7:
THE AMERICANS WITH DISABILITIES ACT

Reading Assignment: *The Americans with Disabilities Act* handout.

Part One: 10 points

Identify the areas guaranteed equal access to individuals with disabilities.

Part Two: 20 points (2 points per response)

Identify five strengths and five potential weaknesses (pros and cons) of the Americans with Disabilities Act (ADA). This is a total of ten responses.

Part 3: 30 points

In 2-3 well-developed paragraphs, defend your position as a supporter or opponent of the *Americans with Disabilities Act*. You will need to give reasons to support your beliefs and position.

Part 4: 50 points

Assume the role of an advocate, parent or sibling of a student with a disability, or an individual with a disability yourself

Write a letter to a government official of your choice in support of the *Americans with Disabilities Act*. Explain why you believe the ADA is essential for persons with disabilities. Use meaningful examples, developed from the role you assume, of how the ADA impacts the person with a disability you are referring to in your letter. Explain why you believe the ADA must continue to be in effect.

Part 5: 50 points

Assume the role of one of the following:

- Small business owner employing 15 persons
- Owner of a small, public restaurant
- Director of small bus/transportation system in our town

Write a letter to the same government official you wrote to in Part 4. From the perspective you have chosen in this section, once again develop a position defending or opposing the *Americans with Disabilities Act*. Give logical and well-thought out explanations for your position. You need to site reasons/ examples from your specific situation (depending on the role you selected).

REMINDER!!!

These letters need to be examples of your best work (as all of your assignments are!). You will be graded for what you say and how you say it. Your letters should be written as if they will be mailed.... This is a possibility!!!

Assignment #7

Part 1:	10 points
Part 2:	20 points
Part 3:	30 points
Part 4:	50 points
Part 5:	<u>50 points</u>
Total:	160 points

Assignment #7 is due on _____.

Assignment #8: The Future of Education for Students with Disabilities

In this assignment students are required to read a chapter from a college-level textbook: *Services for Students with Disabilities: Past and Present* (Falvey, Grenot-Scheyer, Coots, & Bishop, 1995). The reading may be difficult for some students and alternate material may need to be identified and assigned. An alternative would be to allow peers to complete the assignments as a cooperative group, pair or team. (For example, the second-block peer tutors could complete one assignment together.)

This particular assignment requires peers to examine where special education has been, where it is now, and where it is going. The reading provides a scholarly point of view. The assignment asks the peers to forecast the direction of special education within their class, school and/or community.

This assignment allows special education teachers to survey the opinions of typical students of the same age as the students for whom they are most responsible. Typical students offer innovative ideas that may need to be examined more closely as teachers shape and mold programs for the future.

The assignment may also be adapted into a research paper. Students may research service delivery models for students with moderate and severe disabilities and then predict a direction for the future. As a research paper, the assignment may be easily incorporated into general education writing/composition and English classes.

Assuming that the reading material is assigned, 1-2 weeks is recommend for the assignment. If the assignment is to be used as a research paper, then a longer period of time will need to be allotted.

PEER TUTORING ASSIGNMENT #8:
THE FUTURE OF EDUCATION FOR STUDENTS WITH DISABILITIES

Reading Assignment: Read *Services for Students with Disabilities: Past and Present* (Falvey, Grenot-Scheyer, Coots, & Bishop, 1995).

Write a paper (2-4 pages) that contains the following:

****Where have we been?** Give a brief history of education for students with disabilities.

****Where are we now?**

****Where are we going?** This is the BIG PART and should be the bulk of your paper.

Describe the future, through your eyes, of where education for students with disabilities needs to go. What changes need to be made? What needs to happen? Who will be responsible for making these changes?

Be specific. Give examples. Be innovative and creative.

Relate the future you foresee to *this* class, school and community.

As with all of your assignments, this needs to be a sample of your best work!!!!

Assignment #8 is worth 125 points.

Assignment #8 is due on _____.

Assignment #9: Introducing Peer Tutoring, The Class

From this point on, the assignments take on a 'reflective' tone to consider the cumulative experience of the semester. Peers must start looking back on what they have learned and accomplished over the semester. Students must reflect on their assignments as well as their school and class activities with students with disabilities.

Assignment #9 asks the peers to write an "Introduction to Peer Tutoring, The Class". The introductions will be read by future peer tutors on the first day (or within the first few days) of class.

These papers are usually a pleasure to read. The new peer tutors enjoy reading material written by their peers. The introductions offer an insight into the class that is unique and from the students' own perspective. These papers also assist the teacher in looking at ways to improve the future courses.

One week is recommended for completion of this assignment.

PEER TUTORING ASSIGNMENT #9:
INTRODUCING PEER TUTORING

Write an introduction to *Peer Tutoring*, the class, for future peer tutors.

You will need to include the following, at a minimum:

- What future peer tutors should expect;
- What future peer tutors should *not* expect;
- What future peers need to know ("the basics" or a "survival guide") about peer tutoring;
- Examples of what other peer tutors may learn;
- Some things you have learned as a peer.

This paper should be a review of your entire semester. You need to take time to think about activities you have completed with students, with the class, assignments, good times you have had, memorable moments, etc. Again, think about the ENTIRE SEMESTER!

This assignment should be written in a form ready to be published. These assignments will be read by future peer tutors on the first day of class.

Assignment #9 is worth 100 points.

Assignment #9 is due on _____.

Assignment #10: Peer Tutor Characteristics

This is also a reflective assignment. Peers must reflect over what they have learned as a peer tutor throughout the semester. Peers must determine five characteristics of a peer tutor that are also important in friendships. They must then describe these five characteristics at the four different scores/performance levels of KERA (i.e., Novice, Apprentice, Proficient, and Distinguished). This relates directly to portfolio assessment. Peer tutors thus create scoring rubrics for evaluating their own performance as peers!

Following completion of their rubrics, peers must complete a personal analysis paper. Peers must incorporate their scores (using their own rubric) and explain how they arrived at these scores... what changes evolved over the course of the semester to bring them to their particular score for each characteristic. Students will need to reflect on their *growth* as a peer tutor. Students should be instructed to incorporate examples and stories from the semester into their papers.

This assignment may be given at one time or divided into two parts.

One or two weeks is the recommended time to allow for completion of this assignment.

ASSIGNMENT #10:
PEER TUTOR RUBRIC AND PERSONAL ANALYSIS

Part One: Develop a Peer Tutor Rubric, 100 points

1. Choose five characteristics of a peer tutor that are also related to friendships. Insert these into the "Characteristics" column of the blank rubric sheet.
2. Within the same square, give a brief definition of that characteristic. (You may use words, phrases, or a sentence.)
3. Describe *each* characteristic at every score level. You will need to make sure you clearly differentiate the characteristic at each score level.
4. In a written form *and* using the rubric, SCORE YOURSELF. You will need to explain why you gave yourself each of your scores (one for each of the five characteristics) and why you gave yourself a particular *overall/holistic* score.

Part 2: Personal Analysis, 150 points

Reflect on your growth as a peer tutor. You will need to evaluate and explain your status as a peer upon entrance to the class, your growth (or lack of growth) during the various class activities, and your present status as a peer.

Your paper should be filled with specific examples that reflect and were influential on your growth as a peer. Anecdotes and memories may play a key role in the development of this paper.

You will also reflect on your growth because of the assignments. What have the assignments taught you? What are you more aware of now? How will this affect you in the future?

Assignment #10

Part One: 50 points

Part Two: 150 points

Total: 200 points

Assignment #10 is due on _____.

Course Evaluation

A course evaluation is given to all of the peers near the end of the course, after the last assignment. The purpose of this task is for the benefit of the peer tutoring instructor. Peers give wonderful suggestions for many areas of the program. It is always important to hear their side of the story again.

You may want to add a similar assignment mid-way through the semester. This could be used as a "check-point". The emphasis on a mid-point evaluation should be on what peers have already learned and what they *still* want to learn. This re-emphasizes the fact that peers, too, are involved in the learning process.

FINAL ASSIGNMENT: PEER TUTORING COURSE EVALUATION

Briefly answer each of the following questions:

1. What did you like about *Peer Tutoring*?
2. What did you not like? (Be honest!!)
3. What changes would you recommend in the class?
4. Would you recommend *Peer Tutoring* to one of your best friends? Why or why not?
5. What have you learned from being a peer tutor?
6. Define what *Peer Tutoring* (the class) is.

Other Cumulative Activities:

- Critique the film *Hunchback of Notre Dame*. Specifically critique how people with disabilities are depicted in the film.
- Write a job description for a peer tutor and/or special education teacher.
- Critique the book, *Christmas in Purgatory*, by Burton Blatt.
- Interview an individual whose career relates to persons with disabilities. Develop a set of interview questions. Make a class presentation. *Possible Cooperative Learning Goal for Your Peer Tutors:* What careers involve working with people with disabilities? List and describe these.