

Summary Report

***Special Education Teacher Survey
2002 Peer Tutoring Conference***

June 2002

Submitted to: The Kentucky Council on Developmental Disabilities

Prepared by:

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EXECUTIVE SUMMARY

The Kentucky Council on Developmental Disabilities contracted with the Interdisciplinary Human Development Institute (IHDI), University of Kentucky, to provide a statewide high school peer tutoring conference in May, 2002. In the attempt to obtain baseline information regarding the current status of peer tutoring programs across the state, a high school special education teacher survey was conducted. Fifty (50) teachers were provided with the survey; forty-two (42) surveys were completed and returned, with a response rate of eighty-four percent (84%).

Almost three quarters (73.8%, n = 31) of the teachers who completed and returned the survey reported that there was an existing peer tutoring program currently in their school. The current programs reported enrollment from one (1) to thirty-two (32) peer tutors, with a mean average of 14.8 peer tutors per program.

Teachers who reported that a current peer tutoring program existed in their school were asked if their peer tutors presently supported students with moderate/severe disabilities in Community-Based Instruction (CBI). More than three quarters (77.4%, n = 24) stated that their peer tutors did support students with disabilities in CBI. When asked to describe the types of CBI activities in which the tutors assist, 91.7% (n = 22) of those teachers who reported that their peer tutors assisted with CBI indicated that peer tutors assisted with shopping, 45.8% (n = 11) reported assistance with restaurant ordering and dining, 41.7% (n = 10) reported assistance with recreational and leisure activities, 29.2% (n = 7) reported assistance with vocational activities, 20.8% (n = 5) reported assistance with field trips, 16.7% (n = 4) reported assistance with banking skills, 12.5% (n = 3) reported assistance in visiting community buildings such as the library and post office, 8.3% (n = 2) reported assistance with data collection and evaluation, and 4.2% (n = 1) reported assistance with laundry and haircuts.

Teachers were then asked if their peer tutors presently supported students with moderate/sever disabilities in school related extra-curricular activities. Of those teachers who had a current peer tutoring program, 61.3% (n = 19) reported that their peer tutors did support students with disabilities in extra-curricular activities. Of those 19 teachers, 63.2% (n = 12) reported that peer tutors assisted in participatory sport functions such a Special Olympics and unified sports, 42.1% (n = 8) reported that peer tutors assisted with attending ball games, 31.6% (n = 6) reported assistance in attending club meetings and other club related activities, and one teacher (5.3%) reported that a peer tutor assists a student with a disability in attending community education classes.

Teachers were also asked if their peer tutors presently supported students with moderate/severe disabilities in general education classrooms. Of those teachers who reported an existing peer tutoring program, 83.9% (n = 26) teachers indicated that their peer tutors did support students with disabilities in general education classrooms. Those 26 teachers reported a mean average of 6.1 peer tutors supporting a mean average of 5.9 students in general education classrooms. Teachers reported that students were supported in the following general education classes: physical education (57.7%, n = 15), various agriculture classes (42.3%, n = 11), life skills and keyboarding (34.9% each, n = 9), history, science and art (30.8% each, n = 8), health and music (23.1% each, n = 6), English (23.1%, n = 6), math (19.2%, n = 5), and computers (15.4%, n = 4).

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Kentucky Council on Developmental Disabilities

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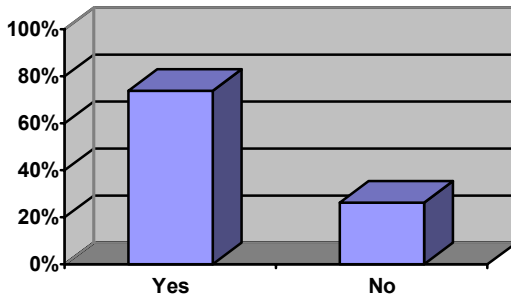
The Kentucky Council on Developmental Disabilities contracted with the Interdisciplinary Human Development Institute (IHDI), University of Kentucky, to provide a statewide high school peer tutoring conference in May, 2002. In the attempt to obtain baseline information regarding the current status of peer tutoring programs across the state, a high school special education teacher survey was conducted. Fifty (50) teachers were provided with the survey; forty-two (42) surveys were completed and returned, with a response rate of eighty-four percent (84%).

Almost three quarters (73.8%, n = 31) of the teachers who completed and returned the survey reported that there was an existing peer tutoring program currently being used in their school. The current programs reported enrollment from one (1) to thirty-two (32) peer tutors, with a mean average of 14.8 peer tutors per program.

Approximate number of Current Peer Tutors

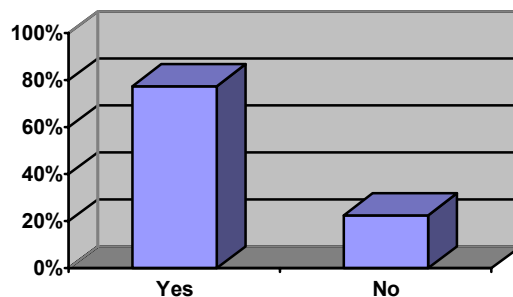
	Frequency	Percent
1	2	6.5
2	2	6.5
8	2	6.5
9	4	12.9
10	3	9.7
12	5	16.1
14	1	3.2
18	1	3.2
20	2	6.5
21	1	3.2
23	1	3.2
25	2	6.5
26	1	3.2
28	1	3.2
29	1	3.2
30	1	3.2
32	1	3.2
14.8	Average #	

Current Peer Tutoring program?



Teachers who reported that a current peer tutoring program existed in their school were asked if their peer tutors presently supported students with moderate/severe disabilities in Community-Based Instruction (CBI). More than three quarters (77.4%, n = 24) stated that their peer tutors did support students with disabilities in CBI.

Do Peer Tutors Support Students with Community-Based Instruction?

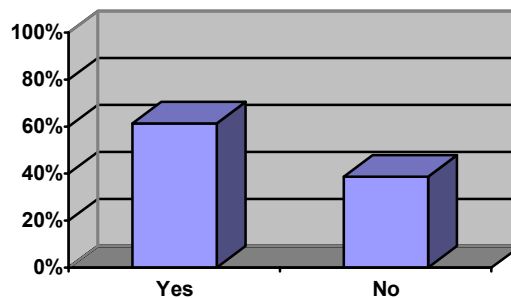


When asked to describe the types of CBI activities in which the tutors assist, 91.7% (n = 22) of those teachers who reported that their peer tutors assist with CBI noted that peer tutors assist with shopping, 45.8% (n = 11) reported assistance with restaurant ordering and dining, 41.7% (n = 10) reported assistance with recreational and leisure activities, 29.2% (n = 7) reported assistance with vocational activities, 20.8% (n = 5) reported assistance with field trips, 16.7% (n = 4) reported assistance with banking skills, 12.5% (n = 3) reported assistance in visiting community buildings such as the library and post office, 8.3% (n = 2) reported assistance with data collection and evaluation, and 4.2% (n = 1) reported assistance with laundry and haircuts.

CBI Activity	# programs (24 total)	%
Shopping	22	91.7
Eating out	11	45.8
Recreation and leisure	10	41.7
Vocational activities	7	29.2
Field trips	5	20.8
Banking skills	4	16.7
Visiting community buildings	3	12.5
Data collection and evaluation	2	8.3
laundry	1	4.2
haircuts	1	4.2

Teachers were then asked if their peer tutors presently supported students with moderate/sever disabilities in school related extra-curricular activities. Of the teachers currently offering peer tutoring programs, 61.3% (n = 19) reported that their peer tutors did support students with disabilities in extra-curricular activities.

Do Peer Tutors Support Students in Extra-Curricular Activities?

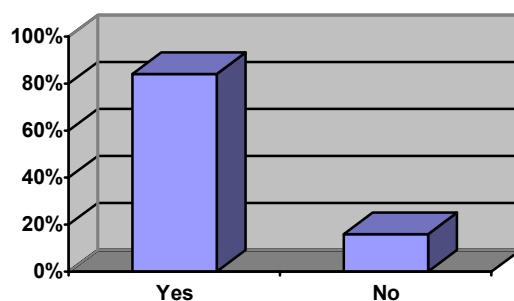


Of those 19 teachers who reported that peer tutors assisted with extra-curricular activities, 63.2% (n = 12) reported peer tutor assistance in participatory sport functions such as Special Olympics and unified sports, 42.1% (n = 8) indicated that peer tutors assisted with attending ball games 31.6% (n = 6) reported assistance in attending club meetings and other club related activities, and one teacher (5.3%) reported that a peer tutor assists a student with a disability in attending community education classes.

Extra-Curricular Activity	# programs (19 total)	%
Participatory sport functions	12	63.2
Attending ball games	8	42.1
Attending club meetings and activities	6	31.6
Community education	1	5.3

Teachers were also asked if their peer tutors presently supported students with moderate/severe disabilities in general education classrooms. Of those teachers who reported an existing peer tutoring program, 83.9% (n = 26) teachers reported that their peer tutors did support students with disabilities in general education classrooms.

Do Peer Tutors Support Students in General Education Classrooms?



Those 26 teachers reported a mean average of 6.1 peer tutors supporting a mean average of 5.9 students in general education classrooms.

Number of Peer Tutors Supporting Students with Disabilities in General Education Classrooms

# PT	Frequency	Percent
1	3	9.7
2	5	16.1
3	4	12.9
4	1	3.2
5	4	12.9
6	2	6.5
9	2	6.5
10	2	6.5
12	1	3.2
20	1	3.2
28	1	3.2
6.1	Average #	

Number of Students with Disabilities Supported in General Education Classrooms

# Student	Frequency	Percent
1	3	9.7
2	3	9.7
3	3	9.7
4	2	6.5
5	1	3.2
6	6	19.4
7	1	3.2
8	1	3.2
10	4	12.9
12	1	3.2
19	1	3.2
5.9	Average #	

Teachers reported that students were supported in the following general education classes: physical education (57.7%, n = 15), various agriculture classes (42.3%, n = 11), life skills and keyboarding (34.9% each, n = 9), history, science and art (30.8% each, n = 8), health, music and English (23.1% each, n = 6), math (19.2%, n = 5), and computers (15.4%, n = 4).

General Education Class	# programs (24 total)	%
Physical Education	15	57.7
Ag Classes	11	42.3
Life Skills	9	34.9
Keyboarding	9	34.9
History	8	30.8
Science	8	30.8
Art	8	30.8
Health	6	23.1
Music	6	23.1
English	6	23.1
Math	5	19.2
Computers	4	15.4