

Viewmont High School

A Tradition of Excellence

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PEER TUTOR MANUAL

THE UTAH COMMUNITY-BASED TRANSITION PROJECT

VIEWMONT HIGH SCHOOL

APPLIED SKILLS CLASS

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VIEWMONT HIGH SCHOOL
THE UTAH COMMUNITY BASED TRANSITION PROJECT

STAFF

Gayle Baker, Teacher
Teaching Assistants: June Endrizzi
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Arlene Gold

Dr. Ginger Rhodes, Director of Special Education, Davis School Dist.
Paul Waite, Principal, Viewmont High School

STUDENTS

The students in this class are classified as mildly intellectually handicapped, severely intellectually handicapped, or severely multiply handicapped. The students display a wide variety of academic, social, behavioral, and communicative skills.

PEER TUTORS

The peer tutors are an integral part of the classroom operation. They are enrolled as part of a formally graded course from which they receive graduation credits. In addition to their in-class tutoring activities tutors are required to do after school activities.

CLASSROOM CHARACTERISTICS

One of the primary goals of the applied skills class is to integrate the students into the regular high school experience. Students participate in regular lunchtime, classes, and assembly activities.

The applied skills class is a community-referenced and activity-based program established to meet the needs of severely handicapped adolescents as they prepare to face the post-high school world.

PEER TUTOR RESPONSIBILITIES

Peer tutoring will probably be one of the most unique experiences that you have during high school. You are part of a project that is relatively new. You are asked to do things that are unusual for regular high school students to do. As a peer-tutor you have 2 major roles: **TRAINER** and **ADVOCATE**. As a trainer, you will be shown how to instruct the students in various activities. This instruction may occur in the classroom or in the community. You will be required to keep track and record data. **ACCURATE AND REGULAR DATA RECORDING IS VITAL AND IS COUNTED INTO FIGURING YOUR GRADE.** You will be given regular instruction in how your performance as a trainer is coming. How well you utilize that feedback to improve your performance is also figured into you grade.

As an advocate (see terminology sheet **ADVOCATE**) you will be required to set the example to others that handicapped people have the same right to consideration and respect that all people are given. This may mean that you look out for the handicapped through out the entire day, not just while you are a peer-tutor. Many people have stereotyped the handicapped. It is our job to re-educate these people.

CONFIDENTIALITY

In your involvement with these students you will really get to know them. You will become a major part of their education at Viewmont High. The things you see, hear and do as a peer-tutor are not for public announcement. These students' right to confidentiality is protected by **FEDERAL LAW** (Public Law 94-142). If we at anytime feel that you have broken this confidence, you will be called into conference with the teacher and school principal.

GRADING SYSTEM

Your grade will be determined from the following areas:

ASSIGNMENTS	(10 points each)
EVALUATIONS	(10 points each)
ATTITUDE/ADVOCACY	(30 points)
DAILY LOG	(1 point for each entry)
AFTER SCHOOL ACTIVITY	(30 points)

ASSIGNMENTS

Through out the quarter you will be required to complete several reading assignments and reports. The exact number of such assignments has not been determined. You can probably expect at least one each week. Because your main duties during class will be working with the students, these assignments will be given as homework.

The readings and reports are designed to make you more aware of the nature and problems associated with various handicapping conditions. Some of the assignments will be directly related with the operations of the Basic Skills Class.

EVALUATIONS

During and after your training as a peer tutor, your performance as an instructor will be monitored. You will always be getting feedback concerning your performance. On 3 occasions during the quarter you will be evaluated. The evaluations will be looking at specific areas of your performance. It will also take into consideration your improvement in specific areas. In other words, if you utilize the feedback you are given and follow directions well, your evaluations should all be good.

ATTITUDE/ADVOCACY

Working with handicapped individuals is an eye opening experience. You will become aware of the special problems and needs of these people. Hopefully, you will become a person that stands up for the rights of the handicapped, not only while you are working with them, but ALL times. How well you accept the responsibility of being an advocate (see terminology sheet ADVOCATE) is expressed in how you treat these folks, how you talk about them, and what you do to teach others that these students are people too, and as such, are entitled to the same rights and respect that others are given. **THIS IS ONE OF THE MAJOR ROLES OF A PERR-TUTOR.**

DAILY LOG

A daily log (diary) is to be kept. A short summary of your daily work with the students is to be recorded. In your summary, note any problems or special difficulties that you or the student encountered. Points are awarded for the completeness and accuracy of each entry in the log. This log will remain in the classroom at all times. It cannot be removed to make our entires. You should have sufficient time at the end of each period to make your entries.

AFTER SCHOOL ACTIVITY

You are required to do at least one after school activity with a member of the Basic Skills Class each quarter. (You may do the activity with 2 students at a time but not more than 2.) An after school activity might be a Viewmont High football, basketball, or baseball game. It may be an activity that is not associated with the school such as going to a movie, going bowling, etc... You will be required to write a short report about the activity. Transportation and other arrangements will be coordinated with the parents of the students. **ALL AFTERS SCHOOL ACTIVITIES REQUIRE PRIOR APPROVAL BY MRS. BAKER.**

GRADE COMPUTATION

The total number of points possible will be added up for each quarter. The points you have earned will also be figured. The following table shows what percent of the points you must earn for a particular grade.

100-95%	A
94-90%	A-
89-87%	B+
86-84%	B
83-80%	B-
79-77%	C+
76-70%	C

YOU MUST EARN AT LEAST A "C" TO REMAIN AS A PEER TUTOR

ATTENDANCE/TARDIES

The attendance/tardy policy for the peer-tutoring will be the same policy held by Viewmont High concerning excused and unexcused absences and tardies. There is a slight modification: If you are absent, you **MUST** get word to us that you are not coming in. So for example, if you wake-up with the creeping crud you should call the school and leave a message or have one of your friends stop by the class before school starts. Remember, your absence not only affects you learning but the learning of the student to whom you are assigned. If absences or tardies become a problem, you may be asked to withdraw from the peer-tutoring class without credit.

PEER TUTOR OBSERVATION FORM
SCORING GUIDELINES

DATA KEEPING

Tutor data keeping is randomly selected from (a) program packets, or , (b) data binders. There are 5 focus points to the data. 1) initials, 2) date, 3) step number, 4) data collected (+ or -, 1 or -), 5) data summarized on graph.

INSTRUCTIONAL TIME

This is taken from actual observation on the tutor. Five points if each item is done correctly. Three points for 1-2 errors. Zero points for three or more errors.

INSTRUCTIONAL DELIVERY

This is evident by the tutor having previously read the program description in the packet.

Reinforcement is scored on a ratio basis. Five pos. to one neg. = five points. This is an all or nothing scoring.

ATTENDANCE

Absences

0 unexcused = 5 points
1 unexcused = 3 points
2 or more = 0 points

Tardies

0 unexcused = 5 points
1 unexcused = 4 points
2 unexcused = 3 points
3 unexcused = 0 points

Notification

For five points, all absences must have prior notification. This is an all or nothing scoring.

INTERACTIONS WITH STUDENTS

For five points, tutor spends all period with student except for time when seeking or receiving instructions. This is a all or nothing scoring.

PEER TUTOR EVALUATION

NAME _____ DATE _____

EVALUATION _____ SCORE _____

POINTS 100%-90% = 10 89% - 80% = 9 79% - 70% = 8 69% - 60% = 7

SCORE	EVALUATION ITEM	COMMENTS
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	Data Keeping	
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	Instructional time:	
	--Begins/ends on time	
	--Follows schedule	
	--Records time	

	Instructional delivery:	
	--Follows proper Sequence	
	--Keeps lesson going	
	--Corrects errors properly	
	--Reinforcement	+ + + + + + + - - - - -

	Attendance:	
	--Absences	
	--Tardies	
	--Notification	

	Interactions with students	
--	----------------------------	--

/60 = _____ % = _____

Comments:

BEHAVIOR MANAGEMENT

This section contains some basic techniques for dealing with students' behavior. This will provide an overview, you will be taught more as you go.

The Key to controlling behavior is as easy as A-B-C. "A" is for Antecedent. If you are aware of what occurs just prior to a certain behavior you may gain a clue. Jim starts to laugh and point whenever he sees a ball. If we want Jim not to laugh and point during class, all we need to do is to make sure that there are no balls in the room. That's a pretty simple example, most times the antecedents of behavior are numerous and complex. Be aware that certain things (stimuli) set off behavior. When we identify those stimuli, we can arrange and control them and thus, arrange and control behavior.

"B" is for Behavior. It occurs just after "A". Behavior is defined for our purposes as anything that someone does that can be observed. Thinking is not a behavior by our definition since we cannot observe it. True, we can observe its results, but not the actual process. When a behavior occurs, note its magnitude (how strong), duration (how long), frequency (how often) and topography (what is it like). Be observant, this is the tool of a good behavior detective.

"C" is for Consequence. What follows a behavior will likely determine if that behavior will occur again or not. When a consequence causes the behavior to occur again we refer to that consequence as a reinforcer. If a consequence causes a behavior to stop and not occur again, we refer to that consequence as a punisher. Reinforcers maintain or increase those who believe that everything we do is because of the consequences associated with our actions. We do those things that please, we avoid those things that annoy. Attention is a powerful reinforcer. Many people do things "just for attention". If you pay attention to inappropriate behavior, you may be reinforcing it. If you ignore it, it might stop. Attention is one reinforcer that we will use a lot. It is portable and can be easily given out or taken away. The same for praise, we will use it a lot. When a student does it right, or shows good behavior, we must reinforce that behavior immediately! Be sincere. Be specific. "Good", is not as effective as "Jim, good job using your calculator."

BEHAVIOR MANAGEMENT IN COMMUNITY SETTINGS

You will be shown how to deal with a variety of behaviors and situations. When you are in a community setting with a student you want to be as un-noticeable as possible. (This goes for at school as well). Initially, try to ignore inappropriate behavior if it is the type that can be ignored. If you warn the student that you will return to class if it persists. If it continues, return to class, even if the student is right in the middle of a BIG MAC. We want them to learn that inappropriate behavior loses privileges. Don't make a big deal about it, just treat the whole situation in a "matter-of-fact" tone. If all else fails, call the teacher.

DATA KEEPING

Data are the heart to the decision making process. Accurate data help to organize an educational program that will really benefit the student. There are several types of data that we will ask you to keep, one is your log. This is a diary of your daily doings with the student(s). There should be enough time at the end of the period to make your entry. If not, drop back by the room later when you have a minute. Remember, the logs cannot leave the room! A log entry does not need to be long. It just needs to contain what's necessary. Record the date, period and task you were working on. Note how well you thought the student did. Note how hard he/she was working. Record any unusual behaviors or problems. Make your log a useful data/decision making tool.

Another type of data you will record daily is your engaged time. This is the time the student actually spends in learning situations. It begins when the student has the first opportunity to do a step in a task. It does not include your material gathering time, sharpening your pencil or waiting for the student to get ready to go on the activity. It is the time the student has to learn. If the student's engaged time is low, we will give you feedback on how to raise it.

During an actual activity there are two types of data that are recorded. These are known as the I's and A's. "I" refers to initiate. Does the student start to do it or does he have to be told what to do next.

"A" refers to accuracy/assistance. If the student does start to do it, does he do it right? A student could get an "I" for not starting a task and an "A" for not doing the task right. For data keeping purposes, if nothing is recorded we assume that the student initiated the task and did it correctly.

The key to good and easy data keeping--just as it is with behavior management--is to be observant. You will be shown in more detail how to record data.

TERMINOLOGY

ACTIVITY0--(see simulation)--An **ACTIVITY** is when an entire event is carried out. E.G. Doing all steps involved in grocery shopping. Our focus is teaching entire activities not just bits and pieces of activities. Teaching part of an activity in isolation is referred to as a simulation.

ADVOCATE--"One who pleads the cause of another..." As a peer-tutor you are to stand up for the rights of the handicapped at all times and in all places. You re to be an example to others in your treatment of them. You will look out for them.

AIDE--The paid classroom staff member.

ANTECEDENT--"That which comes before..." These are the cues or prompts (stimuli) that elicit a specific response. E.G. Red light (antecedent) elicits putting foot on the brake.

APPROPRIATE--"The correct or accepted way of doing..." We expect the students to behave appropriately at all times and in all places. Society frowns on bizarre behavior--handicapped or not. What is appropriate is often determined by what is going on around us.

BASIC SKILLS CLASS--Name of class for severely handicapped adolescents at Viewmont High School.

COMMUNITY-BASED INSTRUCTION--Training or teaching that occurs in the natural environment. E.G. The natural environment for teaching banking skills is at a bank.

CONSEQUENCE--"That which comes after..." Every action has a consequence-good or bad. Some consequences are natural (don't study=fail test). In teaching our students, the consequences of their actions are the greatest teachers.

CUE--(see prompt) A cue is an antecedent stimulus that signals that a specific behavior needs to be performed.

DOMAIN--All of the student activities come from the following three areas or domains: Leisure, Personal Management and Vocational. Leisure=spare time activities, Personal Management=activities that have to do with day-to-day tasks such as cleaning, eating, paying bills, etc. Vocational=job.

ENGAGED TIME--This is how much time the student spends in learning. It begins when the student has the first opportunity to perform the task. It does not include preparation time (getting the teaching materials), sharpening your pencil, or writing in your log. This data is recorded daily and summarized weekly.

FADING--When a cue or prompt is systematically removed.

IEP--Individual Education Program (Plan). Every student in the Basic Skills Class has a plan that shows his or her educational program. It lists the activities that will be taught. The IEP is developed yearly by an IEP team consisting of the teacher, student, parents, therapists, and a district administrator or principal.

I.H.--Intellectually Handicapped (formerly Mentally Retarded)

O.T.--Occupational Therapist. A certified person who provides therapy or expertise involving fine motor (muscle) movement.

OVER CORRECTION--A technique to reduce or eliminate unwanted behavior by having the client perform the desired task over and over following the undesired behavior.

PEER-TUTOR--Regular high school student registered as trainers for the Basic Skills Class.

P.T.--Physical Therapist. A certified person who provides therapy or expertise involving gross motor (muscle) movement.

PROXIMITY--How close you are to the student.

PROMPT--(see cue) Antecedent stimuli. We use three basic prompts. in this order:

- 1) Verbal "Pick up the ball".
- 2) Model show what to do by doing it and then letting them try.
- 3) Physical while guiding his hands, you together pick up a ball

We also occasionally use pictures to prompt the students.

P.L. 94-142--Public Law 94-142 The Education of All Handicapped Children Act (1975). Federal law which requires schools to provide a free and appropriate education to all children regardless of their handicapping condition. Prior to this law many handicapped children were simply put in institutions. Under this law, severely handicapped students can stay in school until they are 21 years old.

REINFORCE--To follow a behavior with a consequence that tends to make a particular behavior occur again under similar conditions.

REINFORCER--A consequence (stimulus) that reinforces a behavior. Attention is a powerful reinforcer, many people do things just for attention. Praise is also a powerful reinforcer and it is easily administered ("Nice job!"). We use praise a lot as a reinforcer in the Basic Skills Class.

S.M.H.--Severely Multiply Handicapped. Having more than one handicapping condition, at least one of which is of a severe nature.

S.I.H.--Severely Intellectually Handicapped

SIMULATION--(see activity) When only part or parts of the entire task are performed. E.G. practicing filling out a savings withdrawal slip as part of the banking activity.

STAFF--All persons involved in training the students in the Basic Skills Class. (Peer-tutors, teacher, aide, therapists, administrators.)

TIME-OUT--A technique to reduce undesired behavior by placing the person in a situation where his or her behavior cannot be reinforced. E.G. Sitting with your face to the corner.

U.C.B.T.--Utah Community-Based Transition Project. The Basic Skills Class is part of this project sponsored by the University of Utah. The focus of this project is to prepare severely handicapped people for life after public school.

Dear Parent:

Your student is enrolled in a class at Viewmont High this year entitled Peer Tutoring. Your student will be involved in the teaching and training of several severely handicapped high-school age students. This is a unique program and an exceptional opportunity for your student. We envision that many positive benefits will come through this program, not only for the handicapped students, but for everyone at Viewmont High.

All peer tutors will be carefully trained to work with these students. Their training and supervision will be on-going. Eventually, we trust that they will become very good teachers. The curriculum of the handicapped students will focus on community survival skills. In other words, we will be focusing on what the person needs to be able to do in order to get along reasonably well in society. This will mandate that much of the training occur not just in the classroom, but out in the community. Your student will be trained in how to work with these handicapped students in community settings. Eventually, your student will be going out with small groups almost daily. Transportation has been arranged on the UTA. They are covered by school insurance the same as if they were on a field trip.

Your student will earn a grade for this class based on his/her abilities to follow instructions and carry-out the training programs, weekly homework assignments, and one after-school activity with one or two of the students per quarter. The purpose of the after-school activity is to allow the handicapped students to participate in the many events that most high-school students attend. This activity could be a Viewmont High game, movie, or just out for a burger. The arrangements for these activities are coordinated through me, you, your student and the parents of the handicapped student.

As mentioned before, this is a unique program to Utah and the whole United States. We are excited about the positive outcomes that we expect to see. If you have any questions or concerns, please contact me or one of the school administrators.

Sincerely,

Gayle Baker
Teacher, Basic Skills Class

PARENT/GUARDIAN RELEASE FOR PEER TUTORING

I understand the nature of the peer tutoring class that my high school student is enrolled in and I give permission for him/her to participate.

PARENT/GUARDIAN

DATE

Teacher Mrs. Gayle Baker

Room C 253

COURSE DISCLOSURE

Course Title: **Peer Tutoring**

Course Description:

Peer Tutoring is a course in which students are involved in classroom teaching as well as teaching in the community. The course is designed to train individuals to teach personal management, leisure, and vocational skills to the severely handicapped. Reading and written assignments related to teaching, prevention, advocacy and related issues will be covered. Students are also required to participate in community experiences and some after school activities with handicapped peers.

Course Objectives:

The student will learn about advocacy and be able to become an advocate for the handicapped. The student will be able to identify causes of handicapping conditions. The student will be able to list ways to prevent birth defects. The student will be able to use prompt hierarchy to give verbal, model, physical, gestural, direct, and indirect prompts as needed for training. The student will be able to discuss why a certain prompt was used. The student will be able to mark daily data and make programming decisions based upon data collected. The student will be able to define the ABC's of behavior management and use a variety of behavior management techniques.

Materials Needed for Class:

A GREAT attitude, a pencil, and a journal notebook.

Assignments:

Major: Running a variety of programs on a daily basis with daily data collection.
ONE AFTER SCHOOL ACTIVITY PER TERM.

Minor: Daily journal entry.

Instructional Methods:

Lecture, demonstration, modeling and lots of individual practice. This class is very "hands on". Students will be actively involved in training their handicapped peers to function independently.

Grading Criteria:

Assignments	10 points each
Evaluations	10 points each (2 formal per term)
Attitude/Advocacy	30 points
Daily Log	1 point each entry
After School Activity	30 points
Class Participation	10 points each class period
Attendance	CRITICAL You will not be allowed to be a tutor if you have attendance problems.
Late work	I'm flexible. I'll work with you.

Citizenship:

I follow the Davis School District policy. Please refer to your Viewmont Vikings PEE CHEE folder.

Tardy Policy:

After the 4th tardy you will be sent to ISS. Tardies will also count against you on your formal evaluations.

Food/Drink in Class:

Too distracting to the students you will be teaching. No food or drink unless related to behavior management program or through prior approval with me. EXAMPLE: If teaching feeling or table manners to a student or if used as reward.

PEER TUTOR CHECKLIST

- a. Check attendance
- b. Check Schedule
- c. Get folder
- d. Starts on time
- e. Record time data
- f. Follow program
- g. Finish on time
- h. Summarize data
- i. Replace data sheets
- j. Put folder back in
File cabinet
- k. Put away materials
- l. Write in log

Jeff Sprague 1984

Percentage Chart For Trials Correct (Rounded #)

25	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80	84	88	92	96	100
24	4	8	13	17	21	25	29	33	38	42	46	50	54	58	63	67	71	75	79	83	88	91	96	100	
23	4	9	13	17	22	26	30	35	39	43	48	52	57	61	65	70	74	78	83	87	91	96	100		
22	5	9	14	18	23	27	32	36	41	45	50	55	59	64	68	73	77	82	87	91	95	100			
21	5	10	14	19	24	29	33	38	43	48	53	57	62	67	71	76	81	86	91	95	100				
20	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100					
19	5	11	16	21	26	32	37	42	47	53	58	63	68	74	79	84	89	95	100						
18	6	11	17	22	28	33	39	44	50	56	61	67	72	78	83	89	94	100							
17	6	12	18	24	29	35	41	47	52	59	65	71	76	82	88	94	100								
16	6	13	19	25	31	38	44	50	56	63	68	75	81	88	93	100									
15	7	13	20	27	33	40	47	53	60	66	73	80	87	93	100										
14	7	14	21	29	36	43	50	57	64	71	78	86	93	100											
13	8	15	23	31	38	46	54	62	69	77	85	92	100												
12	8	16	25	33	41	50	58	67	75	83	92	100													
11	9	18	27	36	45	55	64	73	82	91	100														
10	10	20	30	40	50	60	70	80	90	100															
9	11	22	33	44	55	66	77	88	100																
8	13	25	38	50	63	75	88	100																	
7	14	29	43	57	71	86	100																		
6	17	33	50	66	83	100																			
5	20	40	60	80	100																				
4	25	50	75	100																					
3	33	66	100																						
2	50	100																							
1	100																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

AFTER SCHOOL ACTIVITY PLANNING FORM

Tutor Name(s)_____ Today's Date_____

Tutor's Address/Phone_____

Student Name(s)_____

Activity_____

Where_____

Date of Activity_____

Leave from_____ at_____ by_____

Return to_____ at_____ by_____

What will the student need to bring? \$_____

How will the money be spent?_____

Approved_____ Date_____

(To be filled in by Mrs. Baker)

Parent's Names_____

Address/Phone_____

Comment:_____

PEER TUTOR AFTER SCHOOL ACTIVITY SUMMARY

STUDENT(S) _____ DATE: _____

PEER TUTOR(S)

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. What activity did you do?
____ go to a movie
____ go to dinner
____ go to after school activity
(game, prom, etc.)
____ watch video
____ other | 4. How did you get to the activity?
____ walked
____ rode the bus
____ my parents took us
____ student's parents took us
____ I drove
____ other |
| 2. Where did you do this activity?
____ at my house
____ at student's home
____ in the community
____ at school
____ other | 5. Who made the arrangement?
____ I did
____ the student
____ the student's parent
____ teacher/aide
____ other |
| 3. How long did the activity take?
____ 1 hour
____ 2 hours
____ 3 hours
____ 4 hours
____ more than 4 hours | |

6. Did you enjoy this activity?

NOT AT
ALL

IT WAS
OKAY

VERY
MUCH

1

2

3

4

5

If you didn't enjoy this activity, please indicate why:

- ____ I don't usually do this in my free time
____ the student misbehaved
____ the student embarrassed me
____ too hard to arrange
____ other _____

7. Did the student enjoy this activity?

NOT AT
ALL

IT WAS
OKAY

VERY
MUCH

1

2

3

4

5

8. Was the student's behavior appropriate?

VERY
INAPPROPRIATE

OKAY

VERY
APPROPRIATE

1

2

3

4

5

If the student's behavior was not appropriate, what specific things did he/she do wrong?

9. How much help did you give the student in order to complete the activity?

A LOT

OKAY

VERY LITTLE

1

2

3

4

5

What kinds of things did you have to help them with? _____

10. Will you do something with this student again?

____ yes

____ no

If NO please explain why: _____

11. What were your overall feelings about this activity? _____
