



GUIDELINES FOR EFFECTIVE TUTORING

Getting to Know You

Plan on getting to know your student and let them know you. "Reach the child before you teach the child." We will include a "Get to Know You" questionnaire for your first session.

The First 5 Minutes

Your student has had a long day, and possibly a frustrating one. Before starting the tutoring session, check-in. Have they eaten lunch? Had a snack? How was their day? Spending 5 minutes getting grounded can make the rest of your time more productive and fun.

Keeping it Positive

Some kids are resistant to tackling problems because they are afraid, afraid that they don't know the answer, or how to solve the problem or how to read very well.

Use tact and positive comments. Seek something worthy of a compliment.

"You've made a lot of progress in this book. I bet you're excited to see what happens next!"

"I'm so impressed with how you looked at this problem. Let's take a closer look and see how we can break it down."

"I can tell you worked very hard reading that paragraph. I notice a big difference in how you're reading now and I like listening to your reading."

"When I don't know what to do, I read the instructions 2 times."

Be gracious and positive about students' efforts.

Be Resourceful

If you don't know an answer or are unsure of what to do, admit it to the student and work it out together. Feel free to ask the teacher for help when you need it.

Nothing to Do

If your student says they have nothing to work on:

- Ask to see their homework or a recent test and review the questions/answers.
- Don't be afraid to ask your student. Children usually know what they need help in.
- Ask them to pull out a book they are reading in class. Work on reading comprehension and summarizing.
- Pull out a deck of cards and play Math War.

Distracted Learner

Some students have a hard time focusing for 45 minutes or maybe they like to talk. Break up your session with a schedule. "We'll spend 5 minutes chatting and then 10 minutes doing math." or "After we read for 10 minutes, we'll play a game." When the student knows there's a break coming up, they have an easier time focusing.

Physical Learner

Does your student like to be active? Bounce a basketball when you spell: CAT - C - bounce basketball - A - bounce - T - bounce.

Play Jenga while you work. Every time you want to move a block, your student can read/spell a word, do a math problem, etc.

Making Mistakes

If you make a mistake, that's great. Own it and explain that it is ok to make mistakes. Your student needs to see that everyone makes mistakes and what is done when a mistake is made. Mistakes help grow brains.

GUIDELINES FOR EFFECTIVE MENTORING

Mentors are role models, supporters and guides. They help youth develop social skills, good study and organizational habits, and enhance self-confidence.

Role Model: What you say and do matters and is observed. Students pick up on your attitude and how you approach problems. Model behavior that you would like to see.

Listen: Be a good listener. Let the student know s/he matters. Understand that their concerns are very real to them.

Respect: Accept each student as s/he is. Correct a student's behavior, not the student him/herself. Mentors should not talk down to a student or expect too much or too little of them. Accept where they are at and help them grow from there.

Humor: Maintain a sense of humor. Be creative and have fun! Enjoy yourself! Avoid sarcasm.

Patience: Encourage students to do their own thinking. Give them plenty of time to answer. Silence can mean they are thinking about what they want to say or write. At the same time, be sensitive; do not leave your student hanging if s/he does not know the answer.

Commitment: Let your student know that you are going to be there for them at least until the end of the school year. Be consistent. The students expect you and will look forward to your coming to their school. Teachers come to depend on your support. This builds trust and rapport with your student.

Value the Program: Present the program in a positive way so that your student sees himself or herself as "lucky" to be a part of it. As the tutor, you can help the child feel special.