

# CAEO TUTORING MANUAL

**“EDUCATION IS WHAT SURVIVES WHEN WHAT HAS BEEN LEARNED HAS BEEN FORGOTTEN.”-B.F. SKINNER**

## FORWARD

The purpose of this handbook is to provide an overview of the CAEO Tutoring Program and to outline many of our policies and procedures regarding tutoring at UNLV and in Clark County. It would be impossible for a single document to cover all the complexities inherent of tutoring, however, we feel this manual is a good head start to understanding how to work with your tutee. Inside this handbook you will find information about: qualifications, training, programs, goals, engagement techniques, learning styles, as well as a host of other pertinent information.

The CAEO Tutoring Staff are here to assist you with whatever questions or concerns you may have. We appreciate and value your input as tutors, and as such, we strongly encourage you to share with us your experiences with the program. It is often your suggestions that we use for improvements to the program, so please do not hesitate to let us know how things are going. Remember, you are the one who is actually doing the tutoring, so we would be foolish not to pay attention to your wealth of knowledge and/or experiences.

I would personally like to extend a sincere ‘thank you’ to Anne Hein of the Student Development Center at UNLV, who provided many of the ideas and concepts articulated in this manual. Her willingness to design the initial Tutoring Handbook greatly assisted us in our revision efforts. As corrections need to be made, the CAEO Staff will make the necessary adjustments to this document in order to preserve its functional use. We are proud to have you join CAEO as a tutor and we wish you only the very best with all of your future endeavors.

Adam J. Sikula, M.Ed.  
Tutoring Coordinator

## **Tutoring Program**

### **Who?**

The Center for Academic Enrichment and Outreach directly serves students starting at grade six with continuing services offered all the way through college. Indirectly, CAEO provides referrals for tutoring for the entire Clark County School District, including grades K-6. Those who qualify for our programs are able to receive tutoring for free, all others will be able to receive tutoring at a cost of \$10 an hour.

### **What?**

The focus of tutoring is to provide homework help, test preparation and individualized educational plans to our student populations.

### **When?**

Individual Tutoring will occur whenever the tutor and tutee are able to fit the time into their schedules. Group and Lab Tutoring will happen on specific days and times as indicated by the Tutoring Office or CCSD Site. Students tend to benefit from consistent attention from the same tutor. Often times, daily sessions for students with high needs are ideal, and therefore, many sessions will be conducted continuously throughout the Valley over the course of the year.

### **Where?**

Individual Tutoring will take place according to what works best for the tutor and tutee. CAEO does not assign locations for individualized tutorial sessions. Group and Lab Tutoring, however, will have distinct locations either on or off of UNLV's campus. Rooms at UNLV may be scarce so it is important to consider public libraries and other educational environments when finding a location to meet. It is important to remember that tutors need to follow the policies of the volunteer site while complying with the activities and outcomes outlined by the tutoring program.

### **How?**

Tutoring is structured according to either individual, group or lab designations. Individual sessions are considered one-on-one meetings, whereas group sessions are categorized as any session when two or more tutees meet. Labs are designed to be "drop-ins", and as such, students can come whenever the lab is open.

## **Tutor Job Description**

**Duties:** Tutors will work with students in their content areas of expertise. Tutors provide specialized instruction in subject areas, answer questions on course content and aid in the comprehension of course material. Tutors and tutees usually meet once or twice a week for 2 hours throughout the semester.

**Qualifications:** Tutor applicants should have a cumulative G.P.A. of 3.0 or above, with A's or B's in their major field of study. Tutors must obtain a signed recommendation from a UNLV faculty member in the department they wish to tutor, or the Tutoring Coordinator must have recruited them. Tutors need to have good verbal communication skills and the ability to work with students from diverse backgrounds, with a variety of skill levels. The tutor agrees to provide true, accurate, current and

complete information as prompted by the application form and to maintain and update such information during the term.

**Benefits:** Tutors will have the opportunity to gain leadership experience by helping fellow students succeed academically. Most tutors believe that tutoring helps in their own skill development as well; therefore, it can be a great job to have especially if you are considering professional or graduate school education. Tutoring looks great on a resume and ultimately can help you land that first job out of college. Tutors also enjoy the benefits of flexible hours, good pay and a convenient location.

**Training:** Tutors are required to attend a 2-hour orientation prior to beginning any assignments. During the training, tutors will learn about: the importance of tutoring, the tutor-tutee relationship, the types of students we serve, payroll procedures, progress reports, NCAA policies, taking assignments, disabilities, learning styles and additional training workshops. Tutors will be paid \$12.50 for attending the session and will be immediately able to begin assignments after the orientation. Additional training is provided by Learning Enhancement Services (LES) and through various school locations. Tutors at specific schools are encouraged to take time to acquaint themselves with the goals, objectives and regulations of the site.

**Casual Employees:** Tutors who are not enrolled full-time at UNLV and/or high school students are considered to be casual employees. As such, these tutors can only tutor for a maximum of 20 hours a week.

**Expectations:** Tutors are not instructors; tutors are a resource for clarifying materials that have been presented in class and through text readings. Tutees are expected to be active participants in the sessions. We expect tutors not to simply complete a student's assignment for them or just give the student an answer. Instead, allow the students to make and correct their own mistakes. Involve the student in the learning and encourage the student to arrive at his or her own solution by providing explanations and examples. We expect our tutors to be reliable and be a model student for others to follow. Tutoring is a reciprocal relationship. In group sessions, it may be helpful for the tutee to listen to their peers who may be having difficulty with similar areas. Peers are often a great resource of information and support.

**Dress Code:** Tutors are expected to dress in a professional manner, consistent with what is appropriate in a classroom setting. Short skirts, spaghetti straps, halter-tops, etc. often create tension in the tutoring environment and are, therefore, inappropriate during sessions with tutees. Tutors will be given a warning concerning their dress if a problem exists and they will have the opportunity to change their attire before action is taken.

**Meeting Locations:** Tutors should meet their tutees at a mutually agreed-upon spot. These include: UNLV's campus, local libraries, school settings, or other educational environments. Tutoring is absolutely not allowed to take place within the home of the tutor or tutee. If you are going to be delayed, call ahead so the tutee is not disappointed.

**Payment Formats:** Tutoring takes place in three different formats: individual, group or lab. Individual tutors are paid \$12.50 an hour whereas, group and lab tutors are paid \$15.00 an hour. The higher rate of pay is justifiable given that tutors must cater to more than one student. Tutors are paid

on the 10<sup>th</sup> and 25<sup>th</sup> of each month. Students must have completed an I-9, W-4, University Employment Document and Personal Data Sheet in order to receive their check. Tutors first check is held according to UNLV Human Resources policies.

**Schedule:** Tutoring begins the first week of classes and extends through the end of the semester, including finals week. Some tutors will be asked to continue over semester breaks in order to accommodate the requests of our middle and high school student populations.

**Fee Structure:** Students are able to pay \$10 an hour for individual, group or lab tutoring. Breaking the fees down to an hourly rate can greatly assist those students in financial need. Some students may qualify for free tutoring if they belong to a UNLV or CAEO sponsored program.

**Time Sheets:** Individual tutoring sessions need to have only one tutee per timesheet. Group tutoring (2 or more students) can be included on the same timesheet. All timesheets must have the signature and printed name of the tutee. Individuals are not to tutor longer than a 2-hour session; no marathon sessions be allowed. Any tutor who forces a tutee to sign the timesheet without conducting a session will be automatically terminated from CAEO. Timesheets are to be signed for the current session only and only after that session has been completed. Finally, timesheets are to be turned in for each 2-week period; tutors who allow their timesheets to accumulate will be paid according to our available funds.

**Progress Reports:** All sections of the progress reports must be completed in order for Learning Enhancement Services (LES) to accurately gauge whether learning is taking place. Athletic Progress Reports must be submitted every Thursday before 5:00 p.m. All other Progress Reports should be included with the tutor's timesheets, due each payroll period.

**Assignments:** Tutors should come to SSC 317 in order to review tutoring requests

**Attendance:** Tutors and tutees are expected to attend each session unless other arrangements have been made. If a tutee "no shows" for a session, tutors should record 1 hour in lieu of the non-attendance. Tutors are required to write in the tutee's name and indicate a "no show" on the progress report. All tutors must wait 20 minutes before leaving. If a tutee fails twice to keep an appointment with his/her tutor without prior notice (of at least 12 hours), the tutee will be dropped from the session. To that end, tutors are also required to provide a 12-hour notice if they are unable to attend a session with a tutee. Consistency in terms of attendance helps to build a trusting relationship.

**Cancellations:** Tutoring requests will be cancelled if the tutee fails to respond to the tutor or CAEO within 5 calendar days. Cancelled requests can later be reactivated per the tutee or advisor's request. All UNLV requests will revert to cancellations on the last day of class (Friday before Finals Week).

**Referrals:** If tutees are interested in continuing with the same tutor into the next semester, it is important for both parties to indicate such to the CAEO Tutoring Office. Please do not tell the student to try and find you. Instead, encourage the student to use the service again if he or she has more questions, and let them know that there are many tutors available who can help them.

**Evaluations:** CAEO in conjunction with LES will conduct tutor evaluations at the end of each semester. Tutees will be asked to comment on the following: hours, location, starting dates,

organization, expectations, knowledge obtained, listening, and future use. CAEO realizes that the evaluation process can be inconsistent at times, however, we also believe they are usually reliable indicators of the quality of tutorial sessions.

**Professional Development:** LES will assist in the professional development of CAEO tutors by offering professional development workshops throughout the course of the year. CAEO and LES hope to unveil a Tutor Certification Program this summer, which will aid in the continual enhancement of our services.

**Contact Information:** Questions can be directed to the Tutoring Coordinator at 895-4782, or tutors may stop by SSC 317 to discuss any issues or concerns. Tutors need to remember to keep their own contact information current; please notify us of any changes in your email address, home address or phone number.

**Programs:** The following is a brief description of each of our programs:

**Athletics (ATH):** Student-athletes at UNLV are able to obtain tutoring for free with the consent of their advisors. Below is the breakdown of advisors and their sports:

**Vaune Kadlubek:** M/W's Soccer-895-4175

**Jacqueline Newton:** M/W's Swimming, M/W's Diving, M/W's Tennis, Golf, Volleyball-895-0655

**Janice Henry:** Football-895-0656

**David Jackson:** Cross Country, Track & Field, Baseball-895-0568

**Julie Johnson:** M/W's Basketball, Softball-895-0659

Any problems related to student-athletes should be directed to their advisors or the Tutoring Coordinator.

**McNair Scholars Institute (MSI):** Helps diversify the ranks of American Faculty and of research institutions by encouraging UNLV undergraduate students who are members of underrepresented groups to pursue doctoral studies.

**Student Support Services (SSS):** Designed to assist UNLV students with overcoming personal concerns, academic deficiencies and financial difficulties that could impair their chances of succeeding in college. SSS students receive intrusive advising and free tutoring if needed.

**Educational Talent Search (ETS 1 & 2):** Funded to provide services to young people in grades 6<sup>th</sup> through 12<sup>th</sup>. The ETS Program is intended to increase the educational and career awareness of middle and high school students, dropouts and adults. ETS students are able to receive free tutoring if needed.

**Upward Bound (UBC 1 & 2 & UBMS):** Mission is to build, encourage, motivate and create an atmosphere for the joy of learning. UB is currently funded to provide services to students in grades 9-12, who are first generation and/or low income. UB Math & Science (UBMS) helps this population to strengthen their math and science skills. Students spend considerable time learning computer technology, along with the additional concentrations inherent in the original UB.

**Adult Educational Services (AES 1 & 2):** Designed to assist adults, 19 years or older. AES identifies disadvantaged adults with the potential for postsecondary education, encourages them to enroll in programs of postsecondary education and supports high school dropouts in their effort to return to school or obtain a GED.

**GEAR UP (GU 1 & 2):** Aimed at helping communities create new or expanded plans that strengthen their schools and provide educational opportunities for students. Currently funded to provide services to all students who attend any of six local middle schools: Bridger, Cashman, Martin, Orr, Smith and West. Bridger, Smith and West are under GU1 and Cashman, Martin and Orr are under GU2.

**Self-Funded (SF or WI):** UNLV students who do not belong to a CAEO or university-sponsored program. These are regular UNLV students who need tutoring and generally pay out-of-pocket for the sessions.

### **Goals of the CAEO Tutoring Program**

1. To provide students with a high quality program staffed with quality tutors in the subjects they demand.
2. To ensure ethical standards and academic honesty within every facet of the program.
3. To maintain an environment that is interactive, safe, challenging and cognizant of the developmental needs of all students.
4. To work as a team and deal with conflicts and/or discrepancies in a timely and effective manner.
5. To employ students as tutors and provide them with professional development opportunities along with high-quality work experience.
6. To provide a quality-training program in which tutors may gain the necessary skills that enable them to help students in the most effective manner, while enhancing their own subject retention.
7. To increase student knowledge, which results in improved academic success, reflected in organization, knowledge, grades and learning methods.
8. To fulfill the requirements of our federal TRIO grants and serve all of our populations with the same care and compassion.
9. To collaborate with UNLV resources to ensure that every student's individual needs are being met expeditiously.
10. To continually evaluate the program and consider comments and suggestions from all of the persons involved, in order to maintain quality and make necessary changes.

### **Tutoring Framework**

1. **Getting Acquainted.** For the first four to six meetings, the tutor and tutee will get to know one another. They lay the foundation for a relationship and build trust. The tutor learns about the student's interests, learning style and needs, and begins using this information to identify appropriate materials while motivating the student. The tutor and tutee should agree on a goal for each and every session. An insurmountable task becomes doable when specified and broken down into small enough parts. Explain the importance of homework, attendance, punctuality and varying materials. Explain the positive and negative consequences of following or not following expectations.

2. **Getting Down to Business.** Progress can be difficult to measure, therefore it is important for the tutor to keep a record (Tutor Progress Report) of the student's progress measured in terms other than grades or level of mastery. A running list of words the student learns or books read shows progress and gives both the tutee and the tutor reason to be proud. Portfolios, anecdotes and journals are also valuable in showing achievement. Let your tutee know that most individuals have problems learning something. Discuss ways to approach the assignment or concept.
3. **Getting Ahead.** Ongoing encouragement and positive feedback are critical factors in the successful development of the tutee. Be sensitive to the student's feelings, but do not be afraid to be firm. Sometimes discipline is what the student needs. Anticipate the next sessions. What will the tutee do at home and at school before the next session? In a way, the tutor's role is to work himself/herself out of a job by helping the tutee reach a point of self-sufficiency and self-motivation.

### **Building Independence and Confidence in the Tutee**

1. When a student asks you a question, instead of answering, give it back to them with clues. Ask leading questions to get a response from the tutee.
2. Realize that a tutee may not answer a question or do a problem for fear of making a mistake. Try to get an answer out of the student and let them know it is alright to make a mistake.
3. Be patient and help the student learn to rely on himself or herself to gain knowledge and be independent.
4. Allow time for the student to learn simple concepts and problems before moving onto complex learning.
5. Talk on an equal level with the student, not down to him or her.
6. Under no circumstance, should you ever embarrass the student or make them uneasy about asking questions.
7. Establish a balance between a formal and an informal relationship. Do not become buddies in the sense that you spend a lot of time fooling around.
8. Reassure the student about their capabilities and point out success when it is obtained by using positive reinforcement.
9. Give the tutee the pen, pencil or chalk, and let them do the work. Teach the tutee to check their own work.
10. Be willing to share your own experiences as a student. By sharing information about yourself and experiences you have encountered, the tutee may feel relieved that he/she is not alone.

**Engaging the Tutee:** Be yourself! Interact with the tutee as you would with most students at UNLV. Be able to discern that you are in a position of authority and therefore, you need to conduct yourself in a professional manner. One of the biggest mistakes tutors can make is to assume that the tutee is "doing fine" because they are not asking questions. In fact, nothing could be further from the truth. Tutees who have a hard time articulating what they need help with or those that seem uninterested in the whole process, need to have this information drawn out by the tutor.

- ✓ Initiations begin, introduce, lead, direct or start a new topic; they can come in the form of questions, statements or commands.
- ✓ Direct your attention to the problem and do not attempt to control the tutee's behavior.
- ✓ Instead of planning a concrete lesson plan, be spontaneous and let the tutee help develop the strategy.

- ✓ Aspire for an equal status relationship with the tutee. He or she may have skills that you do not have. While you are there to help the student, this in no way implies that you are better in any way.
- ✓ Encourage the student to be active in the learning process.
- ✓ Build trust with the tutee in order for the relationship to develop.

**Motivating Your Tutee:** Often, simple questions are all you need to ask in order to inspire your tutee. Some examples are:

- ✓ What would you like to change?
- ✓ How important is it for you to do that?
- ✓ Are you aware that you have the power to change?
- ✓ Are you willing to use your power to change?
- ✓ How will we both know when you have accomplished your goal?
- ✓ How will you sabotage yourself?
- ✓ Will you agree not to?
- ✓ When you achieve your goal, how will you be thinking, feeling, behaving?
- ✓ Clarify the difference between intentions and commitments. Saying “I will do it” is a more powerful self-suggestion than saying “I will try”.

**Concentration:** Concentration may be the most important skill for your tutee to learn. If tutees cannot concentrate when they are reading textbooks, sitting in class or studying for a test, they will not be able to retain what they are reading, hearing or learning. The good news is this is a skill that can be strengthened with practice. As a tutor, it is important to understand that there are many misconceptions about concentration. The first misconception is that “good” students can concentrate for hours at a time. Because of this misconception, students often schedule study time so that they are studying, all day Friday or all day Saturday for example. Research shows that this is not an effective way to digest information since students learn best when they use 15 to 20 minute study sessions in one subject; they can then move on to another topic or another activity for the next 20 minutes. Using 20 minute study bites and switching activities regularly during a three-hour study period increases productivity and retention immensely. When concentration wanes, tutees need to be taught to turn away from the book immediately and switch to other study material, even if the time has been shorter than 20 minutes. Sitting over an open textbook while you are daydreaming is counter-productive. The second misconception students hold is that some people just naturally concentrate well and others do not. Concentration is not an innate ability. It is a skill that can be learned and, with practice, tutees get better and better. Concentration can be improved vastly with the use of mental challenges, emotional involvement or physical exercise.

**Conducting High Quality Tutoring Sessions:** Tutors are expected to conduct high quality tutoring sessions each and every time they interact with students. CAEO defines a high quality session as one in which the tutor:

- ✓ Is prepared and builds on what has already been learned
- ✓ Engages the student (Don’t wait for the tutee to tell you what they need help with)
- ✓ Is respectful to the student and creates a supportive, safe environment (non-judgmental)
- ✓ Is knowledgeable in his/her subject matter
- ✓ Concentrates and is dedicated
- ✓ Is empathetic and understanding to the tutee

- ✓ Uses compliments and does not patronize
- ✓ Identifies and clarifies the student's questions
- ✓ Clearly explains how to solve the problem, in terms which are age-appropriate and which the student can understand
- ✓ Does not give the answers, but encourages tutees to verbalize their thoughts (tutees should talk about 75% of the time in your sessions)
- ✓ Is patient and adaptable
- ✓ Involves the student in the learning process, helps them to think independently and utilizes creativity if need be
- ✓ Has a sense of humor
- ✓ Summarizes the material that was covered
- ✓ Provides practice examples for the tutee to work on and makes sure that the student understands the concept before moving on or ending the session
- ✓ Does not take all reactions personally (they may be directed against society and the chance to release them is meaningful to the tutee)
- ✓ Thanks the student and brings the session to a good conclusion by completing the Tutorial Progress Report

### **Helping Students Understand the Subject Matter**

- ✓ Find out where the problem is and start the explanation at the appropriate level.
- ✓ Figure out if the tutee's problem is language based.
- ✓ Check your tutee's reading skills. Students often do not know how to study a textbook.
- ✓ Break the problem down into small parts.
- ✓ Go from simple to complex and concrete to abstract.
- ✓ Be organized and clarify material for the student.
- ✓ Talk with the student instead of at them. Establish a rapport with the student.
- ✓ Use models and examples in your explanations, and encourage the student to show you the same in demonstrating their understanding.
- ✓ Let the student write and work the problem while you are explaining it.
- ✓ Teach the student to outline, summarize and underline as necessary.
- ✓ Refer a student for help if you don't have the knowledge base to assist them.

### **Strategies to Encourage Deep Learning**

- ✓ Explore a range of pedagogies and draw on different approaches. We generally feel comfortable with some over others, but do not ignore the less appealing.
- ✓ Teach independence. The less work you do for your tutee, the better; help them to learn how to do their own work.
- ✓ Think about how students are going to become explicit commentators on their learning.
- ✓ Think through the assessment strategy from the outset.
- ✓ Ensure the assessment requires synthesis, overview and a search for alternatives rather than excessive detail.
- ✓ Students are going to feel uncomfortable some of the time. This can be productive as well as negative. Work through the problems and encourage open and direct dialogue.
- ✓ Be critical in the sense of working out how things could be different and why that might matter.
- ✓ Get students talking to each other.

- ✓ At the end of the session, have your tutee summarize the material you went over. This will help to encourage logical and clear thinking.

**Learning Styles:** Based upon the research of Lockett (1997) and Labour (2000), we see that students generally learn in one of ways: visually, auditory, tactile and kinesthetic.

1. **Visual learners** interpret information best when it is presented in visual format. Research indicates that these individuals make up about 65% of the population.
2. **Auditory learners** use words and sounds for learning. These tutees make up roughly 30% of our population.
3. **Tactile learners** are those who need to be in direct contact with elements of the object of knowledge.
4. **Kinesthetic learners** prefer learning according to how they perceive physical performance; their learning involves nonlinear perceptual processes; they make up about 5% of the student population.

Tutors should keep in mind that a tutee's learning style is not fixed. In fact, it is possible to accept that there can be both consistency and variability in students' approaches to learning. The tendency to adopt a certain approach, or to prefer a certain style of learning, may be a useful way of describing differences between students. But a more complete explanation would also involve a recognition of the way an individual student's strategy may vary from task to task. Kolb (1984) added to this line of thinking when he reminded us that the learning experience is unique for everyone and that identification of preferred learning styles should not be used to 'typecast' learners, but rather to develop potential and extend the choices available to the learner.

**Asking Open-Ended Questions:** Open questions often start with "what, why, or how".

- ✓ Are you having trouble?
- ✓ What are your goals for this course?
- ✓ How do you take notes for your classes?
- ✓ How many hours a day/week do you study for your courses?
- ✓ What are your plans for getting ready for the upcoming test?
- ✓ Why do you think this chapter is hardest for you?

**Active Listening:** Tutoring cannot be performed effectively without good listening skills. Most researchers believe that listening is the most difficult of the four communication skills: reading, writing, speaking and listening. Misunderstandings generally arise because we tend to view listening as an automatic response when in fact, it is a learned, voluntary activity (Sherfield, 2002). Listening is a four-step process, represented by the mnemonic **ROAR**.

- ✓ **R**-receiving the information
- ✓ **O**-organizing the sounds heard and focusing on them
- ✓ **A**-assigning meaning
- ✓ **R**-reacting

**Paraphrasing:** Active listeners do a good job of paraphrasing what the tutee said. Paraphrasing is nothing more than restating the tutee's message in an alternate way. The restatement may simply reflect the student's explicit verbal content, or it may include a synthesis of explicit and implicit

messages. A concise, summative paraphrase can be used to tie together a series of scattered ideas. It is important to present your paraphrasing in a tentative way, followed by the student's confirmation or denial. Checking your perception of what the student is saying can help you:

- ✓ Make sure your perceptions are accurate
- ✓ Lets the student know you are listening and you care about understanding what he/she is saying
- ✓ Increases the student's own understanding of what he/she is trying to say

**OCEAN:** Another listening technique that can be used to help develop your listening skills is called OCEAN.

- ✓ **O:** Open the channel by attention through your body language, expression and open posture.
- ✓ **C:** Care. Use supportive phrases, such as "I see," "That's interesting", and even "I'm listening, go on".
- ✓ **E:** Empathize. Each person sees and responds to the world uniquely. Avoid statements that discount your tutee's point of view or feelings, such as "everyone feels that way".
- ✓ **A:** Ask. When you're interested and genuinely want to learn more, don't hesitate to ask. Your tutee will love having an audience.
- ✓ **N:** Never judge. It is fine to disagree with your tutee's views, but don't judge his/her opinions. Judgments will interfere with your ability to hear and understand your tutee's point of view. Get your tutee to give facts and information to substantiate a point of view that differs from your own. Be prepared to do the same.

**Non-Verbal Communication:** Tutors must also pay close attention to how they communicate with their bodies. This implicit content (body language, verbal cues) must always be monitored. Tutors should always:

- ✓ Face the student squarely
- ✓ Adopt an open posture; keep legs and arms uncrossed
- ✓ Lean towards the other person at times
- ✓ Maintain good eye contact
- ✓ Relax while engaging in these behaviors; try not to fidget or show distracting habits
- ✓ Allow for a normal spatial relationship
- ✓ Nod when you agree with the tutee, saying "hmmm", this encourages elaboration
- ✓ Moderate your voice inflection so that it is not monotone

**Assertiveness:** Tutors must possess many skills, one of them being assertiveness. A goal of the tutoring program is to develop independent students by teaching them to "learn how to learn". Tutors need to put responsibility onto the tutee and have high expectations of the tutee in order to help them succeed. In doing so, it can be very effective to use assertive skills. An example of an assertive confrontation may be effective: "How much do you want to change?" Remember, in order to be an effective tutor, you need to be comfortable asserting your own needs.

**Assertive behavior** is that type of interpersonal behavior of a person who stands up for his/her legitimate rights while at the same time, taking care not to violate the rights of others. Assertive behavior is an honest, direct and appropriate expression of one's feelings, beliefs and opinions. An assertive person communicates respect for the other person, although not necessarily condoning that person's behavior. Your role is not to belittle, humiliate or punish. Assertive people are likeable

people whom others respect. Assertive people get their own needs/wants met as well as meeting the needs/wants of others.

**Non-assertive behavior** is exhibited when a person, by not standing up for their rights, enables another person to violate his/her rights. Non-assertive people avoid conflict in their lives and as a result, are usually left with their needs/wants unfulfilled. Your tutee may be more assertive than you are, which means you need to develop some confidence and skills in identifying your own needs surrounding the session and in communicating those needs to your tutee.

**Aggressive behavior** is shown when a person stands up for their rights in such a way that the rights of others are violated. The aggressive behavior humiliates or puts a person down by domination. Rather than simply expressing one's honest emotions or thoughts, an aggressive person attacks another person rather than that person's behavior. The aggressive person may get his/her way, but it is at the expense of others. Aggressive people are often not well liked by others.

**Signs of Stress:** Tutors are also students at UNLV, they experience the same stresses as other students plus the added stress of working along with any other issues they have in their lives. Therefore, it is imperative that tutors have good time management skills and be able to identify and cope with stress.

Signs of stress include:

- ✓ Tense muscles
- ✓ Have a sense of being overwhelmed
- ✓ Irritability
- ✓ Short temperedness
- ✓ Crying or being depressed for no reason
- ✓ Academic or work performance is suffering
- ✓ Having difficulty concentrating
- ✓ Intensifying habits, such as eating, smoking, drinking, doing drugs, and excessively watching TV. or shopping, etc.

#### **Causes**

- ✓ Unrealistic expectations of self
- ✓ Perfectionistic tendencies
- ✓ Spreading yourself too thin
- ✓ Poor time management skills
- ✓ Desire to please others (Inability to say 'no')

#### **Coping Strategies**

- ✓ Block off time for yourself in addition to class times, study times and test dates
- ✓ Keep up with your classes
- ✓ Only tutor the hours you have available
- ✓ Eat properly, exercise, get proper sleep, etc.
- ✓ Use relaxation techniques
- ✓ Talk to someone (friend, counselor, advisor, parent)

#### **Organization Strategies**

**Survey, Question, Read, Recite, Review (SQ3R)**

**S = Survey:** Determine the structure or organization of the chapter.

- ✓ Think about the title and what will be included in the chapter.
- ✓ Read the introduction; the main ideas will help you understand or make sense of the details.
- ✓ Read the main headings (boldface type).
- ✓ Read any diagrams, charts, etc.
- ✓ Read the summary or conclusion.
- ✓ Read the questions at the end of the chapter.

**Q = Question:** Turn each heading and subheading into a question (Who, What, When, Where and Why).

- ✓ Write questions down.
- ✓ Identify the main points.
- ✓ Take one section at a time.
- ✓ Keep answers brief.
- ✓ Use your own words.

**R1 = Read:** Read selectively and write answers to the questions from above.

- ✓ Read one section at a time.
- ✓ Move quickly.
- ✓ Sort out ideas and evaluate them.
- ✓ Make sure the content relates to the question.

**R2 = Recite:** Answer the question in your own words, not the authors. Record key facts and phrases as needed for each question.

- ✓ Write the answer using only key words to help recall the entire concept.
- ✓ Recall mentally or recite orally the highlights of what you have read.
- ✓ Ask yourself questions and answer them in your own words.
- ✓ Underline after you have read in order to decide what is most important.

**R3 = Review:** Create a summary paragraph for each question.

- ✓ Use study groups, oral recitation, 3 X 5 flashcards, etc.
- ✓ Increase your retention of the material and cut cramming time by 90%.

### **Tutoring Physical Sciences and Math**

- 1. Use verbal associations or similar concepts with familiar language to help students learn and remember scientific terminology.**
- 2. Simplify relationships by using drawings.** You can tell the tutee to picture the human body in his/her mind for instance when explaining anatomical terms, or you can actually draw pictures or use them from a book.
- 3. Break a problem down into small parts, solve each part and then show the whole picture.**
- 4. Discuss advantages and limitations of different problem-solving approaches and demonstrate how to change problems to recognizable forms.** Tutors should provide tutees with shortcuts that work best for them, making sure not to neglect the way the instructor works problems so that they can be done either way.
- 5. Show students how to check their own solutions to increase their self-confidence.**
- 6. Have the tutee explain the answer to a problem to check their comprehension.**

7. **Have the student work the problem backwards to check their comprehension.** This aides the tutee with retaining the method used to solve the problem.

### **Tutoring English**

1. **Use brainstorming techniques to stimulate a tutee's creativity.**
2. **Urge the student to write down ideas without editing.**
3. **Ask the student leading questions in order to help the tutee come up with ideas.**
4. **Encourage the tutee to re-read their paper out loud.**
5. **Have the student verbally pinpoint what they want to put in writing.**
6. **Place the emphasis on content rather than correcting errors.**
7. **Use a process of elimination to arrive at the final ideas to be used.**

### **Tutoring Social Sciences**

1. **Provide context, apply theories and use analogies.**
2. **Encourage the tutee to use critical-thinking skills.**
3. **Make terms meaningful by relating them to everyday life and clarify distinctions in order to help students separate like terms from one another.**
4. **Administer a practice test or have the student make up one.** This aids in preparing them for their exams while reducing their test anxiety.
5. **Encourage students to read all the chapters and outline the text or take notes from the text.**
6. **Monitor the tutees' reading techniques to make sure they are not trying to digest too much at one sitting.** Encourage the tutee to acknowledge their own attention span by asking questions such as, "What have I just read?" or "What was the main point of that chapter?"

### **Tutoring Humanities**

1. **Instead of simple yes or no questions, use the Socratic Method of asking open-ended questions in which the student will need to respond using their thought processes.**
2. **Do not provide answers for students.** Turn their questions into other questions for them to answer or give them hints and allow time for the tutee to think before responding.
3. **Identify students' weak areas and work on them respectively.** Offer encouragement and be patient with tutees as they manage their way through the process.
4. **Explain that humanities courses are designed to provoke thought and there is not always one correct answer.** Answers must, however, be well thought out and have main ideas that can be supported by quality research.
5. **Have the student practice taking essay exams.**

### **Tips for Working With Underrepresented Students**

1. **Be sensitive and patient.**
2. **Allow students to express their opinions.**
3. **Learn that disagreement does not mean dislike for one another.**
4. **Let the student know that you respect them as a person and value their input and perspective.** Tutors should never talk down to the tutee.
5. **Realize that students may have had educational and life experiences that are very different from your own.** Use your natural language; do not change the way you speak in order to make them feel more comfortable. Be you!

6. **Address issues in an upfront manner; ignoring problems do not make them go away.**
7. **Put yourself in the tutee's shoes.**

### **Tips for Working With Middle School Students**

1. **Encourage critical thinking.** Although it may be tempting to tell the student everything you know about a given subject, resist the urge to do the work yourself. Instead, explain your own thinking process and help your students build their own academic skills.
2. **Write and write and write some more.** Tutees must write for a variety of purposes, so additional work on grammar, sentence structure and punctuation may be needed. A tutor can harness the power of creativity. In your session, experiment with poetry or try writing a screenplay.
3. **Teach academic success skills.** Many students need explicit instructions on how to organize material, take notes and study for tests. A tutor can help a student gain mastery in these areas by explaining and modeling. Bring your date book to sessions to show how you organize your time.
4. **Become an advocate.** In addition to questioning students about schoolwork, making direct connections with classroom teachers helps you give and receive valuable feedback. Help your students figure out what to do when they have questions or concerns in class.
5. **Set attainable goals.** It is imperative to set goals so that the session stays on task and results in concrete accomplishments. Reflect on the progress made and ask the student involved to do the same! (NWREL, 2003).

### **Tips for Working With High School Students**

1. **Be a sounding board.** Whether assessing different career paths or contemplating college choices, high school students need to discuss the pros and cons of choices to help determine direction in their lives. Encourage your students to become future-oriented in their thinking. Respect their individuality and their confidences.
2. **Model the service ethic.** Too often, youth feel alienated. Demonstrating ways to become involved may help them establish a positive role in their families, schools and communities. Do not be afraid to talk about your own volunteer work.
3. **Know your learner.** Research and experience show that individualized learning, tailored to a student's learning style, can raise self-confidence and skills. Reading and discussing topics of personal interest help develop the habit of lifelong learning.
4. **Ask for help when you need it.** No one expects you to be an expert on everything. Collaborating on research is much more valuable than launching into a lecture. Simply stating "I don't know", and investigating questions together might give you an opportunity to introduce your students to the wonders of Internet-based research.

### **Tips for Working With Student-Athletes**

1. Make sure you are not doing too much to assist them for this hurts the student-athlete. The tutor should focus on how the answer is derived and what steps are taken to arrive at the correct answer. When working on papers, it is imperative that the tutor only assist and review.
2. Review notes, mock exams and study guides are excellent supplementary tools, but they should never replace the student's own notes.

3. It is important to remember that student-athletes are under the supervision of the NCAA. This means that there are a great many rules that they must follow. Any violation of these rules could result in the student-athlete becoming ineligible for competition.

### **Tips for Working With Adult Learners**

1. **Honor experience.** Adults learn best when they can integrate prior experience with new learning. They must collaborate with you on setting goals and choosing activities. Allow adults plenty of discussion and processing time so they can “bring the old into the new”, for the effective transfer of learning.
2. **Content matters.** More and more publishers are producing high-content, low-reading-level books. After you know what interests your tutee, choose books accordingly. Aligning materials with interests personalizes the reading process. It may also help an adult learner maintain motivation.
3. **Make it relevant.** These learners have often survived without the advantages of high literacy skills. They can operate without them, so you need to help them see literacy as an important part of their lives. Read from the voter’s pamphlet, the sports page, a road atlas, etc.
4. **Create a supportive learning environment.** Carl Rogers, a psychologist, spoke of unconditional positive regard. He argued that this quality, the ability to accept another person without judgment, is essential for learning to proceed and change to occur. So, in addition to your skills, don’t forget to bring sensitivity and respect to the tutoring table.
5. **Practice being flexible.** You may need to modify your expectations, both for yourself and those you tutor. When working with adults, it is essential to meet them where they are. Some days you may just have to toss your well-planned lesson. Let the learner be your guide!
6. **Record your impressions and observations.** Your notes can be a valuable source of information. Use them to plan activities, chart progress and provide feedback. In addition, collecting pieces of work over the course of your tutoring can contribute to a portfolio of work that speaks for itself. Make sure that you discuss progress in the sessions, too.

**Researching on the Web:** Tutors are expected to review web resources prior to sharing them with students. Please follow these guidelines when providing web resources to tutees:

- ✓ Review the website before sharing it with the student.
- ✓ Do not share any inappropriate websites with students.
- ✓ Ask the student if he or she knows how to find a good web resource; if not, show the student how.
- ✓ Do not just give the tutee web sites. Take the tutee to the site, and show the student what they should be looking at or for at the site.
- ✓ Choose sites that have sound educational backing and are not just someone’s unfounded opinion on the subject.
- ✓ Choose sites that have minimal commercial features.
- ✓ Explain to the student why you chose the site you shared with him or her.
- ✓ Do not give the student subscription sites that he or she will not be able to access.
- ✓ Keep in mind that libraries have excellent reference sites, which can be accessed through their home pages.

**Dealing With Difficult Students:** If the tutee is rude or obscene, tell the student that his or her language is inappropriate and that you are going to end the session if the behavior continues. If it

continues, end the session immediately. Do not enter into or prolong an argument or discussion with the student. Language that can be characterized as harassing, libelous, privacy invading, abusive, threatening, harmful, vulgar, and objectionable material of any kind is prohibited. Immediately notify the Tutoring Coordinator and he or she will address the issue with the tutee. If a student is simply fooling around, ask the tutee if they have a question they need help with. If after trying to elicit a response, you find that the tutee does not have one, then suggest that the tutee come back when he or she has a question and/or tell them you have to end the session because you have other students waiting. The tutoring atmosphere should be professional.

**Personal Opinions:** Tutors are requested not to share personal opinions about religious, political or sexual issues with students. If a tutee requests a tutor's opinion about other subjects, the tutor should clearly state that it is a personal and not a professional opinion.

**Confidential Information:** Tutors shall hold all confidential information in strict confidence and shall not disclose any information to any third party. Tutors shall not use any information for their own benefit or for any purpose except to assist in the tutoring session. Confidential information in this agreement means all information and any idea in whatever form, tangible or intangible, whether disclosed to or learned by the tutor of the tutee regarding age, sex, religious affiliation, ethnicity, national origin, ancestry, disability, etc. Under certain federal regulations governing privacy in education (Buckley Amendment, 20 U.S.C., 1232g with regulations at 34 CFR 99), information about a student may not be disclosed without the student's prior written consent. If you are asked by anyone for information about one of your tutees and you have a question about disclosure, please consult the Tutoring Coordinator before releasing any information.

**Discipline Policy:** Tutors may face disciplinary action for any of the following: poor performance, improper conduct and/or insubordination. Poor performance usually comes in the form of complaints from the tutee, the advisor or from poor evaluations at the end of the term. Tutors who perform poorly will be issued a warning or may face termination depending upon the nature of the complaint. Improper conduct would include but not be limited to: forging records, using improper language, calling a student any kind of name, dating a tutee, and behaving disrespectfully toward the tutee, advisor or tutoring staff. Insubordination is defined as any unruly behavior, which disrupts the learning environment and undermines the attempts of staff.

**Conditions of Employment:** CAEO reserves the right to modify, interpret or terminate any or all of the policies and practices described herein at any time, with or without reason or notice. The language contained in this Tutor Manual is not intended to create, nor is it to be construed to constitute, a contract between CAEO and its tutors. All tutors are employees of UNLV and CAEO, and as such, we reserve the right to terminate the relationship at any time, with or without notice. Tutors are employees of the university and state system, and as such, are under guidelines prohibiting discrimination or harassment of any type.

**Resources (People, Organizations, Supplies, Money):** From time to time, students may have outside influences which impact their academic performance. These influences may be in the form of work, stress, family/relationship problems, medical issues, low self-esteem, depression, as well as a host of other concerns. Please realize that many of these issues are outside the scope of the tutor's responsibilities, and therefore, the tutee should be referred to the appropriate on-campus resource or

the Tutoring Coordinator. The role of the tutor is to tutor, not to teach or counsel fellow students. View yourself and your tutee as individuals sharing a learning experience. You are not Sigmund Freud; UNLV has excellent psychologists who are trained to provide personal counseling.

**Student Counseling and Psychological Services** have psychologists and counselors who specialize in dealing with the problems commonly experienced by college students of all ages and collaborate with the student to increase self-understanding and develop the skills necessary to overcome personal concerns. CAPS provides the following: individual and group counseling, couples and family counseling, crisis intervention, medication evaluation and management, psychological assessment and testing, drug and alcohol use assessment, educational workshops and presentations, referrals to community health care providers, and “talk before you drop” telephone hotline.

**Learning Enhancement Services** provides many resources which compliment the CAEO Tutoring Program. LES specializes in a variety of services: disability services, learning strategies and supplemental instruction. A portion of the New Tutor Orientation is set-aside for LES to discuss these services. If you suspect that your tutee may have a learning disability, please refer them to LES for appropriate and accurate advice.

**Academic Advising** is provided to UNLV students by their colleges and/or departments. From time-to-time it may be helpful to discuss course selections and professors with your tutees. However, tutors should not make a habit of giving academic advice to fellow students since requirements often change every couple of years. The best bet is for you to refer the tutee to their academic advising center or department to avoid any mistakes that may prevent a student from graduating.

**Career Services** specializes in internships, job recruitment, counseling, resources and fairs. As a tutor, you may have a keen sense of where you are headed in the future. This vision may be of particular use to your tutee so we encourage you to share your own experiences within your chosen area of expertise. Remember to refer individuals to Career Services if they have specific questions concerning career fields, rates of pay, etc.

**Campus Housing** provides students with the opportunity to live on-campus while exposing them to numerous activities designed to enhance their college experiences. Campus Housing handles room assignments, roommate preferences, academic achievement awards, as well as a host of other university-related functions. Tutors should allow staff within this area to handle any concerns related to a tutee’s on-campus living situation.

**Student Health Center** provides prevention and education opportunities in an accountable quality health care setting that is accessible and cost effective to UNLV students. The program promotes a balance between mind, body, spirit and community through the development of self-responsibility and life-style choices in a diverse population. Tutees with health-related issues should be referred to this on-campus facility.

The **Office of International Students and Scholars** assists students with making a smooth transition into successful academic, professional and social experiences at UNLV. ISS provides assistance with employment, visa and travel issues as well as immigration advising and related documents. If you are

tutoring an international student, please allow ISS to handle any issues related to these students since mistakes can cost them the opportunity to attend college in the United States.

The **Writing Center** at UNLV provides students with proofreading for their college-level papers. Consultants can accommodate students via appointments, online or through workshops designed to enhance writing skills. The Writing Center Staff represent several distinct disciplines, and therefore, most students can find a consultant who best fits their writing needs.

The **English Language Center** prepares students to use English effectively in academic situations, professional situations, and in everyday life. ELC provides formal language instruction in a friendly setting; classes are small, giving students opportunities for interaction with both teachers and students. The use of instructional technology aides the ELC in meeting the diverse language needs of all students.

**Center for Academic Enrichment & Outreach  
Acknowledgment Letter**

Dear Tutor:

This letter is to acknowledge receipt of the CAEO Tutoring Manual, along with all of its provisions and requirements for employment. The Center for Academic Enrichment and Outreach requires that every new tutor go through a 2-hour orientation, along with signing this acknowledgment letter. Please read the following information carefully and initial each item and sign at the bottom.

- \_\_\_\_\_ As a tutor, you must never do the tutee's work
- \_\_\_\_\_ The tutoring staff must approve all tutoring assignments. Any changes in assignments must be made through the CAEO Tutoring Office.
- \_\_\_\_\_ You must be punctual for each session and be at the assigned or agreed upon tutoring location for each scheduled appointment. You must wait a minimum of 20 minutes for the tutee to arrive. If you are unable to attend a scheduled tutoring session, you must call the tutee and the CAEO Tutoring Office.
- \_\_\_\_\_ A Progress Report must be completed accurately for each tutoring session and be attached to the timesheets that lists the tutoring hours. If your timesheet is submitted without the appropriate Progress Reports attached, it will be held until the reports are received. This will delay your check.
- \_\_\_\_\_ All timesheets must be received in the CAEO Tutoring Office on the due date. Late timesheets will be held over to the next pay period. Any incomplete timesheets will be held until it is filled out correctly.
- \_\_\_\_\_ All tutoring must take place in an appropriate academic setting. Under no circumstance may tutoring take place in a home.
- \_\_\_\_\_ All individual or group tutoring assignments are scheduled at a maximum of 2 hours per week, per subject. Lab tutoring is unlimited but is subject to the availability of space on campus.
- \_\_\_\_\_ Appropriate dress is required for each tutoring session: no short-shorts, distracting logos, etc.
- \_\_\_\_\_ You must treat each tutee with respect and fairness.

I have read the CAEO Tutoring Manual and agree to abide by the rules and regulations set forth by the Center for Academic Enrichment & Outreach.

\_\_\_\_\_  
Tutor Name (Print)

\_\_\_\_\_  
Tutor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
CAEO Staff Initial

## **References**

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