This manual presents the trainee's workbook and the trainer's guidelines for the fifth of six modules in a teacher inservice series developed to promote the unified effort of both regular and special education personnel in understanding and applying nationally recognized practices to implement fully inclusive education for students with diverse learning abilities and disabilities. Module 5 is on skills for involving nondisabled peers in the inclusive education setting. The trainee workbook is in the form of 24 transparency masters and 3 activities which provide information and practice on peer involvement objectives, informal assessment procedures, direct observation, event and duration recording, peer tutoring arrangements and guidelines, a peer tutor training model, designing cooperative learning groups, and lesson plans for cooperative learning groups. Appendices offer questionnaires and a sample peer tutor script. The manual for trainers offers specific objectives and suggested comments keyed to each of the transparencies, addressing the topics of planning for peer involvement, peer tutors, and cooperative learning. A pre/posttest is also included. (DB)
An Instructional Series

Innovative Practices that Support Students with Diverse Learning Abilities in Neighborhood Schools

Building Inclusive Schools

MODULE 5 Peer Involvement

University of Kansas
Schiefelbusch Institute
for Life Span Studies

Kansas University
Affiliated Program
Module 5

Peer Involvement: Skills for Involving Nondisabled Peers in the Inclusive Education School

Trainee Workbook

Developed by:

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Developed by the

Kansas Project for the Utilization of Full Inclusion Innovations
for Students with Severe Disabilities

The Purpose of this Series

This series will: 1) promote the widespread use of promising, nationally recognized practices advocating fully inclusive education for students with diverse learning abilities in their neighborhood schools, and 2) provide an instructional package that promotes these promising practices through the unified effort of both regular and special education personnel.

University of Kansas
Schiefelbusch Institute for Life Span Studies
Kansas University Affiliated Program
2601 Gabriel
Parsons, Kansas 67357

Project Co-Directors
Charles Robert Campbell, Ed.D.
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<td>#17 Designing Cooperative Learning Groups</td>
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<td>#22 Lesson Plan for Cooperative Learning Group - Individual Goals</td>
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<td>#23 Lesson Plan for Cooperative Learning Group - Materials</td>
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<td>#24 Lesson Plan for Cooperative Learning Group - Interpersonal Goals</td>
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<tr>
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<td>42</td>
</tr>
</tbody>
</table>

Peer Involvement Trainee Workbook
Peer Involvement Objectives

The trainee will . . .

identify components of peer interactions.

design training for nondisabled peers in tutoring techniques.

design cooperative learning lessons that include students with diverse learning abilities.
Peer involvement is . . .

the planned participation of students with
out disabilities in the instructional and
social life of peers with diverse learning
abilities.
Building a Foundation for Acceptance

Realistic Acceptance of Individual Differences

Knowledge     ↔     Attitudes     =     Behaviors

What students know about individuals with diverse learning abilities
What students perceive about individuals with diverse learning abilities
How students interact with individuals with diverse learning abilities
Informal Assessment Procedures

Interviews

Questionnaires

Direct observations
The Interview Process

**INTRODUCTION**
- Establish rapport
- Set atmosphere
- Become familiar

**FOCUS**
- Establish a purpose
- Set direction

**PROBES**
- Collect information
- Clarify responses
- Discuss issues

**CONCLUSION**
- Summarize data
- Plan instruction

Questionnaires

Forced choice

Open ended
Direct Observations

Event recording

Duration recording

Narrative recording

Peer Involvement Trainee Workbook
Event Recording

Student: **David**
Observer: **M. Smith**
Behavior Observed: *number of peer interactions in computer class*

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Occurrences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/2</td>
<td>8:15-8:30</td>
<td>HL</td>
<td>5</td>
</tr>
<tr>
<td>10/3</td>
<td>8:15-8:30</td>
<td>III</td>
<td>3</td>
</tr>
<tr>
<td>10/4</td>
<td>8:15-8:30</td>
<td>HL/1</td>
<td>6</td>
</tr>
</tbody>
</table>

X occurrences: 4.6 min.

Peer Involvement Trainee Workbook
## Duration Recording

**Student:** David  
**Observer:** M. Smith  
**Behavior Observed:** number of minutes of interactions in computer class

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Length of Occurrence</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/15</td>
<td>8:15</td>
<td>2 min.</td>
<td>wanted computer</td>
</tr>
<tr>
<td>8:20</td>
<td>8:23</td>
<td>3 min.</td>
<td></td>
</tr>
</tbody>
</table>

X Length occurrences 2.5 min.
# Narrative Recording

**Student:** David  
**Observer:** M. Smith

**Date:** 10/24  
**Time:** 8:15 am - 8:20 am

<table>
<thead>
<tr>
<th>Time</th>
<th>Before</th>
<th>During</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15</td>
<td>Mrs. Smith was helping another student with a computer.</td>
<td>David was quietly sitting at the computer table with his group.</td>
<td>Mrs. Smith said, &quot;I'm helping Alex's group now. Ask your group monitor for help&quot;.</td>
</tr>
<tr>
<td>8:16</td>
<td></td>
<td>David got up, walked to Mrs. Smith and pulled on her sleeve.</td>
<td></td>
</tr>
<tr>
<td>8:17</td>
<td></td>
<td>David returned to his group. He did not interact with</td>
<td>Mrs. Smith turned toward David's group.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:20</td>
<td>Mrs. Smith walked toward David's group (she was finished with Alex's group).</td>
<td>Gail asked a question.</td>
<td>Mrs. Smith turned to answer Gail's question.</td>
</tr>
<tr>
<td>8:21</td>
<td></td>
<td>David got up and walked to Mrs. Smith.</td>
<td>Mrs. Smith said, ask your monitor</td>
</tr>
<tr>
<td>8:22</td>
<td></td>
<td>David returned to the group, did not interact with the monitor</td>
<td></td>
</tr>
</tbody>
</table>
Design an Assessment Tool

Directions: Using the Problem Solving form provided and the narrative description of peers, Appendix D, design an assessment tool that will help a teacher or team determine the instructional needs of potential peer tutors. An example is provided in Appendix E.

1. The Problem/Purpose: Write the problem in general terms.

2. Analyze/Clarify the Problem. Rewrite the problem in the form of a question

3. Explore Alternatives: Brainstorm ______ minutes

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Consensus Forming (indicate by #)

1. 2. 3.

4. Select a Strategy: Briefly describe the plan of action.
5. **Clarify the Strategy:** *Describe each aspect of the plan.*

<table>
<thead>
<tr>
<th>What: Strategy to be Taken</th>
<th>Person Responsible</th>
<th>Begin/End Dates</th>
<th>Where</th>
</tr>
</thead>
</table>

6. **Implement the Strategy:** *Report outcome of plan.*

Next meeting: ____________________ (date) ____________________ (time)

Comments:

7. **Evaluate the Outcomes:** *Describe each aspect of data collection.*

<table>
<thead>
<tr>
<th>What: Data to be Taken</th>
<th>Person Responsible</th>
<th>How Often</th>
<th>Where</th>
</tr>
</thead>
</table>

**20**
Peer tutoring is . . .

one to one instruction on a particular topic or assignment by a classmate or fellow student.
Peer Tutoring Arrangements

Class wide same age tutors

Cross age tutoring

Peers with disabilities as tutors
Peer Tutor Guidelines

Compliance

Regular attendance

Age appropriate interests

Positive history

Willing to participate

Peer Tutor Training Model

Model tutoring

Guided practice

Supervised practice

Training

Evaluation
Peer Tutor Script

Materials:

Session Length Location Time Begin/End

Tutor Script:

Reinforcement:

Correction Procedure:

Evaluation Procedure:
Structuring Learning Opportunities

Cooperative learning

Individualized learning

Competitive learning
Cooperative learning is . . .

an instructional strategy where students work in small, mixed ability groups and are responsible for their groupmates' learning as well as their own.
Designing Cooperative Learning Groups

Record group lesson goal

Choose students for group membership

Assign roles

Record individual goals

Determine materials needed

Target interpersonal goals

Collect and analyze data

Comment and make recommendations

Peer Involvement Trainee Workbook
## Lesson Plan for Cooperative Learning Group

<table>
<thead>
<tr>
<th>Student: ___________________</th>
<th>Grades: ________</th>
<th>Lesson date(s): ___________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Lesson Goal: ________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td>Role</td>
<td>Individual Goal</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
<th>Interpersonal Goals</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td>Individual Goal</td>
<td>Data</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------</td>
<td>------</td>
</tr>
<tr>
<td>1. Mary</td>
<td>correctly spell 19/20 words (95% accuracy)</td>
<td>Postest = 100%</td>
</tr>
<tr>
<td>2. Jonathon</td>
<td>correctly spell 17/20 words (85% accuracy)</td>
<td>Postest = 90%</td>
</tr>
<tr>
<td>3. Cindy</td>
<td>correctly spell 19/20 words (95% accuracy)</td>
<td>Postest = 95%</td>
</tr>
<tr>
<td>4. David</td>
<td>point to 8/10 words (80% accuracy)</td>
<td>Postest = 80%</td>
</tr>
</tbody>
</table>

**Materials**
- vocabulary lists
- markers
- data sheet
- pencils/paper

**Interpersonal Goals**
- taking turns
- talking quietly
- encouraging all group members

**Peer Involvement Training Workbook**
Lesson Plan for Cooperative Learning Group

<table>
<thead>
<tr>
<th>Student: English/Spelling</th>
<th>Group Lesson Goal: Using pre-identified vocabulary words, students will achieve a 30% increase over pretest spelling score.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades: 7th</td>
<td>Lesson date(s): every Thursday</td>
</tr>
</tbody>
</table>

**Role** | **Individual Goal** | **Data** |
--- | --- | --- |
helper | correctly spell 19/20 words (95% accuracy) | Posttest = 100% |
r reader | correctly spell 17/20 words (85% accuracy) | Posttest = 90% |
en encourager | correctly spell 19/20 words (95% accuracy) | Posttest = 95% |
rec recorder | point to 8/10 words (80% accuracy) | Postest = 80% |

**Group**

**Materials**
- vocabulary lists
- markers
- data sheet
- pencil/paper

| Interpersonal Goals | Comments |
--- | --- |
- taking turns
- talking quietly + reinforcing all group members
- 10/15/9 - this group is working well
- 10/20/9 - need to change roles

Peer Involvement Trainee Workbook
# Lesson Plan for Cooperative Learning Group

**Student:** English/Spelling  
**Grades:** 7th  
**Lesson date(s):** every Thursday  

## Group Lesson Goal:
Using pre-identified vocabulary words, students will achieve a 30% increase over pretest spelling score.

<table>
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</tr>
</thead>
<tbody>
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<td>encourager</td>
<td>correctly spell 19/20 words (95% accuracy)</td>
<td>Postest = 95%</td>
</tr>
<tr>
<td>4. David</td>
<td>recorder</td>
<td>point to 8/10 words (80% accuracy)</td>
<td>Postest = 80%</td>
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</tbody>
</table>

## Materials
- vocabulary list
- markers
- data sheet
- pencil/paper

## Interpersonal Goals
- taking turns
- talking quietly
- + reinforcing all group members

## Comments
- 10/15/9- this group is working well
- 10/20/9- need to change roles
# Lesson Plan for Cooperative Learning Group

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**Lesson date(s):** every Thursday

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**Materials**  
- vocabulary lists
- markers
- data sheet
- pencil/paper

**Interpersonal Goals**  
- taking turns
- talking quietly

**Comments**  
- 10/15/9 - this group is working well
- 10/20/9 - need to change roles
- + reinforcing all group members

**Materials**

**Interpersonal Goals**

**Comments**
# Lesson Plan for Cooperative Learning Group

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**Lesson date(s):** every Thursday

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</tbody>
</table>

**Materials**
- vocabulary lists
- markers
- data sheet
- pencil/paper

**Interpersonal Goals**
- taking turns
- talking quietly
  
**Comments**
- 10/15/9: this group is working well
- 10/20/9: need to change roles
  
+ reinforcing all group members
Lesson Plan for Cooperative Learning Group

Student: English/Spelling  
Grades: 7th  
Lesson date(s): every Thursday

Group Lesson Goal: Using pre-identified vocabulary words, students will achieve a 30% increase over pretest spelling score.

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</thead>
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</tr>
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<td>correctly spell 17/20 words (85% accuracy)</td>
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<td>correctly spell 19/20 words (95% accuracy)</td>
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</tr>
<tr>
<td>4. David</td>
<td>recorder</td>
<td>point to 8/10 words (80% accuracy)</td>
<td>Postest = 80%</td>
</tr>
</tbody>
</table>

Materials
- vocabulary lists
- markers
- data sheet
- pencil/paper

Interpersonal Goals
- taking turns
- talking quietly
- reinforcing all group members

Comments
- 10/15/9- this group is working well
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<table>
<thead>
<tr>
<th>Student</th>
<th>Group Lesson Goal:</th>
<th>Role</th>
<th>Individual Goal</th>
<th>Data</th>
<th>Interpersonal Goals</th>
<th>Materials</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades:</td>
<td>Lesson date(s):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Peer Involvement Trainee Workbook
References


Appendix A

Interview Format

Purpose: To determine why Joannie isn't included in recess activities with Suzie, Kate, and Meagan.

T Suzie, I've noticed that you play with Kate and Meagan everyday at recess. Do you enjoy playing with them?
S Yes. We have fun together. We also play together after school cause we live on the same street.
T Joannie also lives on your street. Do you play with her when you are at home?
S No, we don't. We don't play with her here or at home.
T Is there a reason you don't play with her?
S We don't like her.
T What don't you like about her?
S A bunch of things. Kate and Meagan don't like her either.
T Is it because she has trouble playing some of the games you like to play?
S No, we all don't always play the games right.
T Is it because she has trouble telling you in words what she is thinking?
S No, we usually can figure out what she wants us to know.
T O.K., then tell me exactly why you don't like her.
S Because she always brings her little sister with her.
Appendix B

Forced Choice Questionnaire

**Older Students**

1. How well is (student's name) liked and accepted by other students?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>very unpopular</td>
<td>unknown</td>
<td>popular</td>
<td>very popular</td>
<td></td>
</tr>
</tbody>
</table>

2. Would you like to meet (student's name)?
   - Yes
   - No

**Younger Students**

1. Do children like ________________(read by the teacher)?
   - Yes
   - Don't Know
   - No

2. I would like to (play, eat lunch, go to a party) with (student's name). (Read by teacher).
Open-Ended Questionnaire

Older

1. Being around (student's name) makes me feel
   
   ____________________________.

2. When I see (student's name) I usually
   
   ____________________________.

Younger

1. When I see (student's name) on the playground, I want
   to ____________________________.

2. Sitting next to (student's name) make me
   
   ____________________________.
Appendix D

Narrative Descriptions of Peers

The following are brief descriptions of five students being considered for peer involvement training.

Mary (the teacher's pet): is 11 years old and is currently in the 6th grade. She is interested in sports and plays on the school basketball and softball teams. She also plays the piano. She is an above average student academically. She loves to read. She is sometimes described as the "teacher's pet" because she is always doing things for the teacher.

John (the quiet, artistic type): is 12 years old and is currently in the 6th grade. He is the president of the Art Club. He enjoys drawing and sculpture. He makes average grades in academic subjects. John's best friend is Fred. John's youngest brother has Down Syndrome.

Fred (the computer wizard): is 12 years old and is currently in the 6th grade. He spends part of every other day participating in the gifted program. Fred is a "straight A" student. He has his own computer at home and enjoys "cruising the information highway." He has been teaching John how to use a new computer drawing program.

Larry (the class clown): is 11 years old and is currently in the 6th grade. Larry is a very bright young man, however, his grades are inconsistent. He loves to participate in class discussions and seems to always have some information or comments to contribute. He likes to make the class laugh, but sometimes this gets Larry into trouble with his teacher.

Jane (the most popular girl in class): is 12 years old and is currently in the 6th grade. Jane is well liked by the class. Her academic grades are A's and B's. She makes friends easily, and as a result, has a lot of friends. When students in the class have problems, they usually confide in Jane.
Design an Assessment Tool

1. The Problem/Purpose: Write the problem in general terms.

prepare students to be peer tutors

2. Analyze/Clarify the Problem. Rewrite the problem in the form of a question

How to determine the instructional needs of potential peer tutors in terms of social and academic involvement with students with diverse learning abilities

3. Explore Alternatives: Brainstorm (10 mins) minutes

1. Interview students 5
3. Observe student behavior 7
4. Questionnaire 8.

Consensus
Forming
(indicate by #)

1. #1
2. #3
3. #4

4. Select a Strategy: Briefly describe the plan of action.

Teacher with interview potential peer tutors.
5. Clarify the Strategy: Describe each aspect of the plan.

What:

<table>
<thead>
<tr>
<th>Strategy to be Taken</th>
<th>Person Responsible</th>
<th>Begin/End Dates</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine questions to be asked</td>
<td>classroom teacher</td>
<td>9/7/94</td>
<td>classroom (planning period)</td>
</tr>
<tr>
<td>Get parent permission</td>
<td>paraprofessional</td>
<td>9/8/94</td>
<td>send letter home</td>
</tr>
<tr>
<td>Set up interview schedule</td>
<td>paraprofessional</td>
<td>9/12/94</td>
<td>in classroom</td>
</tr>
<tr>
<td>Conduct interviews</td>
<td>classroom teacher</td>
<td></td>
<td>as scheduled in teachers lounge</td>
</tr>
</tbody>
</table>


Next Meeting: 9/30/94 (date), 10:40 (time), teacher's lounge (place)

7. Evaluate the Outcomes: Describe each aspect of data collection.

What:

<table>
<thead>
<tr>
<th>Data to be Taken</th>
<th>Person Responsible</th>
<th>How Often</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>classroom teacher</td>
<td>pretest (date)</td>
<td>teacher's lounge</td>
</tr>
<tr>
<td>Mary, Larry,</td>
<td>scheduled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John, Jane, and</td>
<td>posttest (date)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fred</td>
<td>two weeks</td>
<td></td>
<td>later</td>
</tr>
</tbody>
</table>

To be completed at meeting

Peer Involvement Trainee Workbook 51
Appendix F

PEER TUTOR SCRIPT

Performance: keeping a running total of the dollar amount of grocery items using the "dollar up" method

Materials:
- two calculators
- data collection form
- pencil

Session Length: 10 minutes
Location: grocery store
Time/Begin/End: 10:00 to 10:10

Tutor Script: “This (grocery item) cost $1.45. The next dollar value of $1.45 is $2.00.”
  “Now I want you to say it with me.”
  *The student and the tutor should say, “the next dollar value of $1.45 is $2.00.”
  “What is the next dollar value of $1.45?”
  *The student responds with, “$2.00”. “Yes the next dollar value is $2.00.”
  “Now I’m going push the 2 button on my calculator. I want you to push the 2 button with me.”
  *David should push the 2 button on the calculator.
  “Now I want you to push the 2 button on your calculator.”
  *The student should push the 2 button on his calculator. Say to David, “Good.”
  “Now I’m going to push the plus sign button on my calculator. Push the plus sign button with me.”
  *David should push the plus button with the tutor. Look at David and say,
    “That’s right, you pushed the plus sign button on the calculator.”
  “What do you need to do next?”
  *The students responds, “Push the plus button.”
  *The student pushes the plus button on his calculator.
Continue the sequence with the next item.
If the student fails to repeat after the model, repeat the question.
If the student provides an incorrect response on the second trial move to the next item.

Reinforcement:
Praise David each time he responds correctly response, saying, “Good job David.”

Correction procedure:
When the David is off task (for more than 30 seconds) redirect him back to the task by saying, “David, what do you need to do next?”

Evaluation procedure:
Tally the number of correct and incorrect responses
Sample IEP

INDIVIDUALIZED EDUCATION PROGRAM

Student

Name: David  
School: Adams  
Grade: 7  
Date of Birth: 4/3/83  
Age: 12

Committee

Mrs. Wrens  
Mrs. Snow  
Mr. Lajoie  
Mr. Thomas  
Mrs. Ryan  
Ms. Long  
Mrs. M.  
David  
Mr. Green  
Principal  
Regular Teacher  
Counselor  
Resource Teacher  
Psychologist  
Speech/Lang. Pathologist  
Mother  
Student  
Physical Therapist

Current Placement: Regular Classroom

IEP from 9/15/9- to 9/15/9-

Present level of Educational Functioning  
Annual Goal Statements  
Instructional Objectives Objective Criteria and Evaluation

1.0 Domestic

Strengths
* makes bed with supervision  
* puts dirty clothes in hamper  
* sets table at night

Weaknesses
* bathing and washing hair independently  
* taking out the trash  
* dusting and sweeping

David will take the trash out independently.  
1.1 After dinner Mom or Dad will prompt David by saying, “Time to take out the trash”.  
Mom or Dad will then model the task (tie the bag, remove it from the trash can, take it out to the dumpster, then put a new bag in the trashcan) for one week.

1.2 After dinner David will take out the trash with prompts and supervision of Mom or Dad for 1 week.
Present level of Educational Functioning | Annual Goal Statements | Instructional Objectives Objective Criteria and Evaluation
---|---|---

### 1.3
After a prompt from Mom or Dad, David will take the trash out after dinner without supervision for 1 week 100% of the time.

### 1.4
David will independently take out the trash after dinner 100% of the time.

---

#### 2.0 Community

**Strengths**
- *enjoys going to the grocery store*
- *enjoys going to the movies*
- *is usually well behaved*
- *enjoys taking walks*

**Weaknesses**
- *responding to traffic signals*
- *reading street signs with numbers*
- *locating items verbally related to him*
- *reading items from a short list*
- *handling money*

David will respond to traffic signals appropriately before crossing the street.

#### 2.1
David will stop at the intersection facing the signal and repeat the peer or adult modeling either, "green means go" or "red means stop", depending upon the signal. The adult or peer will then cue him to go on green 9 out of 10 trials.

#### 2.2
David will stop at the intersection facing the signal and tell the adult or peer with him, "red means stop" or "green means go". The partner will then cue him to look for traffic and proceed through the intersection 9 out of 10 trials.

#### 2.3
David will stop at the intersection facing the signal, tell his partner when the signal is green and prompt his partner to look for traffic and proceed through the intersection 9 out of 10 trials.
<table>
<thead>
<tr>
<th>Present level of Educational Functioning</th>
<th>Annual Goal Statements</th>
<th>Instructional Objectives Objective Criteria and Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.4</strong> David will stop at the intersection, look at signal, look for traffic, and proceed through the intersection when appropriate, with supervision of a partner 9 out of 10 trials.</td>
<td><strong>2.5</strong> When a partner verbally asks David to get an item he/she is pointing at, David will repeat the name of the object he is suppose to get 100% of the time. (item is within view)</td>
<td><strong>2.6</strong> David will repeat the name of the item verbally and get the item while the partner is touching or pointing to the item 100% of the time. (item is within view)</td>
</tr>
<tr>
<td>David will locate items that are verbally relayed to him when grocery shopping with an adult or peer (i.e., “David, get me the milk.”)</td>
<td><strong>2.7</strong> David will repeat the name of the item and retrieve it 100% of the time. (item is within view)</td>
<td><strong>2.8</strong> David will repeat the name of the item verbally relayed to him and retrieve it 100% of the time. (item is not in view)</td>
</tr>
<tr>
<td>Present level of Educational Functioning</td>
<td>Annual Goal Statements</td>
<td>Instructional Objectives Objective Criteria and Evaluation</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
</tbody>
</table>

### 3.0 Math

**Strengths**
- Can discriminate letters from numbers
- Knows numbers 1-10
- Knows value of numbers 1-10

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>David will discriminate between dollars and coins. When presented with a dollar bill and a coin, David will point to the dollar bill 9 out of 10 trials.</td>
</tr>
<tr>
<td>3.2</td>
<td>David will name the coin presented 9 out of 10 trials.</td>
</tr>
</tbody>
</table>

**Weaknesses**
- Does not legibly write numbers.
- Does not add single digits.
- Does not discriminate coins from dollars, or coins from other coins.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3</td>
<td>David will discriminate between coins when presented in pairs 9 out of 10 trials.</td>
</tr>
<tr>
<td>3.4</td>
<td>David will discriminate between coins when presented in pairs 9 out of 10 trials.</td>
</tr>
<tr>
<td>3.5</td>
<td>David will legibly write his numbers from 1-9. David will copy the phone numbers of his immediate family (parents, brother, and grandparents with 2 or less erasures).</td>
</tr>
<tr>
<td>3.6</td>
<td>David will independently write his phone number with 2 or less erasures.</td>
</tr>
</tbody>
</table>
Present level of Educational Functioning | Annual Goal Statements | Instructional Objectives Objective Criteria and Evaluation
---|---|---

### 4.0 Socialization/Communication Skills/ Related Skills

**Strengths**
- *Good eye contact*
- *Affectionate toward others*

**Weaknesses**
- *Inappropriate greetings*
- *Unable to make choices independently.*

<table>
<thead>
<tr>
<th>Annual Goal Statements</th>
<th>Instructional Objectives Objective Criteria and Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>David will appropriately greet adults and classmates.</td>
<td>4.1 When greeted, David will respond by saying, “Hi, (person’s name),” instead of hugging the person in all circumstances (100% of the time).</td>
</tr>
<tr>
<td>David will make choices independently.</td>
<td>4.2 When given a choice of classroom cleanup duties, David will choose which duty he wants to do 4 out of 5 times per week.</td>
</tr>
<tr>
<td>David will choose what he would like to eat from the lunch menu 4 out of 5 items per week.</td>
<td>4.3</td>
</tr>
</tbody>
</table>

### 5.0 Vocational

**Strengths**
- *Completes assigned chores with assistance*

**Weaknesses**
- *Does not demonstrate many “related social skills”*

<table>
<thead>
<tr>
<th>Annual Goal Statements</th>
<th>Instructional Objectives Objective Criteria and Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>David will prepare cards or letters</td>
<td>5.1 David will insert the letter or card, seal the envelope, and stamp the envelope with assistance of an adult or peer 10 out of 10 trials.</td>
</tr>
<tr>
<td></td>
<td>5.2 David will insert the letter or card, seal the envelope, and stamp the envelope with supervision with 100% accuracy.</td>
</tr>
<tr>
<td></td>
<td>5.3 David will insert the letter or card, seal the envelope and stamp the envelope independently with 100% accuracy.</td>
</tr>
</tbody>
</table>
Pretest

Directions: Circle T if the answer is true or F if the answer is false.

1. **T** F When selecting a student for training as a peer tutor, the first priority to considered is that the candidate has no prior history with target student.

2. **T** F If students with diverse learning abilities are in the same classroom as nondisabled students, friendships will develop naturally.

3. **T** **F** Questionnaires are not useful tools in assessing nondisabled peers attitudes and knowledge of their peers with diverse learning abilities.

4. **T** **F** Students who receive instruction from peer tutors show significant academic gains, enhanced self-esteem, and develop positive social skills.

5. **T** **F** Any nondisabled student is potentially a good choice for becoming a tutor to a peer with diverse learning abilities.

6. **T** **F** Students who are to become peer tutors need adequate training before embarking on a peer tutoring program.

7. **T** **F** Teachers should use every available opportunity to engage students in competitive learning situations.

8. **T** **F** Students who work together in cooperative learning groups should work independently of each other if group goals are to be achieved.

9. **T** **F** One of the elements of cooperative learning is positive interdependence.

10. **T** **F** Direct observation is the most useful method of assessing students’ attitudes.
Module 5
Peer Involvement

Building Inclusive Schools
Innovative Practices that Support Students with Diverse Learning Abilities in Neighborhood Schools
Developed by the

Kansas Project for the Utilization of Full Inclusion Innovations for Students with Severe Disabilities

The Purpose of this Series

This series will: 1) promote the widespread use of promising, nationally recognized practices advocating fully inclusive education for students with diverse learning abilities in their neighborhood schools, and 2) provide an instructional package that promotes these promising practices through the unified effort of both regular and special education personnel.

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Schiefelbusch Institute for Life Span Studies
Kansas University Affiliated Program
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Parsons, Kansas 67357

Project Co-Directors
Charles Robert Campbell, Ed.D.
Patti C. Campbell, Ed.D.

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Module 5

Peer Involvement: Skills for Involving Nondisabled Peers in the Inclusive Education School

Trainer Guidelines

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Charles Robert Campbell, Ed.D.

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Kelly Spellman
Kristen Forbes, M.S.
Margaret M. Denny, M.S.
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<td>13</td>
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</tr>
</tbody>
</table>
1.0 Overview

1.1 Objectives

Peer Involvement Objectives
Page 1 - Trainee workbook

☐ The trainee will . . .

identify the levels of peer instruction leading to peer acceptance.

use appropriate peer training models to design training for nondisabled peers in tutoring techniques.

design cooperative learning to include students with diverse learning abilities.

1.2 Pretest

Optional - See Pre/posttest Section
Peer Involvement is...

the planned participation of students without disabilities in the instructional and social life of their peers with diverse learning abilities.

2.0 Planning for Peer Involvement

2.1 Definition of Peer Involvement

Peer involvement is the planned participation of students without disabilities in the instructional and social life of their peers with diverse learning abilities.

In the past, many students with diverse learning abilities were isolated from their peers in institutions, segregated schools and/or classrooms. Opportunities to interact for students with diverse learning abilities with students without disabilities, therefore, were limited.

Including students with diverse learning needs in typical schools has required educators and parents to consider how they view the education of all students.

One promising change made by many inclusive schools is structuring opportunities for students with and without diverse learning abilities to be involved socially as well as instructionally.

Before planned participation of students without disabilities in the social and instruction of their peers with diverse learning abilities can...
occur, knowledge of current interaction patterns should be determined.

- What target students know (knowledge), believe (attitudes) and how they act (behaviors) toward students’ with diverse learning needs will determine what information and experiences should be included in a peer involvement training program.

2.2 Components of Building Involvement

Building a Foundation for Acceptance

Three things to consider when designing systematic involvement of students with and without diverse learning abilities include:

- Knowledge
- Attitudes
- Behaviors

Knowledge

What students know about individuals with diverse learning abilities.

Knowledge impacts social and instructional interactions.

It is important to provide students with information that will facilitate positive interactions.
Students need information to help them understand how similar ALL students are in feelings, emotions, likes, and dislikes.

Attitudes

What students believe about individuals with diverse learning abilities.

The attitudes nondisabled students have regarding their peers with diverse learning abilities will be impacted by what they know.

Care should be taken to examine the attitudes individual students without disabilities have toward individual students with diverse learning abilities.

Information regarding how groups of individuals feel about other groups of individuals is not useful in planning student involvement strategies.

In addition, how realistic the attitudes of nondisabled students are may be directly related to their personal knowledge of and experiences with their peers with diverse learning abilities.

A student without direct experience may believe that Jeff, a student with severe mental retardation, could be his/her most confidential friend only later to be disappointed that this friend could not share confidences.
Behaviors

How students interact with students with diverse learning abilities results from what they know and what they believe about those students.

Student behaviors are actions that can be overtly observed.

What is observed during student interactions provides the most useful information.

It is student behavior, after all, that the teacher is seeking to change.

Educators can design instruction and guide experiences for nondisabled students to reduce real and perceived differences between themselves and their peers with diverse learning abilities.

To design appropriate instruction, teachers must have specific information about the knowledge, attitudes, and behavior of students targeted for instruction.

Useful information, realistic attitudes, and appropriate acquisition of skills will increase opportunities for all students to work together to attain educational goals.
2.3 Collecting Information

Informal Assessment Procedures

- Interviews
- Questionnaires
- Direct Observations

In order to obtain an accurate picture of what students know, feel, and do, teachers need to plan and collect information.

The following three informal methods are recommended to provide teachers with such information:

- Interviews
- Questionnaires
- Direct observations

The Interview Process

- See Appendix A for an example of the interview conducted to determine why Joannie is not included in recess activities.

- Interviews

A form of conversation designed to obtain specific information.

Interviews are good tools for assessing attitudes.

- Introduction

If the interviewer does not know the interviewee (student) well, it is important to establish rapport with the student.
Rapport is a relationship marked by harmony, conformity, accord, or affinity (Websters, 1971).

Rapport is usually established in an introductory conversation between the interviewer and the interviewee.

This interchange allows time for the interviewer and interviewee to become familiar with each other without interfering with the specific data collection process.

For example: "We sure have been getting a lot of rain lately."

Focus

In order to provide order and focus, the interviewer should establish the purpose of the interview.

A series of short positively stated questions will help the interview remain on focus.

For example: "Susie, as you know, Joannie (a student with severe disabilities) has been a part of our class for a week now. I'd like to ask you how you would feel playing with Joannie during recess."
Probes

The key to the success of the interview is to listen and ask questions.

Probing involves acknowledging the interviewee's response and encouraging a more complete response to obtain more specific information.

For example: "You said that you don't like Joannie. Could you tell me why you don't like her?"

Conclusion

The interviewer summarizes and interprets the information obtained to plan instruction.

For example: Susie does not play with Joannie because she hits and spits.

The teacher plans instruction to reduce Joannie's inappropriate behavior and teach Susie to deal with it.

Questionnaires

A series of written questions designed to gather specific data.

Questions can be forced choice or open ended.
A "forced choice" questionnaire provides a number of possible responses from which to make a choice. Example: See Appendix B

The open-ended format, the respondent must generate a response. Example: See Appendix C

Questionnaires can also be used to assess attitudes and knowledge.

Questionnaires can solicit information from students of varying ages and ability levels.

For Students who read the questionnaires can be in written form.

For nonreaders, it can consist of a picture format with directions given verbally to the student (Stainback & Stainback, 1985).

Direct Observations

A method that provides a permanent record of student behavior.

The following three observation techniques are useful when the teacher is interested in learning about the behaviors that are occurring.

Event recording
Duration recording
Narrative recording

Direct Observations

Event recording
Duration recording
Narrative recording
Event recording is counting the number of times the target behavior occurs in a given amount of time (the number of peer interactions).

For example: The student to be observed is named at the top of the recording sheet.

"David"

The person who is observing the student is indicated as the observer.

"M. Smith"

The behavior that is to be observed is described.

"The team is interested in how many peer interactions David has typically in computer class.

They are collecting baseline data.

M. Smith will use the same form to continue to collect data after the instructional strategy is implemented.

The date and time period that the observations occur are recorded

"10/1/9-from 8:15 to 8:30 a.m."

Next, number of times (occurrences) the behavior is observed are indicated by tally marks and totaled in the last column.
For example: "David averaged about 4 peer interactions in the morning computer class.

Duration Recording

Duration recording is measuring the length of time the target behavior last during a specified amount of time.

For example: With duration data the observer is concerned with how long a behavior lasts during a specified amount of time.

The same basic information is listed here as above (student's name, observer, behavior to be observed, and the date).

For example: "This time M. Smith is interested in how long an average peer interaction occurred during the morning computer class."

The exact time the observer starts collecting data and the exact time data collection ends is recorded.

The length of occurrence is then calculated. David’s peer interaction during the morning computer class was 2.5 minutes. A space is provided for anecdotal comments.

Narrative Recording

Narrative recording is taking notes about a behavior. The observer notes what occurred throughout the duration of the target behavior.

For example: "M. Smith is interested in how long an average peer interaction occurred during the morning computer class."

The observer notes what happened and when it occurred. This information is then recorded in the narrative recording section.
2.4 Design an Assessment

**Design an Assessment Tool**

Using the problem solving form provided and the Narrative Description of Peers (Appendix D), design an assessment tool that will help a teacher or team determine the instructional needs of potential peer tutors.

- An example is provided in Appendix E.
- Allow 20-30 minutes for teams to complete this activity
- Teams may share their design with other groups.

---

### Design an Assessment Tool

**A#1**

**Design an Assessment Tool**

**Directions:** Using the Problem Solving Form provided and the Narrative Description of Peers (Appendix D), design an assessment tool that will help a teacher or team determine the instructional needs of potential peer tutors. An example is provided in Appendix E.

1. **The Problem/Purpose:** Write the problem in general terms.

2. **Analyze/Clarify the Problem:** Rewrite the problem in the form of a question.

3. **Explore Alternatives:** Brainstorm possible solutions.

   - 1.
   - 2.
   - 3.
   - 4.

4. **Select a Strategy:** Briefly describe the plan of action.

---

**Narrative recording is a written description of an event.**

For example: The example that follows is a written description of an event that occurred during the morning computer class.

Narrative recording requires the observer to make a written anecdotal record of the behavior as it occurs.

This involves writing down a chronological listing of events that happen before, during, and after the behavior.
3.0 Peer Tutors

3.1 Definition of Peer Tutoring

Peer tutoring is...

Page 13 - Trainee Workbook

- Peer tutoring is one to one instruction on a particular topic or assignment by a classmate or student.
- There are several different ways that peer tutoring can be arranged.

3.2 Peer Tutoring Arrangements

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- Three peer tutoring systems used in inclusive classrooms include:
  - Class wide same age tutors
  - Cross-age tutors
  - Peers with disabilities as tutors

- A class wide same age tutor is a nondisabled student who is trained to tutor students (with or without disabilities) who are from the same age group.

- A cross age tutors is typically an older student without a disability, who are taught to be tutors of another student (with or without a disability).
Peer Tutor Guidelines

Compliance

Regular attendance

Age appropriate interests

Positive history

Willing to participate

3.3 Selecting Peer Tutors

The following guidelines are useful in selecting peer tutors.

Choose students who typically comply with teacher(s) requests.

Consider the attendance record of students who are potential peer tutors.

Students who are always late to school or who are frequently absent may not be the best choice for a peer tutor.

Potential peer tutors need to engage in age-appropriate behavior as they will serve as a role model.

How students with diverse learning abilities are perceived by others has much to do with the activities they perform and the behaviors they exhibit.

Potential tutors should have a positive or no previous history with the student.
It is also important for potential tutors to have time and extra effort to devote to peer tutoring activities. This may involve after school time to receive training and feedback sessions.

Once the peers have been chosen, the next step is to train them to be tutors.

3.4 Peer Tutor Training

After potential tutors and their training needs are identified, training strategies are designed.

First, the teacher or team needs to design instructional sequences for the task to be taught.

It should be broken down into a series of steps the tutor can follow.

It is helpful to script out exactly what the tutor is to say to the student.

The script is very specific. Dialogue is written exactly as the teacher wishes it to occur.

Any directions that the teacher wants the tutor to carry out are included in the script.

See Appendix I for an example.
First a number of questions need to be answered in developing the tutor script.

1. What materials are needed?
2. How long will the session be?
3. Where will the tutoring occur?
4. How long will the tutoring session last?

Model tutoring

Next, the teacher models the tutoring process with the trainee.

The initial phase of modeling by the teacher is important.

It is during this phase of the training that the tutor is shown how to give feedback, deliver error correction procedures, provide practice and instruction, and to take data.

Guided Practice

Next, the peer tutor practices with the teacher the role of tutor and the teacher becomes the tutee.

The teacher provides feedback and clarifies the tutoring procedure to the tutor.

This is the first opportunity the peer tutor has for practicing the tutoring format.

The teacher provides both positive and negative feedback.
- **Supervised Practice**

  The peer tutor practices with a capable student who role plays the tutee. The teacher should observe the session and provides appropriate feedback.

  This practice provides additional experience to the tutor before the tutoring sessions start with the targeted student.

- **Training**

  The peer tutor conducts the first training session with the target student.

  The teacher should make notes during the observation in order to discuss pertinent information with the peer tutor during the next phase.

  The teacher and peer tutor “debrief”.

  Feedback is given at this time to make any necessary corrections to the instructional sequence.

  Questions that pertain to or deal inappropriate and unexpected behavior is also addressed at the time.

  Debriefing should continue to take place periodically after tutoring sessions to ensure support and constructive feedback to the tutor.
Evaluation

The teacher schedules observations.

The teacher continues to periodically observe the tutoring sessions to determine if the tutor needs to be retrained or provided with additional training.

See Appendix F for an example of a tutor script.

It has some basic information needed for the tutoring session such as the materials needed, the session length, where tutoring will take place and the time frame for the tutoring session.

3.5 Design a Peer Tutor Script

Peer Tutor Script

With team members, choose a task and design a script for a peer tutor session for David (see IEP in Appendix G) or a student your team is working with.

An example of a peer tutor script provided in Appendix F.

Allow 20-30 minutes for teams to complete this activity.

Choose one member of each team to present their group’s script at the completion of the activity.
4.0 Cooperative learning

4.1 Approaches to Learning

- Teachers spend a good deal of time structuring their classrooms to facilitate interactions between students and materials, students and textbooks, and students and curriculum.

  The interactions sometimes overlooked by teachers, however, are the interactions between students and other students.

- A teacher's structure for student-to-student interactions impacts on how students learn to work with others, how they feel about working with others, and their self-esteem in team or group situations.

Three structures to learning frequently used by teachers include:

- cooperative learning
- individualized learning
- competitive learning

The appropriate use of each approach depends on what the teacher wants to accomplish.

- Cooperative learning is best used when the teacher wishes to pro-
Cooperative learning is...

Cooperative learning is an instructional method where students work in small, mixed-ability groups and are responsible for their groupmates’ learning as well as their own.

Cooperative learning approaches have become widely recognized in the literature as an instructional tool that is beneficial to students with diverse learning abilities.

4.2 Definition of Cooperative Learning

Cooperative learning is...

Examples include small group projects or activities.

Individualized learning is used to promote self-reliance and independent actions.

Examples include activities done independently such as homework, and individual projects, presentations, etc.

When demonstration of individual accomplishment is important individual learning strategies are the best to use.

Competitive learning is used when the attainment of a specific goal is desired by an individual.

Examples of competition include spelling bees, math contests, etc.

mote positive interdependence among small, heterogeneous groups.

Examples include small group projects or activities.

Peer Involvement Trainer Guidelines
Cooperative learning is an instructional strategy where students work in small, mixed ability groups, and reword are responsible for their groupmates' learning as well as their own.

Cooperative learning requires teachers to alter the way they organize and manage learning opportunities in their classroom.

Cooperative learning is much more than small group work. Simply allowing students to work together does not ensure that they are working cooperatively.

Key to effective learning groups is systematic planning.

4.3 Designing Cooperative Learning Groups

The following lesson plan structure is useful in designing effective cooperative learning groups.

- State group lesson goal
- Choose students for group membership
- Assign role
- State individual goals
- Determine material needed
- Target interpersonal goals
- Collect and analyze data
- Comment and make recommendations

This is a lesson plan for a cooperative group activity that includes a student with diverse learning abilities.

Peer Involvement Trainer Guidelines
Lesson Plan for Cooperative Learning Group - Group Lesson Goal

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- First, the subject area, grade level, dates of the lesson, and the group lesson goal is recorded.

  The goal should be written in observable and measurable terms.

  It should include behavior, conditions, and group criteria.

- Keep in mind, the overall group goal is to ensure that every member in the group has learned.

  For example: The subject area is language arts for the 2nd grade. The lesson will occur every Thursday. Using 10 previously identified vocabulary words, students will spell words achieving a 30% increase over the pretest spelling score.

Lesson Plan for Cooperative Learning Group - Group Membership

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- Optional membership includes students of high, medium and low task performance ability, communication skills, and social interaction skills.

- Ethnicity, gender and socio economic level is also considered in determining the composition of the group.
Typically, effective groups range in size from two to six members.

A maximum of six members maintains the element of face-to-face interactions and promotes positive interdependence (meaningful participation from all members).

Rotating teams periodically ensures that all students work with all other students in the class.

For example: Mary is an excellent student and works well with other students. She likes to help others.

Jonathan is an average student. He tends to be a little shy but works well with others after he gets to know them.

Cindy is an A student. She is very outgoing and likes to lead.

Mike is a student with diverse learning needs. He likes Mary and works well with her. He and Jonathan sometimes play together.
structured so that the group members depend on each other to successful complete the task.

This is referred to as positive interdependence (Thousand & Villa, 1992).

Positive interdependence requires all group members to coordinate their individual actions to help each other achieve the group goal as well as meeting their individual goals.

Some common tasks and relationship roles include facilitator, writer or recorder, encourager, and reader.

Roles depend on the goals and abilities of the group members and change as the objectives and outcomes of the group change and/or evolve.

Changing the roles of the group members distributes leadership responsibilities across members.

For example: The Helper will quiz Cindy on words, the Reader will read the words from list, the Encourage will praise contributions from the group members, and the Recorder will take data on # correct for group members.
To ensure that group members are accountable for their individual learning and their group outcome, measurable individual goals need to be included.

Include the behavior, conditions, and individual criteria that each member is expected to achieve.

Teachers need to assess each member’s contribution to the group work and provide feedback to strengthen individual skills as well as group outcomes.

For example: Mary will spell the vocabulary words with 90% accuracy.

Next list the materials and resources each member of the group will need to meet individual and group goals.

The environment or lesson location should also be considered.

Environmental conditions refer to things such as lighting, noise level,
visual and auditory input, physical arrangement of the room or desks, and the accessibility of materials

- Alternate locations could also be appropriate, (i.e., the library, hallway, outside).

Lesson Plan for Cooperative Learning Group - Interpersonal Goals

- In order to effectively work with others in a group, cooperative skills are required.

  If students have not acquired these skills, they must first be taught.

- Cooperative skills are social skills used when working in a group.

  Skills typically in elementary grades are staying with the group, sharing materials, taking turns, encouraging others, and speaking in quiet voices.

- Secondary students may need skill development in active listening, giving compliments, paraphrasing, and resolving conflict without criticizing group members. (Thousand, Villa, & Nevin, 1994).

  For example: In this example the teacher is interested in members of the group taking turns, talking
Trainer Guidelines

quitely and reinforcing each other.

☐ Finally the teacher can record comments that effect the group structure, task, etc.

For example:
10/15/9—this group is working well
10/20/9—need to change roles

☐ The teacher can also use this space to record comments concerning individual and group goals.

4.4 Design a Cooperative Learning Group

Design a Cooperative Learning Group

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☐ With team members, choose a task and design a lesson plan for a cooperative learning group.

Use your group’s target student or the example of David (see IEP in Appendix G).

Choose the other members of the group from your class or use the description of peers in Appendix D.

Use the Lesson Plan for Cooperative Learning Groups provided.
Allow 20-30 minutes for teams to complete this activity.

Choose one member of each team to present their group's lesson plan at the completion of this activity.

4.5 Post Test

Optional - See Pre/Posttest Section