

Emotionally Sound Tutoring

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Introduction



- Positive Learning Environments
- Strategies
- Intercultural factors
- Case Studies
- Respect

Building Blocks Of Learning

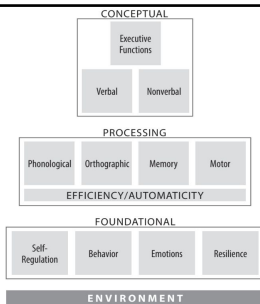


Figure 1.3. The Building Blocks of Learning model.



Parameters for a Positive Learning Environment

Context
Process
Content

Advanced Reading/Literacy Skills

Context	<ul style="list-style-type: none">• Instructional space• Student behavior
Process	<ul style="list-style-type: none">• Orton-Gillingham Approach• Principles of effective instruction
Content	<ul style="list-style-type: none">• Elements of structured literacy• Lesson plans• Deep teacher expertise

Figure 18.1. Context, process, content.

Context

- Least distracting location
- Less material on a page
- Space for sitting and standing
- Educator as a non-anxious presence
- Student's behaviours normalized
- Relaxed, pleasant climate - modeling kindness and respect

Process



- Good rapport - high degree of student involvement with the work
- Clear, consistent expectations
- Little wasted time - automatic procedures
- Verbal mediation

Content



- Students experience a high degree of success
- Sustaining mediation
- External Cues
- All elements of Structured Literacy
- Educator's expertise results in reading the student and flexibly delivering the content

Teaching Literacy Skills



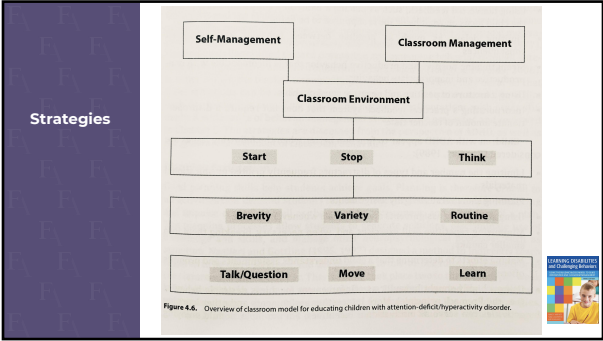
Strategies for a Positive Learning Environment

Behaviour's to Watch for

- Yawning
- Drooping
- Clowning Around
- Avoiding
- Going Off Topic
- Distracted

Because
When students begin to shut down, they:

- ▶ Make impulsive errors
- ▶ Skip procedural steps
- ▶ Overload



Rather than
just focusing on
what you will teach,
focus on
how you will teach.

Strategies



- First:Then
- Verbal Mediation
- Scaffolding
- Adapting as you go - always end on a win
- Consistency

Strategies for Tone



- Remain non-anxious
- Be positive and realistic
- Build success
- Active Listening
- Don't baby or patronize
- Don't try too hard to be cool
- Clear expectations
 - Periodically restate the expectations of the environment
- Give students a script for handling stress. Rehearse
- Natural body language

Planning Strategies



- Change the external before internal
- Clear desk
- Consider the student's view
- Teach specific skills
- Work on more complex problem-solving tasks in the morning; less structured in the afternoon
- Reduce novelty by not introducing lots of change at once
- Use preventive strategies
- Reduce complexity
- Consider developmental level rather than grade

Strategies during a Lesson



- Use class time effectively
- Structure and minimize transitions
- Prepare the student for changes
- Provide cues - external, visual, auditory cues that do not directly involve teacher intervention (self-monitoring)
- Offer feedback (verbal and non-verbal)
- Provide choice
- Pair a desirable task with an undesirable task
- Allow non-disruptive movement
- Keep things changing
- Note small signs of progress
- Give just enough support for the student to be successful
- Gradually fade supports, supervision, and incentives

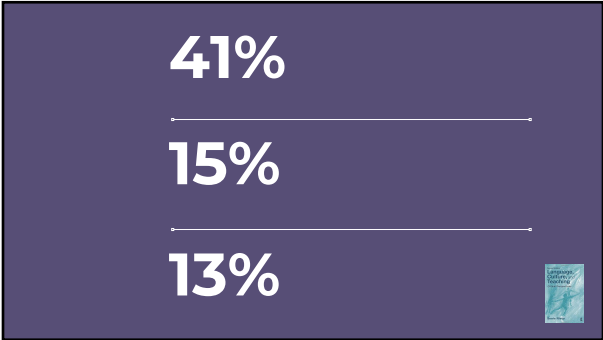



Two Kinds of Effortful Tasks:

1. Not good at it
2. Don't like it



Intercultural Considerations
for a Positive Learning
Environment



Intercultural/ELL considerations 

- Careful with assessment (words, vocabulary, and pictures)
- Challenges with specific sounds of English
- Grammar/syntax differences
- Morphology
- Cultural views on education

Intercultural/ELL considerations



Educator as cultural accommodator and mediator

- Sounds
- Vocabulary
- Representation

Intercultural/ELL considerations



“Language diversity is a **resource**
rather than a deficit”

Dr. Sonia Nieto

Case Studies

CASE STUDY

1

**STUDENT
PROFILE**

- Runner
- Culturally cautious in an educational environment
- Did not see the value in school
- Emotionally reactive
- Shut down easily
- Excuse for everything, "I can't read this."
- Writing was triggering
- Limited background knowledge
- Oral language impacted
- Moments of excellence

Case Study 1: Strategies



- Ensure success
- Explain psych ed
- Goal sharing
- Compare work from the beginning of the year to now
- Student specific expectations
- On alert in every lesson
 - Watch closely for any hint his emotions took over
 - Send on errands
 - "Last one" - 100% sure he could read or spell it
- Lesson options

CASE STUDY

2

**STUDENT
PROFILE**

- Gifted LD
- IEP goals: EF and Paragraph skills
- Could not list 10 ideas on any topic
- EF - threw a chair
- Writing - easily gave up and would not try again that day
- Intellectually want to prove all he knew
- Grade 8

CASE STUDY
2

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CASE STUDY
2
STRATEGIES

- EF
 - Developed a personal checklist
 - Timer on for 5 minutes
 - He could do the checklist or not
 - I calendared at the same time
- Writing Skills
 - Shared topic - tutor also created a list
 - Scribed (Unfill he could generate 10 ideas)
 - He chose the topic every other day
 - Once he could list 10 ideas, he chose his three best. Incrementally built skills.
 - He chose a theme of interest

CASE STUDY
3
STUDENT
PROFILE

- Resistant to do specific procedures
- Complete non-reader
- No intake testing because he couldn't do anything
- He had a superior attitude toward his peers - he's richer, smarter (GLD)
 - Been told he's smart and made him not want to work
- He knew 1 letter

CASE STUDY
3
STRATEGIES

- Procedures - "This is something we do here. It'll be tough, but we'll get through this."
- I do one; you do one.
- Ignored "I hate letter naming,"
- Started and ended the lesson happy - discussed Minecraft
- Managed expectations
- Attitude of benign indifference
 - Didn't baby or act overly chipper
 - No unrealistic praise
- Timed reading
- Showed growth
- Maintained success
- Bigger box, more words (3 phonemes, 4 phonemes)

CASE STUDY
4
Student Profile


- Refused to do OG
- Had been told he was not dyslexic and was very smart
- Insecure
- Told he could read (memorized words)
- Told he attended the school for behaviour (He had been kicked out of every other school.
- Said he would only do OG on the swings
- Siblings in a highly regarded school
- Anxious
- Severe ADHD; meds changing
- Came to OG after a really bad class.

CASE STUDY
4
STRATEGIES

- Advanced OG
- Started with parts of the lesson
- Taught him to read from a morphological perspective
- Skip whole day of school and have mom bring him to tutoring at the end.
- Happy to have him
- Connected at the beginning and the end of the lesson in a specific way
- Demo student
- Honest, Calm
- Respect
- Discussed strengths and how to get other skills on par
- Strict
- Lessons never changed

Emotionally Sound Tutoring



Models and Techniques 

Prevention

Correction/control

Intervention

**Know your limits;
Tutor within them**

Who has control?



Educator

Space
Pace
Content
Tone
Success

Student

Color of pen

4 steps
Or
24 steps,
We'll get
there





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