Emotionally Sound Tutoring

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Introduction

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

Blue

The colour of the clear sky and the deep sea. It is located between violet and green on the optical spectrum.
Parameters for a Positive Learning Environment

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
Strategies for a Positive Learning Environment

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

Because when students begin to shut down, they:
- Make impulsive errors
- Skip procedural steps
- Overload

Behavior's to Watch for

Strategies
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

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

41% 15% 13%
Intercultural/ELL considerations

Educator as cultural accommodator and mediator

- Sounds
- Vocabulary
- Representation

"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 psy ch 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

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
  - Scanned - (Until 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

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?

<table>
<thead>
<tr>
<th>Educator</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space</td>
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<tr>
<td>Pace</td>
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</tr>
<tr>
<td>Content</td>
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</tr>
<tr>
<td>Tone</td>
<td></td>
</tr>
<tr>
<td>Success</td>
<td></td>
</tr>
</tbody>
</table>

4 steps
Or
24 steps, We’ll get there
Emotionally **Sound** Tutoring

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**Resources**


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- Schub, Janet. The Dyslexia-Stress-Anxiety Connection. IDA Fast sheet.