



FIGURE A

## Peer tutoring folder

Source: Adapted from "Total Tutoring for Special and General Educators [Instructor's Manual]" by T. E. Heron & W. L. Heward, 2000. Columbus, OH: The Ohio State University Special Education Program. Used by permission.

- When the students have learned all 10 cards, the teacher places a new set of words in the GO pocket.
- Each session ends with the partners praising and complimenting each other for their good work.

## CHARACTERISTICS COMMON TO ALL FOUR MODELS

**Tutoring Folders and Task Cards** Each student in the class has a tutoring folder (see Figure A) containing a set of 10 task cards on specific curriculum content. Each card identifies one word, problem, concept, or fact to be taught to the child's tutoring partner. The task cards are in a GO pocket on one side of the folder. Also in the folder are a track chart to record the tutee's progress, markers to use for recording, and a STOP pocket to collect learned cards.

**Practice** One child begins in the role of tutor, presenting the task cards as many times as possible during a 5-minute practice period, shuffling the set of cards after each round. The teacher trains tutors to praise their partners' correct responses and to say, "Try again" when the tutee makes an error. If the tutee still does not respond correctly, the tutor says, for example, "This word is *tree*; say *tree*." A timer signals the end of the first practice period, and the partners switch roles. While students are tutoring, the teacher walks around the room, prompting and rewarding good tutoring behaviors, answering questions, and generally supervising the activity.

**Testing** After the second practice period, the students reverse roles again; and the first tutor tests her partner by presenting each task card once with no prompts or cues. The teacher gives tutors about 5 minutes each to test and record their tutees' progress.

- The tutor places cards that a tutee reads or answers correctly in one pile and missed cards in another.
- The students then switch roles again, and the first tutor is now tested on the words she practiced.
- The tutors then mark the back of each card to identify if it was "correct" or "incorrect" during the test. Each tutor records his tutee's daily progress on the chart.
- When a child correctly responds to a task card on the test for three consecutive sessions, that item is considered learned, and the tutor moves it to the folder's STOP pocket.

- *Clearly defined learning tasks/ responses.* CWPT programs are based on clearly defined learning tasks and explicitly defined peer tutoring roles and teaching responsibilities. Tutoring procedures are often scripted, and each tutor is expected to use standard procedures with little variation.
- *Individualized instruction.* Frequent pre- and posttests are used to determine individualized learning tasks for each student. Additionally, because CWPT uses one-to-one instruction, each learner's performance can be observed, checked, and redirected in ways more frequent and continuous than in teacher-led group instruction.
- *High rates of active student responding (ASR).* Well-designed CWPT programs provide each student with many opportunities to respond. Depending on the curriculum content, a student may make 100 or more responses during a 10-minute peer tutoring session. Total ASR increases further in reciprocal CWPT programs because each student responds to each item in the role of tutee (initial responses to tutor's prompts, repeating missed items) and tutor (prompting responses, discriminating between correct and incorrect responses, and providing feedback).
- *Immediate feedback and praise for correct responses.* Peer tutors provide feedback and praise to their tutees, and the teacher provides feedback to the tutors as a means of promoting high-quality peer teaching and learning during CWPT sessions.
- *Systematic error correction.* Tutors immediately and systematically correct mistakes by their tutees. Materials that reveal the correct response to the tutor enable students who are themselves learning the material to detect and correct errors.
- *Continuous monitoring of student progress.* All evidence-based CWPT models incorporate direct and frequent measurement of students' progress. These data are obtained in a variety of ways, such as end-of-session assessments by tutors, regularly