

King's College Education Department/Office of Volunteer Services

Flood Elementary School Tutoring Program

A Field Experience Involving Teacher Candidates and Diverse Student Populations
in the Local Schools

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*** Sections 7-13: Material taken From the *Bucknell Buddies Tutoring Handbook* (Spring 2005)***

Dear Tutor,

I would first like to welcome you to the Flood Tutoring Program. This is a year of new beginnings, fresh ideas, and a new look for the tutoring program. This is the first major change for the program since the tutoring portions of this program's inception three years ago. So let us go back and look at where and how the program was started.

In the early fall of 2000, Flood Elementary came to King's seeking help with an influx of Hispanics to the school. The elementary school felt that they were not able to meet the needs of the young Hispanic students and their families. Flood's original request was translating school documents as well as, communicating with the families (parent/teacher conferences). King's and its students graciously agreed to help. As the program began to develop, King's and Flood saw the need to provide extra help to the Hispanic students that were struggling to keep up with mainstream classes. Thus the Flood Tutoring Program was born. For the past three years the program has been held on the campus of King's College, Tuesday and Thursday afternoons from 3:30 to 5:30. The Flood Elementary students would walk from school to King's. When they arrived they were provided with a snack and drink; then they moved to other quiet areas (library or other rooms within the Sherrer house) to complete homework, study for tests and read out loud to their tutors. The program has grown so rapidly in the past two years that we are now moving the program to Daniel J. Flood Elementary School to accommodate more students. The move will keep us in better contact with the faculty and staff at Flood. As for the new beginnings, this is the first year that the program is working closely with our Education Department. Doing such, the program hopes to provide the Flood students with quality tutoring in addition to providing the King's College tutors with first hand experience working in an educational setting.

I would like to take this time to encourage you to put your best effort forward. These young students are adding extra hours to their already long days to get the extra help that they need. I would also like you to promote a positive attitude towards everything that you do. Many of the Flood students look forward to seeing their tutors during the week. You have just become a reliable person in that child's life. I would recommend that the tutors take the time to listen and encourage the younger Flood students.

Although the results of your work with the child might not be seen immediately and there might not be any signs of gratitude shown, remember that you are making a difference in that child's life. Also, take the time to nurture the relationship between the tutor and student it plays an important role in easing the tension within the learning environment. Finally, help your Flood student see that learning is fun; this will help the sessions run even smoother.

As we begin this new year of tutoring I would like to thank you for the work that you will be doing. Without you this program would not be successful. I am looking forward to a great year of fun and learning.

Sincerely,

Giancarlo Sarullo
Coordinator of After-School Partnerships

Emergency Information

<u>Police/Fire/Ambulance:</u>		911
<u>Poison Control Center:</u>		1-800-222-1222
<u>Giancarlo Sarullo:</u>	Office	570-208-5915

Procedures:

School Closings:

In the event that school is closed due to inclement weather or an in-service day, the tutoring will be cancelled for that day. (In this handbook on pg.4 is a WBASD calendar for the year.)

For weather closing please tune into any local TV or radio station
TV Channel: 16 WNEP, 22 WYOU, 28 WBRE
Radio Stations: 98.5 WKRZ, 97.1 WBHT

Student Pickup:

Students must be signed out before leaving the school! Pickup for students is at 5:30_{pm} students will remain in the library accompanied by their tutor until their name is called for dismissal by the coordinator. If a parent arrives late, the student and tutor are to remain in the library unless otherwise told by the program supervisor.

Protocol for Tutor Absence

If a tutor needs to miss a day of tutoring, the tutor must let me know by at least 1_{pm} on that day of tutoring. The absence notification needs to be in writing via e-mail.

If you are enrolled in Education Psychology, Developmental Psychology or Children's Literature the e-mail needs to be CC to your instructor.

Flood Elementary Reading Field Experience

Grading Rubric (Aligned w/ INTASC and IRA standards)

	1=Beginning	2=Developing	3=Accomplished	4=Mastery	Score
<p>Model reading and writing enthusiastically as valued life-long activities. <i>(IRA Standard 4.3)</i></p> <p>Vocabulary <i>(INTASC Standard 6)</i></p>	<p>Low volume or monotonous, little enthusiasm when modeling reading</p> <p>Use of non-standard English</p>	<p>Variable volume, some enthusiasm when modeling reading</p> <p>Some use of non-standard English</p>	<p>Comfortable volume, much enthusiasm when modeling reading</p> <p>Use of standard English</p>	<p>Made use of dramatic volume fluctuation, great enthusiasm when modeling reading</p> <p>Use of standard English</p>	
<p>The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities</p>	<p>Failed to speak or act in a professional manner. Displays lack of confidence or limited enthusiasm for teaching or for working with students; shows lack of sincerity or concern for students or their families.</p>	<p>Spoke or acted in a professional manner. Displays some lack of confidence but is optimistic about learning to work with students and families and to teach well; shows a willingness to grow and learn.</p>	<p>Spoke and acted in a professional manner. Displays confidence and enthusiasm for teaching and working with students and families; makes constant efforts to learn and improve in practice.</p>	<p>Spoke and acted in a professional manner. Projects enthusiasm and a high degree of energy for teaching; displays a genuine concern for students and families that translates into a constant pursuit of opportunities</p>	

<p>to grow professionally. <i>(INTASC Standard 9)</i></p>				<p>to grow and learn as a teacher and as an advocate for students.</p>	
<p>Teacher adapts reading instruction to reach diverse learners <i>(INTASC Standard 3)</i></p>	<p>Demonstrates little acceptance or understanding of cultural, racial, gender, ethnic differences among students, or their special needs, and makes little effort to address such differences in instruction; may not treat students from different backgrounds equitably or inclusively.</p>	<p>Understands some cultural, racial, gender, and ethnic differences or special needs among students and makes sincere, if uneven, efforts to address such differences in instruction and to be equitable and inclusive of all students.</p>	<p>Understands most cultural, racial, gender, and ethnic differences and special needs among students, and uses such knowledge to plan instruction to ensure that learning is consistently inclusive and equitable.</p>	<p>Skillfully incorporates knowledge of cultural, racial, gender and ethnic differences among students, and the special needs of students, into the classroom environment and instruction, and fosters such attitudes among students and other teachers.</p>	

Wilkes-Barre Area School District 2005-2006

Fall 2005 - Academic Calendar		
Thur	August 25	Residence halls open for new First Year resident students Orientation begins for all new First Year students
Fri	August 26	Orientation continues for all new First Year students
Sat	August 27	Orientation continues for all new First Year students Residence halls open for resident upperclass students 1st Accelerated Saturday Session classes begin
Sun	August 28	Final Registration day for all Day students Orientation day for all incoming Transfer students
Mon	August 29	All Day/Evening classes begin
Thur	September 1	Convocation Mass of the Holy Spirit
Fri	September 2	Last day for course ADD
Mon	September 5	Labor Day - No classes
Mon	September 12	Last day for course DROP
Sat-Sun	October 1-2	Homecoming Weekend
Wed	October 12	Residence halls close at 9:00 p.m.
Thurs - Fri	October 13-14	Fall Recess - No Day Classes
Sat	October 15	Final exams for 1st Accelerated Saturday Session
Mon	October 17	All day classes resume
Wed	October 19	Mid-semester grades due in Registrar's Office - Day & Evening
Sat	October 22	2nd Accelerated Saturday Session classes begin
Sat-Sun	October 22-23	Family & Friends Weekend
Fri	October 28	Last day for authorized course Withdrawal (no refund)
Mon-Wed	Oct 17 - 26	Advisement
Mon-Fri	Oct 31-Nov 11	Registration for Spring 2006 classes
Sun	November 20	Patron's Day (Feast of Christ the King)
Tues	November 22	FOLLOW THURSDAY CLASS SCHEDULE No Tuesday Evening Classes Thanksgiving Recess begins after last class Residence halls close at 6:00 p.m.
Wed-Sun	Nov 23 - 27	Thanksgiving Recess
Sun	November 27	Residence halls open at 12 noon
Mon	November 28	All classes resume
Mon	December 12	Last day of classes, Follow <u>FRIDAY</u> class schedule
Tues-Sat	Dec 13-17	Final Examinations - Day & Evening classes Residence halls close at 6:00 p.m.
Sat	December 17	2nd Accelerated Saturday Session final exams

Spring 2006 - Academic Calendar		
Fri	January 13	Faculty Development Day
Sat	January 14	Residence halls open for incoming new students 1st Accelerated Saturday Session classes begin
Sun	January 15	New student Orientation begins Informational Session for new Transfer students Final Registration day for all Day students
Mon	January 16	All Day & Evening classes begin
Fri	January 20	Last day for course ADD
Fri	January 27	Last day for course DROP
Fri	March 3	Winter Recess begins after last class Residence halls close at 6:00 p.m. Last day of refund for Withdrawal from College
Sat	March 4	1st Accelerated Saturday Session final exams
Mon - Fri	March 6 - 10	Winter Recess - No Day or Evening classes
Sat	March 11	2nd Accelerated Saturday Session classes begin
Mon	March 13	All classes resume - Day & Evening
Wed	March 15	Mid-semester grades due - Day & Evening classes
Wed-Fri	March 15 - 24	Advisement period
Wed-Fri	March 29 - April 7	Registration for Fall 2006 Day Classes
Fri	March 31	Last day for authorized course Withdrawal (no refund)
Wed	April 12	Easter Recess begins after last evening class Residence halls close 9:00 p.m.
Thurs-Mon	April 13 - 17	Easter Recess - No Classes
Tues	April 18	All Day classes resume
Sun	April 23	Honors Convocation
Tues	May 2	Day Classes FOLLOW THURSDAY CLASS SCHEDULE
Wed	May 3	Last meeting of day of classes Day Classes FOLLOW FRIDAY CLASS SCHEDULE
Thurs	May 4	Last meeting of evening classes
Fri-Fri	May 5 - 12	Final Examinations Residence halls close at 6:00 p.m.
Sat	May 6	2nd Accelerated Saturday Session final exams
Fri	May 19	Commencement rehearsal for graduates at 1:30 p.m.
Sat	May 20	Baccalaureate Mass
Sun	May 21	Commencement

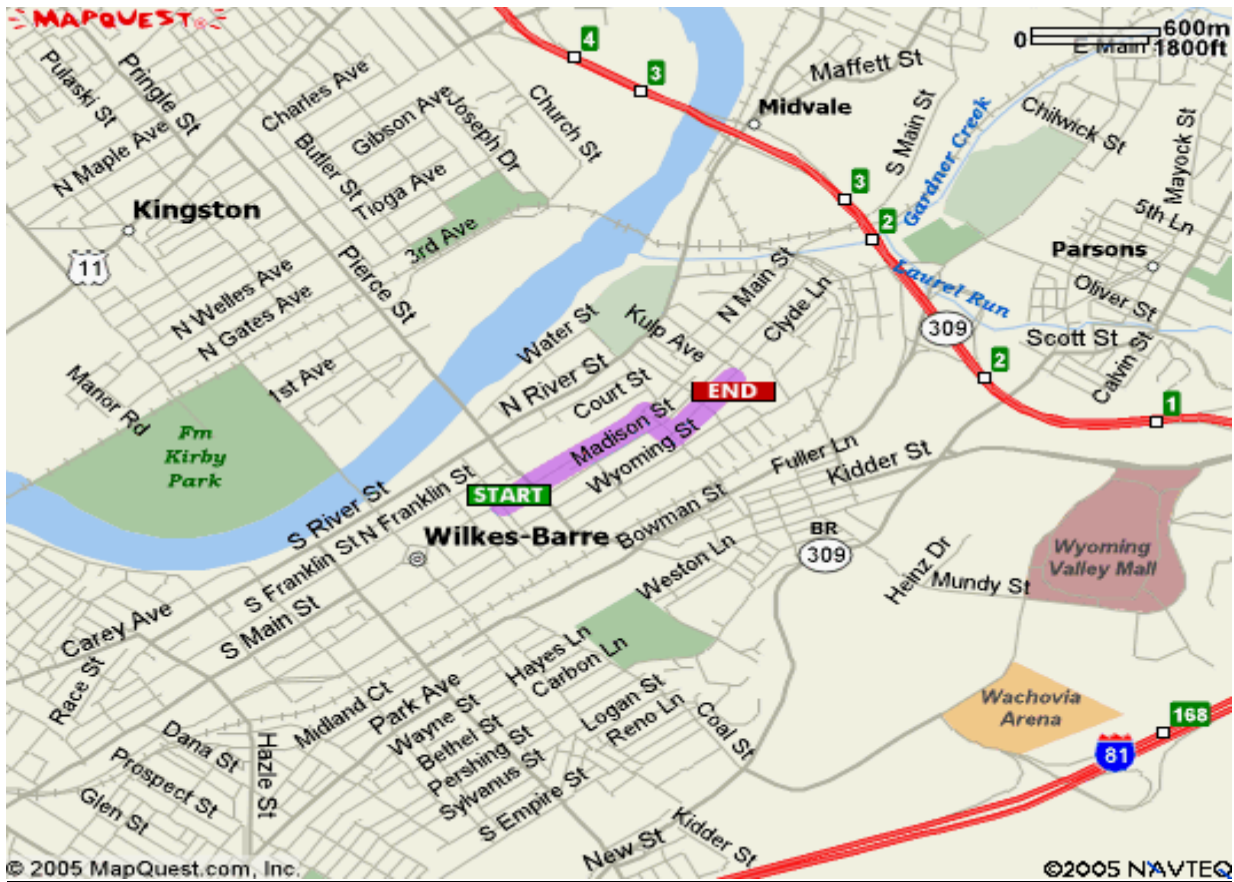
Daniel J. Flood Elementary

Principal: Ned Evans

565 North Washington Street Wilkes-Barre, Pennsylvania 18705

570-820-3707 or 570-826-7245

Directions:



Take Main Street north

Make a right onto Buttler Street

Make a left onto North Washington Street

Daniel J. Flood Elementary will be on your right

Park on Washington Street and enter through the Washington street doors.

Daniel J. Flood Elementary School

Floor Plan

The Role of Tutors

From “The America Reads Tutoring Roadmap”

Tutors can play a very important role in a student’s academic success. Many of America’s school children can benefit from additional learning time and personal attention. You can help make a difference in a child’s life.

- Tutoring can increase mastery of academic skills, raise self-esteem and self confidence, improve students’ attitudes towards school, and provide emotional support and positive role models.
- Tutoring is the collaboration between tutor and student, not a “pouring” of knowledge from one person to another.
- Tutoring sessions should include conceptual learning rather than merely the completion of homework and class assignments.

From The Fresno READS Program <http://www.csufresno.edu/scs/reads/tutortips.html>

The key to the Flood Tutoring Program is you, the tutor. The true value of the program is the personal relationship that grows between the child and the tutor.

The most important single characteristic you need as a tutor is a real caring for young people. This feeling must be genuine. Here are a few tips to help you develop that special rapport with your student.

- Learn to look at each student individually, and value the student for what he/she is.
- As a mentor, your first aim is to help the student see himself/herself as one who CAN learn and WANTS to learn.
- Set your sights high for the student and he/she will respond. Have confidence that the student can learn.
- Explore ways to set up the kind of rapport that is needed to spark learning. The personal interest that you show in the student may be the catalyst that makes him/her recognize his/her own worth and his/her ability to achieve.
- One way to show interest is to listen to what the student has to say - ask for his/her opinion.
- When you talk, talk naturally. Think of working WITH the student rather than talking at the student.
- Let your student know that it is all right to make mistakes, that everybody makes mistakes, and that is one way to learn.
- Help the student know that it is all right not to know something and that there are some things that you do not know.

Social/Behavioral Topics

The Basic Teaching Process: A Recipe for Tutors and Students

From the Fresno READS Program <http://www.csufresno.edu/scs/reads/tutortips.html>

Tell them. Explain the objective to be learned. Use "keys" - the essential points of the content that will form a memory structure for future reference. Statistics show that children remember 20 percent of what they hear.

Show them. Actually demonstrate the objective. Emphasize the main points and answer questions. This builds credibility for you, the process, and the total system. Children remember 50 percent of what they see.

Have them show back. Have the student repeat the process and actually teach it back to you. This provides assurance that they understand the "what" and "why" of the objective and builds commitment to properly execute the task. We learn best by teaching. As the student teaches you, it further locks the learning into his or her mind. Seventy to 90 percent of children retain what they experience by doing.

Teach them how to evaluate themselves. Show the student what results are expected and evaluated. Encourage the student to do his/her own evaluation and be accountable for his/her own learning. Use this opportunity to be a "coach" and praise those parts of the task which were done well. Let them know you want to catch them doing things right.

The power of the mentor-mentee process is that it uses repetition and immediate feedback. It sets the student up for success. By allowing you to invest personal time in the student, it helps you demonstrate your beliefs in action.

Social Skills

Aimee Wolanski

Off to a good start...

- find out about their interests, hobbies, favorite sports, collections, favorite school activities, etc.; find out about things in which the child excels
- let the children talk about themselves-be a good listener
- draw a picture and discuss
- do an “all about _____” semantic web
- happy, ordinary, sad face worksheet in relation to math or reading
- smile, be friendly, ask them about their day, laugh, show kindness and concern
- set a positive tone for the session-be positive and enthusiastic
- model appropriate language and behavior-be a good role model for them
- sit at their eye level; proximity
- set clear expectations for behavior

Motivation and Other Social/Emotional Issues...

- be generous in praising and pointing out successes; praise them for even small successes but be sincere and genuine in your praise; make praise specific to the activity, so that it doesn't become meaningless (e.g., You read all of the words correctly on that page-good for you!); provide support and encouragement to help build their confidence
- tutees often believe that they cannot succeed; build confidence by starting with easier tasks and then move to more challenging tasks
- incentives (e.g., certificates); you could make up your own
- offer variety-if children become restless, bored, or if they start to fidget, change the activity; young children tend to have short attention spans
- keep it exciting; when reading stories, use lots of expression; be animated and change your tone of voice
- use hand-on activities-math manipulative, letter tiles, etc.
- for children who may experience anxiety...
 - let them know what you'll be working on in the tutoring session; what are the goals of the session?
 - give children adequate time to finish the task; don't rush them
 - stress release ball
 - don't correct every reading mistake
- don't allow put-downs if working with small groups of children
- use “I messages” (Gordon, 1974)-3 parts: 1) “When you...” 2) the effect of their actions, 3) “I feel...”

Monitor Your Expectations...

- “High or low expectations can create a self-fulfilling prophecy. Students must believe that they *can* achieve before they will risk trying; and young people are very astute at sensing whether their teachers believe they can be successful.” (Cole, 1995, p. 10).

Strategies for All Students

Judy Bieber, Instructional Support Teacher

1. *Confidentiality*: Do not talk about specifics of a child or tutoring. If you are using tutoring for class work, come up with a pseudonym. Anything that you encounter during tutoring should remain confidential. If you have a concern please address it with the tutoring coordinator or a member of the school personnel.
2. *Short work time/frequent breaks*: Students have already endured an entire school day. Structure the tutor session to allow different short segments and breaks.
3. *Change pace or task frequency*: Keep students engaged by providing a variety of different tasks and change pace frequently.
4. *Structure and consistency*: Students need structure and consistency. Provide them with a daily schedule, individual “to do” lists, rules or expectations. Be firm and set clear limits.
5. *Praise and encouragement*: Give specific praise to the child when it is deserved. Be careful not to give “empty” praise. Encourage students by pointing out their strengths.
6. *Regular feedback*: Provide students with regular feedback. Tell them what they are doing correctly so that you may encourage them to continue their good behavior.
7. *Clear and simple directions*: Use paired visual and auditory directions. Only give 1 or 2 simple step directions.
8. *Prepare for transitions*: Let students know what is coming next. Write out a daily schedule before you begin tutoring.
9. *Limit stress and reduce distractions*: If you are working with a child that is easily distracted find a location that is quiet, possibly the far corner of a room or a room with only a few others. To reduce frustration try to find a room that is optimal for concentration for the child you are working with.
10. *Allow conversation, yet keep on task*: Do not let students stall the tutoring process by allowing them to talk for the entire session. Many students will use this as a ploy to get you off task.
11. *Allow processing time after asking questions*: If the child does not answer immediately do not get frustrated. Often they are silent because they are thinking about the answer.
12. *Connect new info with known info*: Build a child’s confidence before moving onto a new topic by connecting that information with information the child already knows.

13. *Use concrete visual examples:* Allow the child to visually see how some things take place. Make use of manipulatives and other hands on approaches that are available.
14. *Model and guided practice:* Show the child how you would do the first problem on a page and then allow him or her to do the rest of the page. Read the first sentence of each page when reading.
15. *Multisensory techniques-visual, auditory, hands on, movement:* Use several different techniques during a session to keep a child interested. Write answers then allow the child to verbally give you answers. Use manipulatives, letter tiles for hands on techniques.
16. *Clearly define expectations-be specific:* Let the student know at the beginning of each session what you expect of him or her that day. Write a behavior contract between the two of you.
17. *Use 1 to 1 finger point:* Follow words or numbers with your finger when you are explaining or reading to a child.
18. *Eye contact:* Make eye contact with the student to help him or her feel more comfortable.
19. *Check for understanding:* Make sure to ask the student questions to ensure that he or she understands the material. Ask to student to retell you the directions that you just gave, or ask questions to determine that the child comprehends what is going on in a story.

Positive Recognition

From the Fresno Reads Program

<http://www.csufresno.edu/scs/reads/positive.html>

One form of discipline can be positive recognition. The general classroom rules are the first part of a discipline plan. The second part of a discipline plan, positive recognition, will help motivate students to follow these rules.

Positive recognition is the sincere and meaningful attention you give a student for behaving according to your expectations.

Positive recognition is a powerful motivator for elementary-age students. Consistently used, positive recognition will:

- Encourage the students to behave appropriately
- Increase the student's self-esteem
- Dramatically reduce problem behaviors
- Create a positive classroom climate for you and the students
- Help you teach behavior and establish positive relationships with the students.

There are several ways positive recognition may be used in the classroom setting. Some of these ways are by praise, positive notes, special privileges, behavior rewards, and tangible rewards.

Praise

You know that elementary-age students enjoy receiving positive recognition from their teachers and will equally enjoy receiving positive recognition from their tutors and coaches as well. An award, sticker or special treat is always welcomed and appreciated. **But did you know that the most meaningful effective means of positive recognition you can give are your own words of praise?** When you take the time to say something positive about a student's achievement, you are making a statement that will have a long lasting impact. You are saying, "I care about you. I notice the good work you are doing and I'm proud of you."

****Praise should be your #1 choice in positive recognition. ****

Effective Praise

To make the praise you give as effective as possible, keep these guidelines in mind:

***Effective praise is personal.**

Maximize the impact of praise by including the student's name in your comments.

***Effective praise must be genuine.**

Children recognize sincere words when they hear them. Make sure your words of praise genuinely reflect your own feelings of pride in a student's accomplishments.

***Effective praise is descriptive and specific.**

Praise will be most effective when it refers to something specific the student has accomplished. "I am so proud of the way you helped your friend read today, Samantha," sounds much more meaningful than, "Great job Samantha".

Tutoring Strategies that Make a Difference

From *Tutoring: A Guide for Success* by Patricia S. Koskinen and Robert M. Wilson

Focusing on Strengths

1. Mark correct answers on student papers-not incorrect ones.
2. When grading a paper, indicate the number correct, not the number wrong.
3. Write personal notes to your students about observed behavior that you would like to reinforce.
4. When the students do well, write notes to their teachers and parents.
5. Create an award letter that indicates the successful completion of a contract, project or assignment.
6. Develop progress charts that indicate the number of successes-words learned, assignments completed, questions answered.

Helping Students Pay Attention

1. Plan activities for short periods of time. A ten minute lesson is appropriate.
2. Share your time plan with your students. If a part of a session is to be completed before ten minutes, then tell them. Many students will react favorably when they know that attention to a given task is expected for a short period of time.
3. Make certain that students know when they are finished. Some students view school as a never-ending series of activities. Set up activities so that students will know what must be done to complete the task.
4. Let students know that you care about their attention to task. Send a note to their teachers when it has been good.
5. Have your students self-evaluate their attention to task. They could be given a rating sheet, and they can circle how well they did.

From *Tutoring Matters: Everything You Always Wanted to Know About How to Tutor*. By Jerome Rabow, Tiffani Chin and Nima Fahimian

Challenge Students

One of the best things a tutor can do is challenge students in a way they'll enjoy. You are there both to engage and interest them in learning and to challenge them to learn more. You can challenge them in small, immediate steps, such as daring them to learn a spelling word. Or you can give them longer-range goals, such as improving a grade in a class or getting a good score on a test that is coming up. Other challenges are even more far-reaching, such as being a good, motivated student or sticking to a goal, such as applying to college.

Recognizing Student Ploys

Many students are extremely adept at convincing tutors to do their work for them. The tutor is there to aid the student, and prompting a student toward the right answer, for example, falls within that definition; filling in answers or writing a paper for a student does not. Tutors sometimes find that they are being manipulated by their students...In these cases, no matter how unsettling the situation may be, it's important to lay down your guidelines right from the start. Set the tone for your tutoring sessions from the first session by being positive yet firm.

Allowing for the Student's Attitude

Not all tutoring pairs are matches made in heaven, and not every tutee will greet you with open arms. Just as the tutees differ from you, you may not be what they were expecting either, and it may take some time to earn their trust and establish mutual respect.

Even in minimally awkward situations, something as simple as gender difference can make a tutoring situation uncomfortable...It's important to recognize that these types of feelings, by the tutee or tutor, are not only all right but normal.

Because tutor-tutee pairs are usually assigned, tutors can't know or choose their students in advance, and some matches are not perfect. But a slight mismatch doesn't have to be a disaster. Sometimes all it takes is a deep breath and an attempt to find something in common with the tutee. As a tutor, there is no reason you can't develop a strong relationship with a child who comes from a completely different background than yours. Tutors often find that all they need to build a friendship is to develop some flexibility and understanding.

Problem Solving for Different Behaviors

From *Special Kids Problem Solver: Ready-to-Use Interventions for Helping All Students with Academic, Behavioral, & Physical Problems*, Kenneth Shore, Psy.D., 1998.

The ESL Student:

- Pronounce the student's name correctly.
- Show respect for cultural differences. In some cultures it is a sign of disrespect for students to speak directly to adults or look them in the eyes.
- Speak in a normal manner. Students not only model vocabulary, but the way you speak. If you talk in an exaggerated manner the student may also do the same.
- Use body language to teach verbal concepts.
- Read aloud to the student as often as possible.

Addressing Math Concerns:

- Be aware of the messages you convey to students about math. If you are anxious about the subject, be sure not to convey this to the students.
- Be calm and patient.
- Create a relaxed climate in which the student feels free to ask questions.
- Promote the student's confidence. Praise their successes and highlight what they have done well.
- Reassure the student that math mistakes are normal and can even be helpful.
- Use concrete objects to foster understanding.
- Make math relevant. Demonstrate for students how the skills they are learning are used in everyday life.
- Summarize and review math lessons frequently. Reviewing material is critical in math because advanced skills often require the mastery of previously learned skills.
- Make math interactive / creative.

Motivating the Student:

- Provide a warm, accepting climate. Encourage students to ask questions and make comments, respond positively to their contributions without any trace of criticism or sarcasm.
- Give clear directions and feedback.
- Highlight the student's talents.
- Relate instruction to the students' interests. Making your lessons personally meaningful to your students requires that you learn about their interests and personal experiences.
- Challenge the student. Student motivation suffers when the task is either too easy or too hard.
- Allow the student some control over what and how he learns. Uninterested students often respond positively when given some ownership of the learning process. Allow students to select the area you will work in or give him or her a choice of which game you will play.
- Set Goals with Students

Building Structure and Attention:

- Structure the session so that expectations are clearly understood, rules are plainly stated, and routines are predictable. Students with attention deficit disorder have difficulty providing their own structure, and often need structure and organization imposed externally.
- Limit the rules to a manageable number, perhaps three to four for younger elementary children. State the rules plainly and in positive form.
- Minimize distractions.
- Give directions in a manner that promotes understanding and retention. For example, use his name and make sure his eyes are focused on you.
- Keep work periods short.
- Allow the student to release excess energy.
- Find ways for the student to communicate without the need for handwriting. Find alternative ways for the student to communicate what he or she knows.

Creating Positive Self Perception:

- Set a warm, supportive tone in your sessions.
- Consider the impact of your actions and comments on your students.
- Offer praise that is specific and genuine. Praise that conveys real appreciation for the student's work will be more meaningful to them than vague, nonspecific compliments.
- Avoid false praise.
- Show the student evidence of their progress.
- Challenge the student.

Web Sites

www.Edhelper.com

www.Lessonplanspage.com

www.Atozteacherstuff.com

www.Cartooncritters.com

www.Coloringpages.com

www.Geocities.com/enchantedforest/dell/5232

www.Awesomeclipartforkids.com

www.Handwritinghelpforkids.com

www.tlsbooks.com/preschoolworksheets.htm

www.kidsdomain.com/craft

www.enchantedlearning.com

www.funbrain.com/

www.eduplace.com/kids/

www.ghostforest.com

www.factmonster.com

www.yourdictionary.com

www.geocities.com/EnchantedForest/Tower/1217/stures.html

www.puzzlemaker.school.discovery.com/WordSearchSetupForm.html

www.Geocities.com/clspoohallie/worksheets/activity.html

www.Lessonplans.com

www.Rhlschool.com

www.Better-english.com

www.studyguide.org

www.Kidsdomain.com

www.dltk.com

www.Schoolexpress.com

www.hobbyscience.com

www.mamamedia.com

www.kidsrcrafty.com

www.crayola.com

www.edu4kids.com/

www.primarygames.com/

www.gamequarium.com

www.classbrain.com

www.billybearforkids.com