

The **Styer-Fitzgerald**
Program for **Functional**
Academics

Sample of
Teacher's Guide to
Peer Tutoring
and
Peer Tutor Student
Handbook

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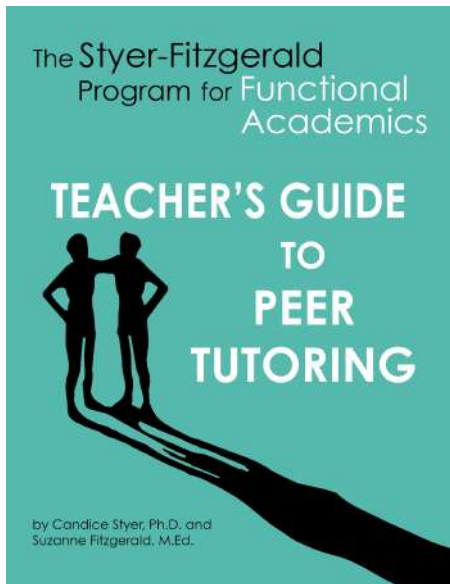
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THE TEACHER'S GUIDE TO PEER TUTORING

Teacher's Manual - A successful peer tutoring program in special education classrooms depends on teachers recruiting dedicated and dependable students who have positive attitudes and the desire to help others. Once peer tutors are selected, teachers must then provide training, monitor progress, manage schedules, address challenges, and evaluate the peer tutors' efforts. This guide together with the Peer Tutor Student Handbook are designed to help teachers develop and maintain a successful and mutually rewarding peer tutor program.

Peer Tutor Student Handbook - Peer tutors have the ability to make a positive influence in the lives of their peers with disabilities. The Peer Tutor Student Handbook will provide the resources and training needed to make their time in the special education classroom mutually beneficial.

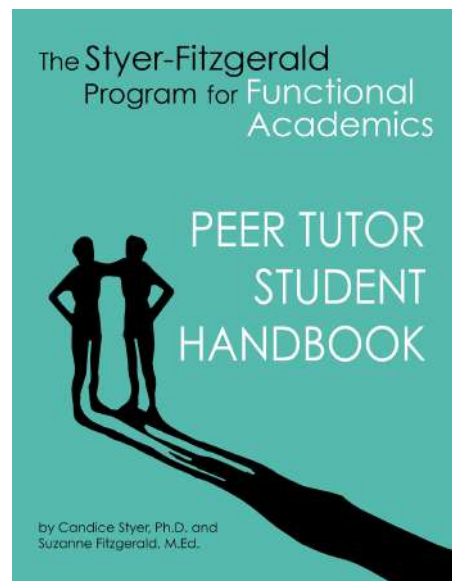


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GRADE REQUIREMENTS

To Maintain an “A”

To Maintain a “B”

To Maintain a “C”

WEEKLY PLANNER

MY PEER TUTOR JOURNAL

Peer Tutor Application

Date: _____

Name: _____ Grade: _____

List two references of people who know you well, such as teachers, friends, counselors, etc.

Name of Reference	Phone Number	Relationship to You
1. _____	_____	_____
2. _____	_____	_____

Briefly tell why you are interested in becoming a peer tutor and working with a life skills/functional academics program.

Briefly describe any experience(s) you have had that might be helpful to you in a position as a peer tutor in a life skills/functional academics program.

Which of your current elective classes would you prefer to drop in order to be a peer tutor?

**Please present a Peer Tutor Reference form to each of two teachers who know you well.
These may be current teachers or teachers you have had in the past.**

Student Signature Date

Parent Signature Date

Grade Requirements

To Maintain an “A”

- Spend time with a special education student, three times a term, outside of class time. This can be done in school settings.
- Keep a weekly record using “My Peer Tutor Journal” found in the back of this Handbook. Write about your experiences as a peer tutor working with special education students. Turn in the journal at least three times per semester. The first due date is _____.
- Educate at least one of your peers about disabilities. Explain to the special education teacher how you accomplished this.

To Maintain a “B”

- Spend time with a special education student, two times a term, outside of class time.
- Keep a weekly record using “My Peer Tutor Journal” found in the back of this Handbook. Write about your experiences as a peer tutor working with special education students. Turn in the journal at least three times per semester. The first due date is _____.
- Educate at least one of your peers about disabilities. Explain to the special education teacher how you accomplished this.

To Maintain a “C”

- Work with special education students in class.
- Keep a weekly record using “My Peer Tutor Journal” found in the back of this Handbook. Write about your experiences as a peer tutor working with special education students. Turn in the journal at least three times per semester. The first due date is _____.
- Educate at least one of your peers about disabilities. Explain to the special education teacher how you accomplished this.

When asked what he’d gained from his peer tutor experience, Joel said, “A bunch of great friends and life experiences I will never forget.”

Amanda said, “I became a peer tutor because I’ve always wanted to work in the special education field and I wanted to gain experience and joy from working with great kids.”