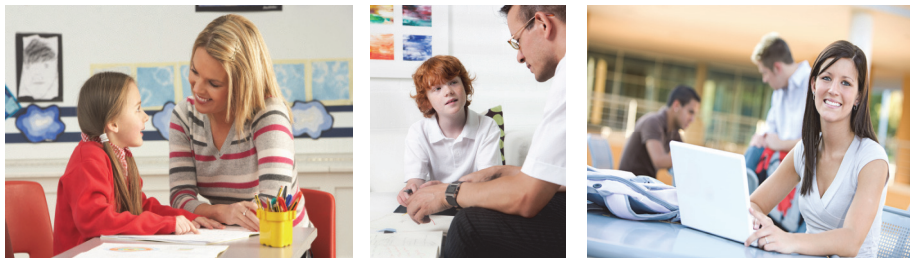




*Empowering minds for academic excellence and professional development*

# Tutor Training Guide





## Tutor Training Guide

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# 1. On Becoming a Tutor

## 1a Introduction

This Training Guide is one of the most comprehensive, well-conceived and effective programs of its kind anywhere. Our goal is to help exceptional people with a natural ability and passion for teaching, to become excellent tutors.

You should consider this Guide as the philosophical and practical core for all your tutoring activities. However, we recognize that it will take time and practical experience before all the information and nuances are truly absorbed. It is expected, however, that as you begin the job of actually tutoring, you will constantly refer to this Guide until the concepts become totally integrated into your tutorial approach.

Sincerely,

Ewa Rambally,

OPTIMUM Tutoring Solutions

## 2. Initial Training for Tutors

### 2a. Overview

**The Goal:** To give every student the necessary learning skills and confidence to *succeed on their own*.

**The Process:** To continuously help students to learn how to *address their own needs, strengthen their weaknesses* and *improve and make use of their strengths*.

**The Methods:**

- Teach and monitor *learning strategies* that apply to all subjects and are uniquely adapted to your student's individual needs including:
  - Talking Aloud
  - Backchecking
  - Memory Pegs and Memory Triggers
  - Problem Solving
  - Transfer Skills
  - Pen and Paper
  - How to Approach Your Teacher
  - Positive Self Talk
  - Risk Taking
- Go over *past gaps* in concept areas
- Monitor and improve *work habits* which include:
  - Good note taking
  - Consistent homework
  - How to use resources such as their teacher, the text, the Web, their friends
- Help your student recognize their *learning style* and how to maximize its use.
- Keep excellent *communication* with your student and his/her parents.



## 2b. Learning Strategies

### Talking Aloud T/A

This is a cornerstone strategy! Your student may do this already in his head. Then it is simply a matter of persuading him to verbalize aloud so that you can *hear* his thoughts and help him more effectively. Be aware that many underachievers [particularly in mathematics] sit and try to do a problem in complete silence inside their heads. They think that solutions just pop into the heads of ‘smart’ people. Your student may be like this. This is more of a challenge, but your student absolutely must learn to talk aloud - and listen to himself - for his own sake! Help him to tell you whatever is going on in his head, even if it is “I hate ....”. Help him ‘burble’ on about anything he sees in the problem. Help him ask himself such generic questions as “what am I after?” and “what am I given?” Encourage all hints of success. In particular, point out when your student was able to talk his way even part way through a question that initially, in silence, he felt that he could not do. Model ‘Talking Aloud’ for him. Get him to explain steps to you as if he were teaching you. Cajole, praise, bribe, but this strategy has to be mastered before the others will work. Of course, the student will then learn to automatically ‘talk’ in his head whenever he is solving problems.

### Backchecking B/C

The principle of backchecking applies to all subjects. This means that your student will be doing every step of her problem twice, as she works her way through a question or assignment. We will outline examples that apply to Mathematics, as well as to the Arts, Social / Natural Sciences, and Humanities.

- In Mathematics, backchecking means that your student will be doing every step of her solution twice, as she works her way through a problem. Model this for your student: for example with this mathematics question,  $3 \times 2 - 5 \times 7$ , you would hear your student say as she was writing out the solution “3 times 2 is 5 - let me check - no  $3 \times 2$  is 6 - minus 5 times 7 is minus 35 - let me check - minus  $5 \times 7$  is minus 35 ....”
- In the Social Sciences and Humanities – where essay and short answer writing are central – Backchecking involves three components: The student must be sure to read her teacher’s assignment before, during, and after she generates a written answer. Before she writes, she should understand what is required of her. This is easily done by breaking down assignments into component parts. For example, if the teacher has assigned students to prepare a 150-word news article about their favorite icon, the student should ask herself, “What is being asked of me?” She may need help from you to understand that she could break her assignment down into the Five W’s and One H (who, what, when, where, why, and how) to write an effective paper. If these words were written on a blank sheet, she could easily brainstorm answers to the smaller questions that they pose, and in so doing, prepare herself for writing her actual assignment. While she writes, she should be sure to include all of the points that she has



written down while brainstorming. After she writes, she should edit her work for grammar and spelling (and have it edited by a peer, tutor, or parent). Most importantly, she should read the teacher's assignment sheet as well as her own answer – and pretend that she's marking it herself. Has she fulfilled all of the requirements that the teacher has asked for?

Initially, this may seem time-consuming, but we promise you that once it is automatic, a great deal of time will be saved. Make sure that she is Backchecking all the time - do not just remind her when she makes a mistake, because then she is relying on you to tell her when she has made a mistake, and you will not be with her at home and in the classroom. Marks of students who are prone to 'careless' mistakes can increase by 15% with this strategy [along with talking aloud] alone!

### **Pen and Paper          P/P**

It is always wise to write things down as you work your way through a problem, in order to keep track of good ideas and to see concepts on paper so that you can build on those ideas. By high school this approach becomes essential, even though before high school, many students could solve the problems completely in their heads or hold all the concepts needed for their essay in their heads and only used pen and paper as a recording tool. Help your student to talk aloud and write as she thinks her way through a problem. If she hates to write something down that might be wrong, have her divide her page in half and do her *written thinking* at the side.

### **Memory Pegs and Memory Triggers          M/P/T**

The principle of Memory Pegs and Memory Triggers applies to all subjects. A student may know many rules [Memory Pegs], but cannot access the needed rule when required. Each rule needs to be filed with an index [Memory Trigger]. When a situation arises where a certain rule is needed, the student will recognize the *trigger* and can then access the needed rule.

In fact, the Memory Trigger should precede the Memory Rule in a student's mind and on all Summary Pages!

We will outline examples that apply to Mathematics, as well as to the Arts, Social / Natural Sciences, and Humanities.

- In Mathematics, help your student learn the triggers for rules or procedures. For example, a student will "know" BE[DM][AS], a Memory Peg for the order of operations, but when she sees  $2+3 \times 4$ , she never thinks of it, but jumps in and incorrectly writes  $5 \times 4 = 20$ . Unless the memory peg BE[DM][AS] is triggered by the sight of a mixture of operations, there is little use in her "knowing" that information. As you go over concepts, old or new, write down the trigger as well as the peg. Keep emphasizing this technique until the student automatically creates summaries with the recall triggers first and then the concept or rule after! And keep practicing the continuous use of these triggers.



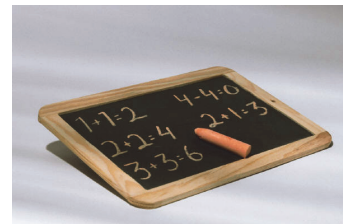
- Memory Pegs and Triggers are also useful in subjects that require sentence-based written answers. Memory Pegs such as Never Eat Shredded Wheat (words that begin with the letters N, S, E, and W – the points of the compass), and MR. GRIEF (letters which stand for the seven characteristics of living organisms – movement, reproduction, growth, respiration, irritability, excretion, and feeding) are useless unless the sight of a compass or the discussion of living organisms triggers their recollection within the student. As you cover and review concepts, have your student write down Memory Pegs and Triggers. Quiz your student: “What are the points of the compass?” If he can answer: “Never Eat Shredded Wheat...oh, I remember! North, South, East, West!” then he has successfully made use of this strategy.

### **Global vs. Microscopic Approaches to Problem Solving** **P/S**

As your student talks aloud, discover which of the above approaches he uses. The word “problem” used below is used in its generic sense and refers to all subject areas where something is required of the student and the student does not have an immediate solution.

If your student has lots of good ideas and tends to go in circles with them and not be able to know where to begin, he is a global problem solver. Help him learn how to trap some of his good ideas on paper and help him focus on actually beginning the problem with such questions as “What am I being asked to find? How could I go about finding it? What am I given that will help me?”. The answers will constitute a plan of attack. Then insist that he begin to implement this plan, even if he does not see his way completely through to the end. Of course, he will keep checking to see if he is “on target” as he works through the question.

If your student reads a problem and immediately jumps in and begins manipulating information that looks familiar without knowing whether it is useful or not, he is being a microscopic problem solver. He must learn to back off, read the problem over a few times, and get an overview before beginning. The same questions apply: “What am I being asked to find? How could I go about finding it? What am I given that will help me?”. But this time they will help your student look over the whole question and develop a plan based on what is given and what is needed, rather than what bit of information looks most comfortable.



### **Transfer Skills** **T/S**

This strategy is more advanced. Help your student develop the skill of making up a simpler question and then transferring those ideas to a more complex question with which she is having difficulty.

- In Mathematics for example, if someone has twenty coins composed of nickels and dimes, and there are x nickels, how many dimes are there? The object in this case is for your student to be able to develop a simpler version such as “20 coins

and 7 nickels - to find the dimes I would subtract 7 from 20, so in this case there will be  $20 - x$  nickels". At first you will make up the simpler version, and then gradually train her to make up her own.

- In English for example, a student has difficulty writing short (i.e. single paragraph) answers during tests and examinations because she is used to writing essays. You can suggest that she think of her short answers as miniature essays – she may only be required to write a paragraph, but she should remember to include an introduction, body, and conclusion.

### **Positive Self-Talk                      P/S/T**

You will help your student to stop using such negative expressions as “I can’t do fractions”, “I hate writing poems”, “I never can do...”, etc. Insist that he substitute expressions such as “let’s see what I can do”, “what can I remember here?”, “good for me - I got part way”, etc. Initially, this may seem foolish but eventually what we say affects how we feel - a proven psychological fact, and we have seen it work many times!

### **It’s OK to be Wrong                      OK/W**

With you, your student will gradually relax, and feel that it is OK to make mistakes, OK to be vulnerable and let you see his errors, etc. When he begins to gain confidence in himself, point out how we all learn from our mistakes - demonstrate how he has learned from an error - model how you learn from your mistakes - etc. Then encourage him to risk trying to solve problems that he is unsure of in the classroom setting, even when he may be wrong. It is OK to be wrong, but not OK to not try.

### **Seeing Your Teacher for Help                      S/T/H**

Insist that your student see her own subject teacher for individual help at least once a week outside of class time, even if just for a few minutes. Teach her how to take her notebook with a question that she had trouble with, with the question attempted to the point where she could go no further. Help her learn how to ask questions in class.

## 2c. Complementary Actions to these Learning Strategies

Avoid Lazy Thinking:

- Clients must not “jump” to the first answer that occurs to them. They must slow down, talk aloud and think even for apparently simple questions.

Avoid “Cosmetic Surgery”:

- Clients should not write over old answers since this often results in repeated mistakes or actually erasing the correct answer.

Stop “Rule Dependency”:

- Rules are secondary tools; common sense and logic are primary tools for problem solving.

Visual Learner:

- For a visual learner, the most powerful signals are received visually; spoken information may have little impact. This type of student must develop good P/P skills, and M/P/T must be in a ‘picture’ or written form. Note: clouds, arrows, highlighted words and colours are often effective in teaching and writing summary notes.



Verbal Learner:

- For a verbal learner, the most powerful signals are received aurally. This type of student may be able to “talk through a question” when T/A skills are good. P/P must still be practiced since most evaluations are written. Memory Triggers are usually words.

Kinesthetic Learner

- For a kinesthetic learner, thoughts are clearer and instructions are easier to follow when the student is in some kind of motion. At the elementary level, this may take the form of getting up and walking around and a great deal of fidgeting. In the higher grades, the kinesthetic student has usually been programmed not to actually get up and walk around in class, although this might still be the best way for the student to learn. He or she will use a lot of body language, gesticulate frequently, doodle, etc. It is important that this student recognize his or her learning style as kinesthetic and use this to their advantage.
- All of us are to some degree visual, verbal and kinesthetic learners, but most of us favour one mode over the others. Observe your student carefully over time to learn which mode he tends to favour, but don't rule out input in the other modes.

Format Skills:

- These are the skills that keep a question together as an organized whole. In Mathematics, an example of formatting skills is using ‘=’ correctly to keep a question lined up properly. In numerical calculations, correct alignment of numbers avoids careless errors (graph paper may be helpful for younger students). In English an example of formatting skills is the correct use of punctuation.

### Problem Solving Skills:

- Clients must learn to
  - Globalize – obtain an overview of the problem through re-reading and asking themselves “What information am I given?” and “What does the question or assignment ask me to find or create?”
  - Plan carefully at each stage – “How can I use the given information?” and “What do I need to know to find or create what is required?”
  - Analyze carefully how they will use the given and how they will work towards the required resolution
  - When stuck – ask themselves “What was I given that I have not used yet?” and “What different approach might I try?”
  - Synthesize – put all their ideas together to form a logical solution.

### Develop Lateral Thinking Skills:

- Clients should try to think of alternate approaches to a problem, then use their best ideas.

### Long Term Retention:

- This can be improved through effective use of cumulative review, cumulative ‘mock tests’ and summary pages. All of these should complement the student’s learning style.

### Coping with Anxiety:

- Clients must practice deep breathing or other relaxation techniques [See Appendix G]. Positive Self Talk must be maintained at all times. ‘Mock tests’ give the client an opportunity to practice these skills.

### Believe in your Answer:

- Clients should never try to ‘please others’ with an answer.
- When clients keep looking at you for approval try not to give any indication of whether they are right or wrong. Encourage them to continue on their own and help them learn how to find their own mistakes when wrong and learn how to congratulate themselves when they are right.



## 2d. Work Habits

**These are the expectations you should reinforce with your student and then monitor closely.**

### School Homework

- Homework always attempted, with written evidence of this.
- Homework questions starred if there was any difficulty.
- Corrections made in colour, with explanations of where the student went wrong.
- If no assigned homework from school, the student should still do some homework on his or her own, since there is a perceived difficulty if tutoring is required. This could be extra questions from the text, or re-writing a test that he or she had difficulty with.
- Phone for help if there is difficulty with the homework - a friend or the tutor - but insist on only a hint.

### Classroom Work

- Notes always taken in class - dated and complete – should include what the teacher says, not just what is written on the board.
- Clients are expected to ask the teacher for clarification in class as soon as they do not understand a concept.



### Missed Classes

- Clients must keep up to date with what is covered in class, even if they miss a class. Being absent is not an excuse for not having complete notes or not knowing about a test or homework assignment.
- Clients should have the name and telephone number of someone in their class that they can call to find out what they have missed and from whom they can get missing notes.

### Seeing the Teacher

- Each client is required to see his/her teacher for help once a week. Usually clients ask for an explanation of a homework question or clarification of a class example. Increased insight is often gained from a second look at an old question and may be a good introduction for a client who feels uncomfortable speaking privately with an instructor. Client should never visit a teacher without first starting a problem.

### Before a Test

- Review for a test should be started well ahead of the actual test date.
- Practice questions from the text and from the student's notes should be used with solutions covered up.
- An extra tutorial session should be scheduled wherever possible for a test prep session.

### After a Test

- Tests corrected in colour, with explanations of where the student went wrong, and tests filed carefully and chronologically for future reference.

## 3. ACTIVE TUTOR GUIDELINES

### 3a. Overview

#### General Rules:

- Try to maintain a consistent appointment time (e.g. 6:15 pm on Tuesdays and Thursdays).
- Complete a History Page for each student, and maintain a Daily Report Sheet, with a brief summary of each session. This will help you greatly when completing the Monthly Parent Report.



#### Each Session:

before...

- Arrive on time
- Have a basic lesson plan prepared for each session – see ‘*Lesson Plan Guidelines*’ *Pages 17 – 18 in this Guide*. For a sample lesson plan, see *Appendix A*

during...

- Try to follow your prepared lesson plan, but adjust it to fit any immediate needs
- Spend quality time teaching your student The Learning Strategies. These strategies should be taught and learned within the context of the content being studied, not as a separate component. Insist on your client using these strategies at all times, at home and at school!
- Every regular session should include a complete check of all areas of the client’s activities in the subject being tutored: school notebook and homework up to date, the tutor-assigned homework complete, seeing the teacher, and ask if a test is scheduled or was returned.
- For the first few weeks with a new client, never tell the client, “This is difficult”, or “I don’t know”. The client often thinks his/her tutor is an ‘Einstein’ so if the tutor finds the work difficult the client will believe it is impossible! If there is a question that you cannot answer, say that you will come back to it and approach a new task with your client. Later, determine the answer on your own so that you can return to the problem area by the next tutorial.
- Once you have developed a good rapport with the client, it becomes possible to say “I’m not sure how to approach this” and either explore it together or come back to it at a later tutorial. When your relationship has been established, it will often really benefit the student to realize that even his ‘wonderfully smart’ tutor can have difficulties, so it becomes OK for the client to have difficulties also.
- The tutor tries to remain the ‘good guy’ to the client. For minor misdemeanors, the tutor should be able to get the client back on track without hurting their relationship. For more serious misdemeanors, such as often not doing homework, not telling you about upcoming tests, losing notebooks, never going to the teacher for help, being obstreperous during tutorials, you should discuss this alone with the parents after the tutorial.

- Try not to report to the parents each time – once a month is the recommended time frame for you to provide the parents with a Monthly Parent Report. If you are asked questions about progress, do not be too positive! If you say everything is great and the student fails the next test, the parents will justifiably be upset. But if you voice some concerns and the student does not do well, the parents are prepared and if the student does well, the parents will be very happy.
- You may want to keep brief notes as the session progresses on what went well and what areas are concerns so that you can fill in a better Monthly Parent Report later.
- Before leaving your student, write down the date of your next session in the client's tutoring notebook and in your own calendar.

After, when at home...

- Fill in the Daily Tutor Report Sheet including the date and duration of session. Highlight particular concerns or questions that you may want to discuss with the parents later.
- If you have any serious concerns, you may contact the parents to discuss.
- Make a detailed lesson plan for the next session.





## 3b. First Day of Tutoring

### THE LESSON PLAN:

#### I Introduction: ~ 15 minutes

- Introduce yourself and get to know one another.
- Check the details with your student of the Student History Page.
- Make sure that the client has a separate binder for his work with you. ***Put your phone number in the front.*** Explain how you will be assigning some homework in addition to the school's homework, but it will usually require < 15 minutes about twice a week.
- Go over T/A (Talking Aloud), B/C (Back Checking) and P/P (Pen and Paper).
- Explain that it is expected that your student is to see their teacher once a week for extra help. It is good rapport and you will be checking on this.
- Ask your student for a course of study from school. If they don't have it today they should try to have it for next week.



#### II Ask whether a test is scheduled in the near future

- If the answer is yes, spend time helping the student prepare for that test. *See test preparation on pages 21 - 22 of this Guide.*
- If the answer is no - tell your student to call you AS SOON as a test is scheduled to arrange a Test Prep.
- Ask if they have had any tests/quizzes. Ask for the results and record these results to be filled in the Daily Tutor Report Sheet – *See Page 32*
- Ask if you can borrow their tests that have been returned so you can photocopy them to keep on file.

#### III If no test preparation necessary, spend some time on current work

- Try a question from **current work** or from the teacher's review.
- Make sure client is **T/A, B/C**, and using **P/P** – these strategies need to be taught **AS you work** with the student and should be monitored continuously
- If they need help with the current work, spend time with them on those concepts.
- **Note their difficulties** briefly to include in your daily session summaries.

#### IV Spend time looking at previous work and checking their work habits

- Check school notebook.
  - Is it up to date?
  - Are there labelled notes?
  - Are these notes dated?
  - Are corrections done in a manner that will assist in future review [such as in a different colour from original and the original left there]?
  - Explain how to make Visual notes in their notebook (Clouds with key words, use of different colours, starring difficulties, etc.) and that these notes are used as Triggers.



- Try a question on any of the client's difficulties
- Consolidate key ideas taught so far (Stress the importance of seeing the teacher once a week)
- Assign homework, usually < 15 minutes about twice a week.
  - This homework should be based on past as well as current areas of difficulties
  - Tell the student to practice the strategies that you have been teaching them at this session both in this homework as well as at school and with regular homework
  - Remind the student that you will be looking for written evidence of attempts at homework - not just answers.
- Arrange a time for next session. *Write the date and time of the next session in:*
  - The student's Tutoring notebook
  - Your own calendar

### 3c. Lesson Plan Guidelines

Your goal is to have a lesson plan that roughly follows the following format. A brief lesson plan should be written before each session. *Please see Appendices A and B for sample lesson plans.*



- A five to ten minute **quiz** of previous work done, either school-assigned or tutor-assigned. **During this quiz, look over your student’s school notebook and homework.**
  - Notes from school should be dated and complete – never let your student get away with “the teacher didn’t give us any notes”. Every day of class, except test days, should warrant a complete set of notes! Questions taken up in class should all be documented in your student’s notebook plus all the hints he can pick up as the teacher explains a concept or a difficult question.
  - Your student should have written homework for each day of Math at school, whether it was assigned or not.
  - Your student should have a small amount of homework assigned by you [usually <15 minutes twice a week].
- Approximately **1/3 of the time** should be spent **going over past difficulties** [gaps in content]. The strategies that are currently the most important for your student should be practiced concurrently with the content! Comments on and assistance with difficulties that you find in your student’s notebook should also be covered. If a test is returned, going over the test would be done here.
- Approximately **1/3 of the time should be spent on your student’s current difficulties.** This portion of the tutorial is student-driven. It is really essential that your student feels he/she can get help where he feels it is important to him. Point out wherever possible that the use of a certain strategy would have made a difference. For example, if a careless error was made, have your student redo the question while backchecking, and point out how that time he could do it correctly.
- The remaining **1/3 [or less] of the time may be spent on looking ahead.** Only hit key concepts coming up, not the smaller details or incidental concepts. Through this approach, many students begin to feel confident in class for the first time and it is a great confidence booster.
- The last thing you do is assign appropriate **homework.** Preferably this homework will be on past gaps or concepts learned earlier at school. Tutor-assigned homework should not be on current work at school; that work should be done in your student’s regular school homework. Usually, you will give a maximum of 15 minutes about twice a week.

Important note for special lesson plans:

- The **first few days of tutoring are critical**. It is **more important** to get the student 'on side' then to follow all the above guidelines. Consequently, let your lesson plan be **mainly student-driven** if that is what S wants. *See Page 17-18 in this Guide*. You can explain your goal for future lesson plans to S and gradually slide into the preferred lesson plan format shown above.
- **Before tests**, throw the above guidelines away. *See Page 21 - 22 in this Guide*.
- For the looking ahead part of your lesson plans, *see Page 20 in this Guide*.



### 3d. Checking Your Student's Notebook

- **Always** check your client's notebook!!!
- For **every day** of class, there should be **well written notes!**
- For **every day** of class, there should be a grade-appropriate number of minutes spent on **written attempts at homework**, whether your client thinks homework was assigned or not!!!
- All questions should be **checked in the back of the book** if possible and marked "✓" if correct.
- If an answer is incorrect, there should be a "\*" and a **corrected version** [preferably in colour] beside the incorrect one [incorrect answers should never be erased]. The corrected version should come from
  - Corrections made in class
  - Seeing the teacher
  - Phoning you [the tutor]
  - Asking a friend
- The notes and the homework should be dated and in order.

**Please do not protect your client – it will backfire on all of us if you do**

*Let the parents know as soon as there are repeat occurrences of any of the following:*

- If his/her notebook is not with them
- If he/she says "no homework was assigned"
- If notes and/or homework is missing [or reportedly left at school]
- If questions are not checked and/or corrected
- If you have any concerns at all



### 3e). Looking Ahead in a Tutorial

#### What:

- Hit key topics that are coming up, leave subtle or non-essential topics until the teacher has covered them in class.
- If there is no test imminent and the current work is solid, you may go quite far ahead.
- Do not hit complicated explanations, just give your client the main idea – make notes with them in their notebook on these new concepts.

#### How:

- **Use textbook examples** but do **not** let your client see the solution!
- Try to draw ideas from your client, but some pouring in of concepts is necessary with a new topic.
- Make sure these solutions appear neatly organized in your client's Tutoring notebook, complete with hints, clouds, arrows, colour, etc., so they can study from them.
- Have your client practice the new concepts from a sampling of questions from the exercises. These examples should not be too difficult and they should also be in the Tutoring notebook.

#### Why:

Knowing what is going on in class and feeling 'smart' as new topics are introduced in class is a magical step in self-confidence! By looking ahead with his/her tutor, the client will begin the cycle: confidence  $\Rightarrow$  understanding  $\Rightarrow$  confidence!



### 3f. Test Preps

Before...

- An extra session should be scheduled for a test whenever possible.
- Schedule the prep as soon as the date is known. Clients should call tutors as soon as tests are scheduled. Make sure that your client understands this.
- Prep should be the day before the test, or as close as possible.
- If possible, send a sample test home at the session before the test prep. This is to be done as homework before coming to the test prep.

During...

- A client **must** come to the test prep with **written evidence** of studying **all types of questions** that may be on the test. They should know this, but remind your client of this at the session before the test prep. The client should \* all questions that he/she is unsure of.

Guidelines for timing – these are flexible, but give you the general idea.

- ~ 1/3 of the time      **Client directed** review - help your client with difficulties that he/she asks about.
- ~ 1/3 of the time      **Tutor directed review** - hit the areas that you know your client is weak in.
- ~ 1/3 of the time      **Survey all topics** that will be on the test. Surveying means:
  - *Sample every type of question.*
  - *Does your client recognize how to begin?*
  - *Can client explain how they would do the question?*
  - *Forego the mechanics of “doing” the whole question.*

Remember:      the client should be doing 95% of the talking and the writing – your job is **NOT to pour in information** but help the client **pull it out of his/her own head!**

Spend the **final** few minutes going over concepts that you are confident your client does know – **leave your client at the end of the session feeling positive and confident!**



After...

- A brief **report** should be written in your Daily Report Sheet after each test prep, outlining client's efforts before coming to test prep, during test prep, topics reviewed, and your client's understanding of the topics at the end of the test prep.
- If possible photocopy any returned tests and keep them in your files.
- Record the mark on the History Sheet [see *Page 31 of this Guide*] which should remain attached to your 'Daily Report Sheets [see *Page 32 of this Guide*].
- Returned tests should be analyzed. Note the types of mistakes made and any improvements on the copy of the test. Also, outline briefly in your Daily Tutor Report Sheet.

### 3g. Notes to Parents

- A Report should be given to the parents/adult student each month. Please send the report to the head office. See *Page 33 of this Guide*.
- Your Parent Report should be completed and sent at the end of each month.
- It is better to write a negative note in a questionable situation, than to be too positive.



*Remember, you are accountable to the parents for anything you write in the report, and it is much easier to accept a higher than expected performance, than a lower than expected performance.*

### 3h. Missed Appointments

- The tutor should provide 24 hrs. notice if an appointment cannot be kept.
- When a client misses an appointment without giving notice, you should charge for 1 hr., so remember to include this on your invoice. Ensure that your client understands this condition when you first sign them up.
- Missed regular sessions should be made up as soon as possible.

### 3i. Planning Your Review for Examinations

The following is written from the student's point of view. Help the student follow all the advice given below!

*Preparation* [begin **at least** a month before exams]:

- Select a quiet area in which to do your studying
- Prepare a list of all your examinations
- Make or buy a large calendar to place on the wall
- On the calendar, fill in subjects to be studied – when and for how long
- Check with each teacher exactly what topics are going to be covered in that exam

*Exam Writing Skills* [these should be taught throughout the review]:

- First look over the entire test briefly and spot the easiest questions. Begin with these.
- Briefly check each step in the solution as you work through it.
- Budget your time.
- Avoid becoming “stubborn” with one question. Watch the time spent on each question and ‘cut your losses’ and move on when unable to continue with a question. Be sure to leave all your attempts written down so that part marks are a possibility.
- Write out as much as possible for your solution so that you will receive part marks even if your answer is incorrect.
- Never erase or cross out a solution until you have something better to take its place.
- If time becomes a problem write an outline of how you would solve the remaining questions.
- If part b) of a question depends on part a) and you can't do a), make up an answer for a) and use it to solve b).
- Check over your paper, looking for errors or omissions.
- Try to relax right from the start, using whatever method works for you. See *Appendix G*.

*With each subject:*

- Plan a backwards review, beginning with the most recent topics and working backwards so that you are reviewing the most distant topic closest to the exam.
- Plan a complete **review of all the topics close to that exam**
- Collect all your tests and use them as a study guide
- Photocopy any notes or tests that may be missing
- Plan where you are going to write down your review work – perhaps in the back of that subject's notebook. Keep your review notes organized - use hi-lighters, clouds etc.

*With each subject:*

- This will vary from subject to subject, but the key thing to remember is to **be consciously active** in your review. It is easy to convince yourself and your parents that you are working hard, with a text open in front of you, good music in the background and the telephone handy!
- In subjects like mathematics, the absolutely most important way to review is to **DO questions**. Your best source of questions is your old tests. Reading about “how” to do



them is worse than useless unless you actively try to do questions on your own. Summary pages may be important but should only occupy a very small fraction of your time.

- In subjects like history, **jotting down key ideas as you read** will be crucial.
- In subjects like science, a combination of the above is useful.
- In all subjects, your old tests give you the best indication of what your teacher will be looking for in the examination.

*Engage help in needed areas:*

- Clearly mark areas of difficulty so that you can ask for help
- Your first source of help should be your teacher, and then parents or friends

*Hints:*

- Try to stick to the schedule that you set up
- After a good study session, plan a favourite past-time or treat
- Beware of the telephone and tell people you will phone them back
- Be careful if studying in a group that you are getting a lot done for yourself

***Please refer to Appendix F for a sample Exam Review Schedule***

## 4. Parent Information Package

The following information should be provided to all **parents** before you begin tutoring a new client. As a tutor, you should also become familiar with the parents' roles, responsibilities and expectations in the tutoring process.

### 4a. Parent's Roles, Responsibilities, and Expectations

#### Parent Information and Involvement

- Your child will need a 3-ring binder to contain all the work done with the tutor as well as any homework assigned by the tutor.
- On the front page, the tutor will write his or her phone number.
- After each tutorial session, your tutor will write the date and time of the next session at the end of that day's work.
- Your tutor must be notified at least 24 hours in advance if a scheduled session needs to be rescheduled. If your tutor is not notified 24 hours in advance, you will be charged for one hour of tutoring.
- At each session your child should have the following available:
  - All relevant text books
  - All returned tests
  - His or her school notebook with up to date and dated notes
  - All school homework with viable written attempts
  - His or her Tutoring Notebook, with all homework well attempted
  - Paper and pencils and a clear place to work that is relatively quiet and private
- The tutor will give grade-appropriate blocks of homework each week that should take no more than 15 minutes and should be done on different nights. The regular school homework must be done as well, of course.
- Your child should phone his or her tutor *immediately* upon being told that a test is coming up at school so a test prep can be arranged.
- There will be a communication note to you, either monthly or after each group of about 8 hours, assessing the progress of your child. The tutor will be doing an ongoing assessment of progress after each session. Please do not ask the tutor after each session about progress, since there will be ups and downs and there will not be a clear picture of progress until an overview is possible.
- Progress is measured on many different fronts and is unique to each individual's needs. Certainly, content is important and past gaps must be filled in, but correcting the underlying reasons behind *why* past gaps were formed is absolutely the major thrust of this tutoring program. Therefore, progress will be measured by:
  - Development of learning strategies including talking aloud, backchecking, pen and paper, problem solving, transfer skills, memory pegs and triggers – these are outlined in more detail in an attached sheet
  - Development of confidence and risk taking abilities through positive self-talk and learning that it is “OK to be wrong”

- Learning how to help oneself when there are difficulties, such as seeing the teacher for extra help on a regular basis, using the text well, using one's notes well, asking for a hint from parents or friends, and not asking for someone to do the work for you
- Development of good work habits with respect to listening in class, note taking, consistent homework and good preparation for tests and exams.
- Success on evaluation by the school
- If you have any concerns or questions about the tutoring, please contact your tutor.

## 4b. Learning Strategies

### Summary of Learning Strategies for Students

<u>Strategy</u>	<u>Description</u>
1) <b>Fill in past gaps.</b>	
2) <b>Talking Aloud</b>	<i>A problem solving skill that keeps thought processes going.</i>
3) <b>Pen and Paper</b>	<i>Instead of trying to do too much in one's head.</i>
4) <b>Understanding</b>	<i>Learn what "understanding" really means and recognize how this leads to increased achievement and enjoyment.</i>
5) <b>Avoid Lazy Thinking</b>	<i>Recognize when you jump to an answer. Instead, force yourself to slow down and think.</i>
6) <b>Eliminate Rule-Dependency</b>	<i>Keep common sense and logic <b>on</b> at all times and only use rules as a secondary tool.</i>
7) <b>Develop Transfer Skills</b>	<i>Make up a simpler question and transfer concepts to a more difficult one.</i>
8) <b>Problem Solving Skills</b>	<i>Learn to globalize – plan, analyze, and synthesize.</i>
9) <b>Avoid Defensiveness and Negativity</b>	<i>Learn the art of positive self-talk.</i>
10) <b>Improve Efficiency</b>	
11) <b>Develop Lateral Thinking</b>	<i>Keep thinking of alternative approaches and go with the one which best matches common sense.</i>
12) <b>Believe in <u>your</u> answer</b>	<i>Don't try to please others.</i>

**13) Memory Pegs and Memory Triggers**

<b>Pegs</b>	<i>are a way of filing information in a retrievable form</i>
<b>Triggers</b>	<i>show you which information to retrieve in a given situation.</i>
<b>Visual learners</b>	<i>use visual pegs and triggers.</i>
<b>Verbal learners</b>	<i>use verbal pegs and triggers.</i>

**14) Long Term Retention** *Cumulative review, cumulative tests, summary pages.*

**15) It's O.K. to be Wrong** *Develop this philosophy and learn how to learn from your mistakes.*

**16) Self-Questioning Skills** *Formulate general questions that will keep your thought processes moving ahead.*

**17) Back-Check** *Double check every single symbol and operation as you write it down or think it through.*

**18) Format Skills** *Keep the whole question together in correct format*

**19) Avoid 'Cosmetic Surgery'** *Do not write over old answers.*

## 4c. Work Habits for Students

### How to keep a useful notebook

- Staple, tape or glue everything in one notebook so that there are no loose “bits and pieces”.
- Keep all tests and their corrections in your notebook. Teachers are predictable and will ask you many of the same type of questions on the examination.
- Make corrections in colour so that they stand out. Leave incorrect answers there.
- Use colour to underline, outline or star titles, key notes, and key examples.
- Keep a summary page at the back for key words and examples.
- Date your work so that it will always be in order.
- Avoid just copying correct solutions from the board. It is usually wiser to understand one or two and write these in your notebook than to copy many solutions down without understanding them.

### What to do when you miss class

- Borrow someone’s notes and photocopy or copy by hand.
- Study these notes by doing the examples yourself with pencil and paper. Cover up the solution and just “peek” for hints.
- Use the text in conjunction with the above.
- Ask a friend to help you [see the next section].
- Itemize areas of particular difficulty. Approach your teacher for help in these areas and remember to take your written attempts in these areas with you.

### How to obtain help from friends

- Ask for help from someone who understands that topic well and will like to work with you.
- Tell your friend not to show you how to do the question. Instead, the friend should ask you questions, give you hints, and coerce you into doing the question. This is the best way to learn.
- Obtain the phone numbers of students in your class whom you might phone for help.

### How to use the text

- Always read with a pencil and paper in hand. Work through the examples with the solutions covered up. “Peek” for a hint and then go back to trying on your own.
- Sometimes look ahead and become familiar with the material before it is taught. This can be a real morale booster when it works well.

### **How to see a teacher for help**

- Make an appointment
- Go with specific questions. Take your written attempts with you - this is very important!
- Don't be afraid to be wrong. It's best if you let your teacher see your incorrect attempts so that he/she can figure out your difficulty and help you. Mistakes lead to learning when handled correctly.
- Go for help regularly. Don't leave it until the day before a test.
- Be polite and show appreciation, particularly when areas of concern become clear to you.

### **Attitude**

- Use positive self-talk such as "Let's try ...", "I can ...", "Let's see what I remember here ...", "Good for me, I got part way with this ...".
- Be aware of myths such as "only some people can be good at math"
- Use relaxation techniques.

### **Homework**

- Set aside 30 minutes or more with no interruptions such as phone calls, TV or Internet.
- Do not become "stubborn" over any question. Spend a reasonable amount of time and then make a note of your difficulty and move on. Take your written attempts to the teacher before school the next day.

### **Reviewing for tests or examinations**

- Begin review as soon as you begin a topic. Try to convince yourself there will be a surprise quiz each day.
- From the text, class notes, corrected homework, and past tests, you have an abundant supply of solved problems. Try putting key problems on index cards with solutions on the reverse side. Then shuffle the cards and try a few questions. This device removes such clues as Chapter headings etc.
- Never skip class because it is a review period. These are often the most important, as the teacher may emphasize what will be on the next test or examination.
- Always review with pencil and paper and work out problems as you study. Use review sheets and summary pages as well as your text.

### **When writing tests or examinations**

- Try to relax right from the start, using whatever method works for you.
- First look over the entire test briefly and spot the easiest questions. Begin with these.
- Briefly check each step in the solution as you work through it.
- Budget your time. Avoid becoming “stubborn” with one question.
- Write out as much as possible for your solution so that you will receive part marks even if your answer is incorrect.
- Never erase or cross out a solution until you have something better to take its place.
- If time becomes a problem write an outline of how you would solve the remaining questions
- If part b) of a question depends on part a) and you can't do a), make up an answer for a) and use it to solve b).
- Check over your paper, looking for errors or omissions.

## 5. Reporting Progress

There are 'sample' reports listed in this section that you may use as a guide in writing Monthly Parent Reports.

### 5a. Student History Sheet

- The History Sheet contains extremely important information that you need to keep track of at all times.
- Fill in the History Report as thoroughly as possible when you first sign up your client, and continue to fill in such things as test results as they become available. You will find it convenient to keep the History Sheet and the Daily Tutor Report Sheet together.
- The History Sheet lists all pertinent information about your client including parent, student and tutor contact information, and recent grades and test results, as well as other useful information. Below is a sample report.
- All test results must be entered immediately on this history page!!

STUDENT HISTORY SHEET									
History Page and Tutor Report for									
Parents' name		Parents' phone #		Parents' address		Parents' email			
Student information		Student's phone		Student's address		Student's email			
First name	Last name								
Interview date	Grade	School	Subjects for tutoring		Text	Teacher			
			1						
			2						
			3						
Tutor information		Tutor's phone		Tutor's address		Tutor's email			
First name	Last name								
Recommended # of hours									
Frequency									
Student History	Last terms results		Subject		Recent test results before tutoring		Subject		
Test results after tutoring started									
Date	Topic	Mark	Date	Topic	Mark	Date	Topic	Mark	





## 5c. Monthly Parent Report Sheet

You should also complete a **Monthly Parent Report Sheet** which you will forward to your clients at the end of each month, so they can keep track of how their son or daughter is progressing. It shouldn't take much time per month to update this report. Below is a sample report:

<b>MONTHLY PARENT REPORT</b>
------------------------------

Date:	Sept. 30, 2004	Interim Report for:	Jim Smith
Subject:	Grade 12 Calc.	Tutor:	Sally Jones
			Total hours tutored in September:

Code for Learning Strategies: L/S			
T/A	Talking Aloud	B/C	backchecking
S/Q	Self-questioning	M/P/T	Memory pegs & triggers
Corr	Good corrections	Und	Desire for understanding
P/S/T	Positive self-talk	S/T	Seeing teacher for help
P/S	Problem solving skills	N/D	Not defensive
B/S	Belief in self	OK/W	OK to be wrong

Learning Strategies	T/A	B/C	P/P	S/Q	M/P/T	N/T	Corr	Und	A/L/T	P/S/T	S/T	A/R/D	P/S	N/D	L/T	B/S	OK/W
Solid																	
Shown good improvement																	
Close to satisfactory																	
Need improvement																	
Need a lot of work																	
Have not yet been dealt with																	

NOTE: expectations are higher after several tutorials and the above checklist reflects these higher expectations.

Gaps: improved and ones remaining	
Attitude	
Effort	
Work Habits	
Problem Areas	
General Comments	

## Appendix A: Sample One-Hour Lesson Plan for Mathematics

**Quiz:** Simplify  $\frac{2}{3x-6} - \frac{x-1}{3}$  [7 minutes]

**Past Gaps:** [15 minutes]

[Go over exponential work → zero exponents and negative exponents – use the text book to find questions. Assign a couple of these questions for HW.

Practice T/A, P/P and B/C. Tell the student to watch the backchecking DVD for HW.

Go over any difficulties with respect to S's notebooks, such as dating notes, missed notes, blanks in HW, etc. [not content here]

**Current Work:** [20 minutes]

Ask S what difficulties he/she would like to go over, and do so. Difficulties in content in the homework can be dealt with here as well.

**Looking ahead:** [15 minutes]

Fractions that require more difficult factoring and some word problems involving algebraic fractions – use examples in S's text.

**Assign HW:** [3 minutes] in addition to exponent gaps and the DVD, assign S one of the more difficult algebraic fraction type questions

*Note: As you proceed through the tutorial, it is a good idea to make very brief comments to put in the daily/weekly report. You can run off a blank hard copy and jot down comments right in there – to transcribe later into an electronic report*

## Appendix B: Sample One-Hour Lesson Plan for English

**Quiz:** [7 minutes]

Hamlet (act III, scene ii-v)

**Past Gaps:** [15 minutes]

Go over poetry unit notes – types of poems and their definitions with examples. Ask the student to write an acrostic, haiku, and couplet for homework (due during our next session).

Practice T/A, P/P and B/C – OK/W still needs work as well.

Check student's notebook (not for content, but) for dates, incomplete charts and handouts, missing dates, etc.

**Current Work:** [20 minutes]

Ask the student what difficulties he or she would like to discuss with regard to current class and homework. Allot time to each issue based on importance.

**Looking ahead:** [15 minutes]

An exam covering Hamlet is to be written in one month. Student should prepare for tutorial quizzes each week. Comparative essay due at end of semester – begin to consider possible topics.

**Assign HW:** [3 minutes] In addition to the three poems assigned, the student should make corrections to this week's returned test – making sure to hole-punch it, and add it to the appropriate section of her notebook.

*Note: As you proceed through the tutorial, it is a good idea to make very brief comments to put in the daily/weekly report. You can run off a blank hard copy and jot down comments right in there – to transcribe later into an electronic report*

## Appendix C: Checklist of Student's Efforts

Sometimes when a student has **habitual** difficulties, it works well to have a checklist itemizing problem areas that you and the student fill in together and the parent monitors. This checklist will remain in the student's Tutoring Notebook. If and when you think such a checklist will help, discuss it with the student's parents before initiating. The below checklist is just a sample – yours will highlight the **habitual difficulties that your student has**.

DATE ⇒					
Brought all materials					
School HW done and corrected					
Notes from class					
Evidence of extra work					
Tutor HW					
Effort at tutorial					
Seeing teacher 1x week					
Reviewed on own before Test Prep					
Tutor Comments					
Parent Comments					

## Appendix D: Sample Summary Page in Mathematics

### Summary Page for Linear Systems

	MEMORY TRIGGERS	LOOK CAREFULLY	MEMORY PEGS
When you see	<b>Equation with x and y terms</b> ex. $2x+3y=0$ or $3x=7$		This is called a <b>linear equation</b> – its graph is a <b>straight line</b> There are an $\infty$ number of ordered pairs that make this equation true
When you see	<b>Two</b> linear equations - and the word <b>solve</b>  <b>3 different ways</b> possible – find the easiest way if you are allowed to choose	If <b>y is alone</b> in one equation [or <b>x alone</b> ]	Use <b>substitution</b> $3x-4y=-6$ #1 $2x+y=7$ #2 <b>Isolate y</b> in #2 and <b>substitute</b> its value in #1
		<b>Numbers</b> [other than 1] <b>in front</b> of all <b>x and y terms</b>	Use <b>elimination</b> $3x-4y=-6$ #1 $2x+5y=19$ #2 <b>Multiply</b> each equation by a <b>different number</b> so the <b>numbers</b> in front of <b>x</b> [or <b>y</b> ] are the <b>same</b> . #1 mult by 2 #2 mult by 3 $\rightarrow$ 6x in both equations $\rightarrow$ add or subtract to eliminate x [or y] and finish solving
		Asked to <b>solve</b> by <b>graphing</b> – not as accurate as above	$3x-4y=-6$ #1 $2x+y=7$ #2 Find a <b>table of values</b> for each equation #1 $\frac{x}{-2} \frac{y}{0}$ #2 $\frac{x}{-0} \frac{y}{7}$ 6 6 3 1 <b>Graph</b> each line – <b>solution</b> $\rightarrow$ <b>intersection point</b>
	<b>Two</b> linear equations - and asked for <b>the number of solutions</b>	Find <b>slope</b> of each line by <b>isolating y</b> 1) Slope same & eqn's different $\parallel$ lines $\rightarrow$ no solution 2) Slope same & eqn's identical same line $\rightarrow \infty$ number of solutions 3) Slopes different $\rightarrow$ lines meet at one point $\rightarrow$ one solution	Case 1 $2x-3y=3 \rightarrow y=\frac{2}{3}x-1$ $2x-3y=-3 \rightarrow y=\frac{2}{3}x+1$

## Appendix E: Sample Summary Page in English

### Summary Page for Upcoming Spelling Test

	MEMORY TRIGGERS	THINK CAREFULLY	MEMORY PEGS
When you hear	<b>Weight</b>	What comes first, the E or I?	I before E except after C or when sounded like A as in “neighbor” or “weigh”.
When you hear	<b>Argument</b>	Arguement or Argument?	I lost an E in an Argument.
When you hear	<b>Cemetery</b>	Is that last vowel an A or an E?	She cried “EEE!” as she passed the cemetery.
When you hear	<b>Necessary</b>	What is <i>necessary</i> for me to stay young?	Never Eat Chips, Eat Salad Sandwiches, And Remain Young!
When you hear	<b>Rhythm</b>	What does the <i>rhythm</i> of a good song do?	<b>Rhythm Has Your Two Hips Moving</b>

## Appendix F: Sample Exam Review Schedules

### Part a)

Although this appendix is written about reviewing for a Math exam, the general approach applies to all subjects.

Below is the optimum procedure!

#### Initial Planning:

- Find out when the student’s exam is (or at least the week of the exam)
- Begin the review at least 4 weeks before the exam
- Make a detailed list of all the material that will be on the exam – be specific – name the sections – use the course of study as a guide as well as all work covered in the tests so far
- Put this information at the top of the sheet title ‘Exam Review Schedule’.

#### Organizing the Review:

- Begin to set up the schedule, working **backwards** from the bottom, as shown in **the Sample Exam Review at the end of this appendix**.

1 day before exam [or as close as possible]	Final Wrap Up – leave student feeling positive
Less than a week before the exam	Mock Exam – take up with the student – this is the time to really ‘dig’ at areas of difficulty. <b><u>Do not give even an estimated mark</u></b> – if it is high, the student will be overconfident – if it is too low, the student will be discouraged – and we don’t want to second guess the school
About a week before the exam, leave a Mock Exam with the parents for the student to write under supervision	Do a Total Review

- Now start at the top of the schedule and package the topics to be reviewed in each of the sessions. Begin with the most recent topics and work backwards so that just before the final review, you are covering the topics learned at the beginning of the course.
  - Make sure that you allow time for maintaining the current work at school
  - Include estimated test prep time
- Fill in the ‘hours information’ at the bottom of the Review Schedule. Include one hour for you to set up a Mock Exam. If the scheduled paid hours by the parents is not sufficient, it will be necessary for you to talk with the parents about the extra cost that will be incurred.
  - Hopefully they will agree about the extra cost.
  - They may ‘bargain’ with you about the number of extra hours and a compromise may have to be struck.
  - They may refuse to pay any more, and you will have to make the best of it.



### Managing the Review:

- Homework will consist of three types.
  - Current work as usual – but don't assign much, if any, more than assigned at school
  - Preview Review – **the tutorial before** the tutorial that reviews a certain chapter, tell the student to **redo the chapter test** and then use his/her text and notes to consolidate any weak areas. This is the main thrust of homework that you assign.
  - The student should come to the tutorial with difficulties starred and questions ready
  - Cumulative Review – give a few questions to maintain the work that has already been reviewed, but that the student was not solid in.
- Summary Notes and Worked Examples should be made on each topic and kept ready for reference.
- Exam Writing Skills should be discussed and practiced.
  - How to budget time
  - Look for easy questions and begin with these
  - Do not become stubborn and refuse to leave a question that he/she is having difficulty with
  - When time is short, put down 'key' parts to a solution and don't worry about finishing
  - Never erase a solution until you have a better one written down
- If anxiety is a problem, go over the following and give you student opportunities to practice them with you.
  - Deep breathing – counting to 10, etc.
  - Tighten and then relax muscles in arms and shoulders and neck
  - Positive self-talk such as “let's see what I can do with this”
  - Mentally place yourself in a quiet relaxed place for several seconds

### Setting the Mock Exam

- Prepare an exam using questions like the ones in the student's tests
- All topics should be included
- The exam should be given to the parents to give to the student in a supervised environment before the next session at which you will go over the exam with the student

In the next section is a sample Review Package

## Part b)

### Sample Review Package for Tutoring

Topics on Exam	Alg – +.-.x./, of alg fractions 1.1 -1.7 Linear systems and Word Pr. 2.3 -2.6 Parabolas – graphing and WP 2.8-2.10 Geometry 7.1 – 7.5 Basic trig 8.2-8.4	Exam on the week of June 8
----------------	--	----------------------------

Date	Time	Review Topics	Assigned Work for next tutorial
Wed May 12 <sup>th</sup>	1 hr	Regular Session	Redo Test on 8.2-8.4
Sun 16 <sup>th</sup>	1 hr	Review 8.2-8.4	Redo Test on 7.1-7.5
Wed 19 <sup>th</sup>	1 hr	Regular Session	
Sun 23 <sup>rd</sup>	1 hr	Review 7.1 – 7.5 and check up on 8.2-8.4	Redo Tests on 2.3 -2.6 and 2.8-2.10
Wed 26 <sup>th</sup>	1 ½ hr	Review 2.3-2.6 and 2.8-2.10 Spend some time on current work as well	Redo Test on 1.1 – 1.7
Sun 30 <sup>th</sup>	1 hr	Review 1.1-1.7 and check up on all areas , particularly difficulties in the earlier review sections	Assign an overall review – perhaps review sheets from school – or use the review exercises in text and pick out a good sampling – tell the student to prepare as for the <u>real exam</u> not a Mock.
Wed June 3 <sup>rd</sup>	1 ½ hr	Take up the Mock Exam and hit hard on all areas.	Go over problems on Mock, tests, and text and have questions ready
Sun 7 <sup>th</sup>	1 hr	Final Wrap Up – leave the student feeling good!	
	1 hr	Test Prep	
Before Sun 30 <sup>th</sup>	1hr	For tutor’s time in preparing a mock exam	

Total hours from and including May 12<sup>th</sup> is 11

Check with the parents if more money is needed.

## Part c)

### Sample Review Package for the Student for all Subjects

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
<b>May 17</b> 5:30 Hist [1hr] 7:30 Regular HW HWHWRegular	5:30 Math [1hr] 7:30 Regular HW	5:30 French [1hr] 7:30 Regular HW	5:30 Science [1hr] 7:30 Regular HW		Art Project	Regular HW
<b>May 24</b> 5:30 Geog [1hr] 7:30 Regular HW	5:30 Study for Science test [2hr] 8:30 Regular HW	5:30 Math [1hr] 7:30 Regular HW	5:30 Study for Geog test [2hr] 8:30 Regular HW		2:00 French [1hr] 3:00 Math [1hr] 4:00 Regular HW	2:00 Eng Essay
<b>May 31</b> 5:30 Science [1hr] 7:30 Regular HW	June 1 5:30 French [1hr] 7:30 Regular HW	5:30 Math [1hr] 7:30 Regular HW	4:30 History [2hr] 7:30 Regular HW		1:00 Eng [1 ½ hr] 2:30 Math [1½ hr] 3:30 Geog [1hr]	1:00French[1½ hr] 3:30 Regular HW
<b>June 7</b> 5:30 Geog [1½ hr] 8:00 Regular HW	5:30 Sci [1½ hr] 8:00 Regular HW	5:30 Hist [1 ½ hr] 8:00 Regular HW	5:30 French[1½ h] 8:00 Regular HW		1:00 Science [2hr] 3:00 Math [2hr]	2:00 History assignment
<b>June 14</b> 5:30 French [1hr] 7:30 Science [1hr] 8:30 Regular HW	5:00 Math [1½ hr] 7:30 Eng [1 ½ hr] 9:00 Regular HW	Tutorial Day 9:00 Math [3hr] 1:00 Eng [1 ½ hr] 4:00 Math [2 hr]	<b>MATH EX</b> [am] 3:00 Eng [3 hr]	<b>ENG EXAM</b> [am]	11:00 Geog [2hr] 2:00 Hist [2 hr]	12:00 Sci [2hr] 3:00 Geog [3 hr]
<b>June 21</b> <b>GEOG EX</b> [pm] 7:00 Science [2hr]	<b>NO EXAM</b> 1:00 Science [3hr] 5:00 French [1 hr]	SCI EXAM [pm] 3:00 History [3hr]	HIST EX [pm] 6:00 French [3h]	FREN <b>EXAM</b> [pm] Finished 😊		

## Appendix G: Relaxation Techniques

A great many students suffer from anxiety. This anxiety can range from mild to almost completely debilitating. Students may be anxious about a certain subject, a particular teacher, appearing 'stupid' in front of peers, or writing tests and exams.

Many of the learning strategies and work habit strategies already mentioned will help alleviate such anxiety.

- Talking aloud with the tutor who is a 'safe' person to trust will promote risk taking and a willingness to try.
- Learning that it is OK To Be Wrong will begin with the tutor and transfer to the classroom.
- Positive Self-Talk is crucial for building confidence.

Relaxation Techniques are powerful tools for fighting anxiety. The tutor is in a unique position of trust and can help the student learn some of the following relaxation strategies. All of the following are quiet and inconspicuous so that a student will not be embarrassed when using them. They may also benefit from being told that top Olympic athletes are taught these same techniques.

- **Deep breathing:** Instruct the student to suck in a deep breath of air from his diaphragm in the pit of his stomach. He should hold his breath for a few seconds and then slowly exhale. He should repeat this 4 or 5 times. Practise with him so that you can model the approach.
- **Muscle tightening and loosening:** Ask the student to clench her left fist as tightly as possible, hold it for a couple of seconds and then completely relax it. Repeat this procedure with the right fist – then the left arm and the right arm – then the left leg and the right leg and then the back and neck region.
- **Visualization:** Ask him to close his eyes and imagine that he is in a tranquil peaceful place of his choosing – such as a warm sandy beach. In a quiet voice, tell him to 'stay' in that spot for several seconds and then slowly return to the real world.

These techniques require practice. Assign a few minutes of each tutorial to them and assign them as homework. Once the student is comfortable with them, a very useful technique is to 'mimic' the situation that causes anxiety for your student. For example, if your student is anxious in tests, set a five minute 'mock test' that she will find challenging but not impossible – remind her that the purpose is to practice the anxiety strategies or she may be really upset and the effect will be lost.

The above techniques can be called on as needed throughout any anxious situation. The 2 or 3 minutes taken to do them will save time in the long run as well as ensuring comfort and confidence building.