

EKUTM

TUTORING

**TUTOR MANUAL
2016-17**



International Tutor Training Program Certification

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CRLA CERTIFICATION REQUIREMENTS

Level I Certification

- A. Tutors must receive ten hours of training and must log 25 hours of tutoring time.
- B. A minimum of eight of the following topics must be covered in Level I training. Those marked with an asterisk (*) must be covered in those eight topics.
 - 1. Definition of tutoring, tutoring responsibilities, and basic tutoring guidelines*
 - 2. Beginning and ending a tutoring session
 - 3. Adult learners and/or learning styles
 - 4. Handling difficult students
 - 5. Communication skills
 - 6. Active listening
 - 7. Making referrals*
 - 8. Ethics*
 - 9. FERPA/EEO*
 - 10. NCAA guidelines*
 - 11. Questioning skills
- C. The remainder of the hours may be content-specific training.

Level II Certification

- A. Tutors must receive 20 hours of training and log 50 hours of tutoring time.
- B. Tutor must have completed Level I training.
- C. To remain certified, tutors must take refresher workshops each year.
- D. The remaining 10 hours must include a minimum of four of the following topics:
 - 1. Brain dominance learning
 - 2. Working with International Students
 - 3. Tutoring in specific skills or subject areas
 - 4. Assessing or changing study behaviors
 - 5. Working with students on reading skills
 - 6. Working with students on writing skills

TUTORING BASICS

What is Tutoring?

Tutoring is about more than helping a student with homework. Tutoring is a service provided that ultimately helps students become independent, active learners. As a tutor, you are helping students develop skills that will help them learn on their own so that they can be academically successful. Your responsibilities are not to help a student get an “A” on homework, a test, or in a class. Your responsibilities are to guide the student to their own understanding.

This is the mission of the tutor—to help students develop the skills that cause them to need you no longer!

Ethics

You are a tutoring *professional*. As with any profession, tutors have ethical guidelines to follow. In addition to maintaining your own professional reputation, following ethical guidelines models the behavior to the students you tutor. Development of ethics is a developmental milestone in college students and especially important for tutors who are constantly being observed by their students.

Behavior Toward Students

The Association for Tutoring Professionals gives an excellent set of guidelines when it comes to the ways we interact with students.

Association for Tutoring Professionals Code of Ethics

(Cited from <http://www.myatp.org/about/410-2/>)

1. **Best Interest:** Tutors will be committed to acting in the best interest of tutees as specified by the employing organization or institute.
2. **Responsibility:** Tutors will take responsibility for their own behavior and work to resolve conflicts that may arise between themselves and a client.
3. **Integrity:** Tutors will practice and promote accuracy, honesty, and truthfulness.
4. **Fairness:** Tutors will exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.
5. **Commitment:** Tutors will fulfill commitments made to learners.
6. **Respect for Others Rights and Dignity:** Tutors will respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality and self-determination.
7. **Excellence:** Tutors will strive to maintain excellence by continuing to improve their tutoring skills and engage in applicable professional development activities.
8. **Respect for Individual Differences:** Tutors will respect cultural, individual, and role differences, including those based on age, sex, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language and socioeconomic status.
9. **Professionalism:** Tutors will not engage in inappropriate relations with tutees.
10. **Confidentiality:** Tutors will maintain the highest privacy standards in terms of protecting personal information relative to those whom they tutor.

Behavior Toward Other Professionals

Of course, you want to develop good working relationships with faculty and staff on campus. Openly criticizing instructors whether in a group of students or in a tutoring session makes tutors look far worse than the people they are criticizing. Your goal is to help students develop skills for success, and that kind of negativity does not serve your mission.

Additionally, never contact an instructor regarding a student unless you are that instructor's lab assistant (in which case, you are still bound by FERPA laws, so you must be careful). Instead, encourage students to contact their own instructors. Not only will you be giving the student an opportunity to develop important communication skills, but a tutor contacting an instructor looks unprofessional, appears questionable with regard to confidentiality, and would often not be received well. Don't deny the student this occasion to develop a new skill!

What do you do in a case where a student has a problem in a class that is outside the duties of a tutor? First, go over the syllabus with the student. Often questions are easily answered with this document, and often students do not read them. Then, encourage the student to meet with the instructor. Show the student how to find an instructor's office hours or email the instructor to make an appointment. Role play with the student, planning what to say in requesting the meeting or during the meeting. Help the student feel comfortable approaching instructors by explaining general protocol. These steps will help the student gain confidence.

In situations where you feel that an instructor needs to know something important, contact your tutoring supervisor for guidance.

Professionalism

Attendance and Timeliness

Students need to know that you care. If you are late or miss work time, it sends a powerful message to students, let alone your supervisor. Plus, potential employers ask former employers about the attendance and promptness of applicants. Be on time for work, and if you must miss an appointment with a student, contact them to reschedule right away.

How the Student Sees You

The way a student sees tutors can be summed up by these three points:

1. **Tutors know the subject area.** They see you as a specialist of sorts—perhaps not on the level of the instructor, but certainly stronger than most students. As a result, make sure you *do* know what you are talking about, and if you don't, be honest. Furthermore, if you find yourself struggling with the content of a course in which you tutor, talk to your supervisor.
2. **Tutors “have it together.”** Students view you as being competent in academics as a whole. They assume you study well, are organized, and manage your time wisely. They may ask you questions about this. Think about how you would answer those questions. Attend workshops on study skills, organization, time management, test preparation, etc. These will help you communicate skills to students.
3. **Tutors are willing to help.** Students assume that since you have taken this position, you *want* to help. You must remember, however, that many students who come to tutoring have not been academically successful, so they may be sensitive. They are often used to people “giving up” on them, so continue to reinforce your encouragement and belief that they can succeed. Any indication that you are being inconvenienced by them or frustrated, and the student could shut down on you.

So, how do you live up to these expectations?

1. **Be competent but humble.** Show the student that you know what you are doing, but be humble in your actions. Never say things like, “Oh! This is easy!” or “I breezed through this concept!” The student obviously does not find the content easy, and those messages could come across as feeling superior to the student. Instead, say things like, “I remember this concept. It took me a while, too, but this approach helped me...” or “This is a tough skill, but we will work together so that you will master it.” Make sure when you review at the end of the session what you accomplished that you mention the concept the student worked with, that way they see what they learned.
2. **Attitude is everything!** Be positive and encouraging, and the student will have a far better experience. Even your students who come in feeling miserable and defeated will leave feeling better if they have worked with a positive person.
3. **Look the part.** You are a professional. Don’t show up for work looking like you do not want to be there. You are, in all likelihood, a *peer* tutor, however, so overdoing it can intimidate students. If your center has required shirt to wear, of course you should wear those—they will make you easily recognizable. It is often difficult for students to find help in busy centers, so if your center has a way that students can identify you easily, do not forget to put on that shirt, that lanyard, or whatever your center uses. If your center does not have something like that, at least look like you are at work. Students are not likely to ask the tutor in sweatpants and a hoodie for help simply because they do not look the part.
4. **Be encouraging.** Tell the student, “You can do this!” “You’ve got this!” “Wow! You got that faster than I did!” When they struggle, look for other ways to tackle the concept. Don’t necessarily point out the struggle, but point out a new approach. Again, discuss what was accomplished at the end of the session. That helps students feel like they had a successful session and are progressing.

Work Ethic

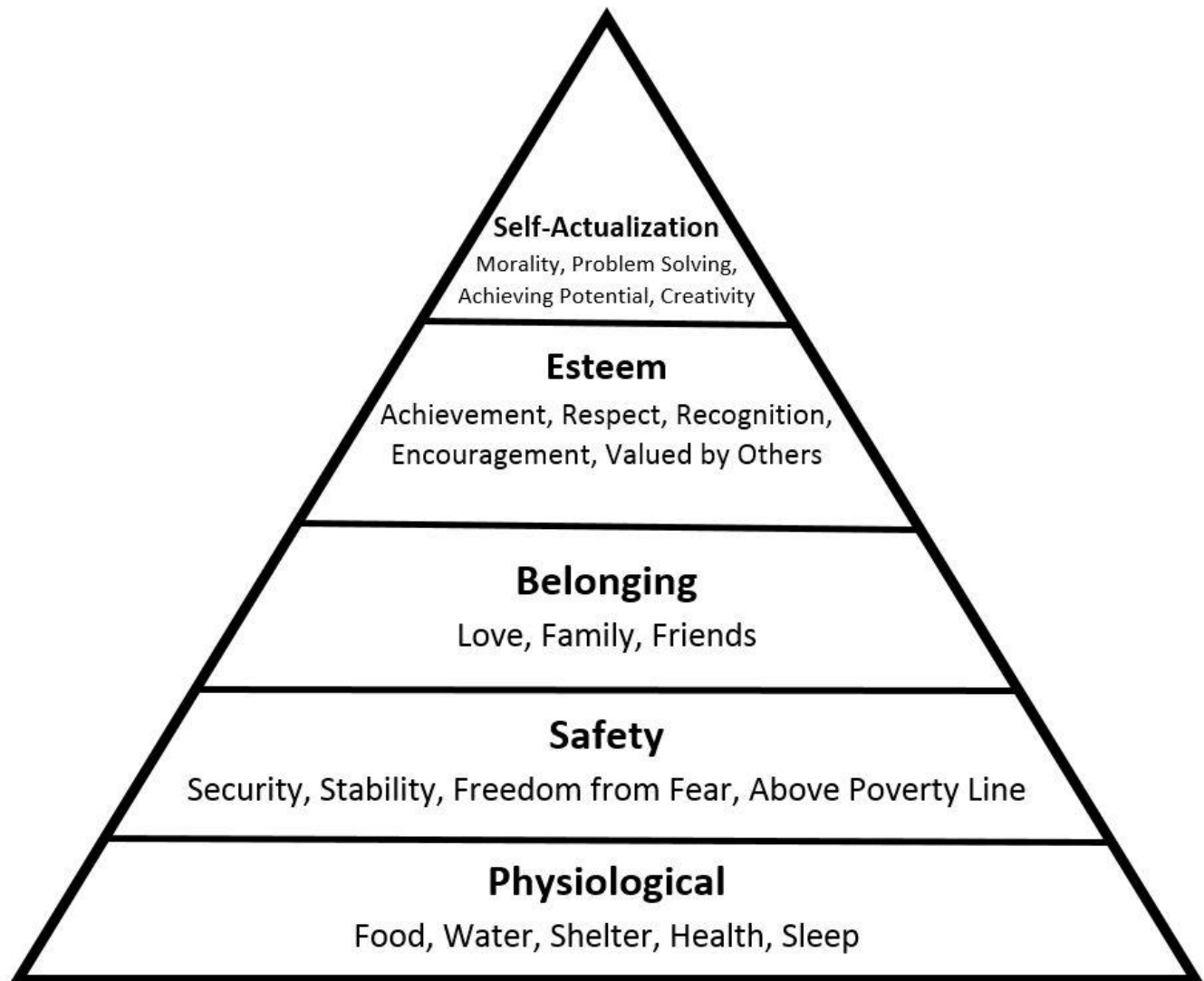
Some days are very busy, but other days drag by. Often students come in to use the computers or to sit quietly and study and do not seem to need a tutor. So sometimes, tutors have to look for ways to serve.

1. Make sure you are greeting students when they come in so they have a point of contact.
2. Make sure that students check in with the tracking system your center uses. Try to find out what subject the student is working on, and try to check the student in with a specific tutor. This gives the student a name as a point of contact, so they are more likely to ask for help if they need it because they know how. This also makes it easier to analyze student needs in tutoring centers.
3. Check in on students periodically, especially if you see that they are not engaging in their work. Ask them how you can help them or start a conversation with them about the subject they are studying.
4. If students are simply logging in as a requirement for a program, find ways to engage them if they are not using their time wisely. Examine their schedule with them to see if there are any courses that may pose a particular struggle. Discuss campus life and see if you can help them find ways to get connected at ECU.
5. If your center is empty, are there things you can update on your website or social media page for the location? Are there signs that can be drafted that would assist students in using the center well? Find resources online that might help students so that you have a list of tools at your disposal. If you keep session logs in writing, find out if you can log into the tutoring tracking system to store the logs on the database—those can be helpful to advisors. These kinds of proactive efforts not only improve your tutoring skills but also develop you as a professional.

BEGINNING AND ENDING A SESSION

Creating a Good Session Takes Empathy

Many students come into tutoring centers feeling like they are not adequate. They may be frustrated, anxious, and insecure with the course they are taking, or even with their college experience as a whole. According to the psychologist Abraham Maslow, human beings ultimately want to reach a point of self-actualization where they believe they can achieve their potential. This is, of course, a goal in college education. To reach self-actualization, however, humans need other needs met.



Obviously, a student who does not have his/her physiological or safety needs met have bigger problems than a tutoring session can address. In those cases, talk with your tutoring supervisor or refer the student to the Student Affairs Office or Counseling Services Office (covered in a separate section of this book). However, there are ways to help a student feel at ease in the session so that they experience a sense of belonging and esteem, eventually working toward self-actualization.

First, Create Trust

1. Provide a welcoming environment.
2. Greet the student.
3. Control the session by letting the student be the active participant.
4. Respect the student with active listening.
5. Make sure your body language communicates that you are engaged in the session.
6. Make sure your verbal language communicates humility and encouragement.

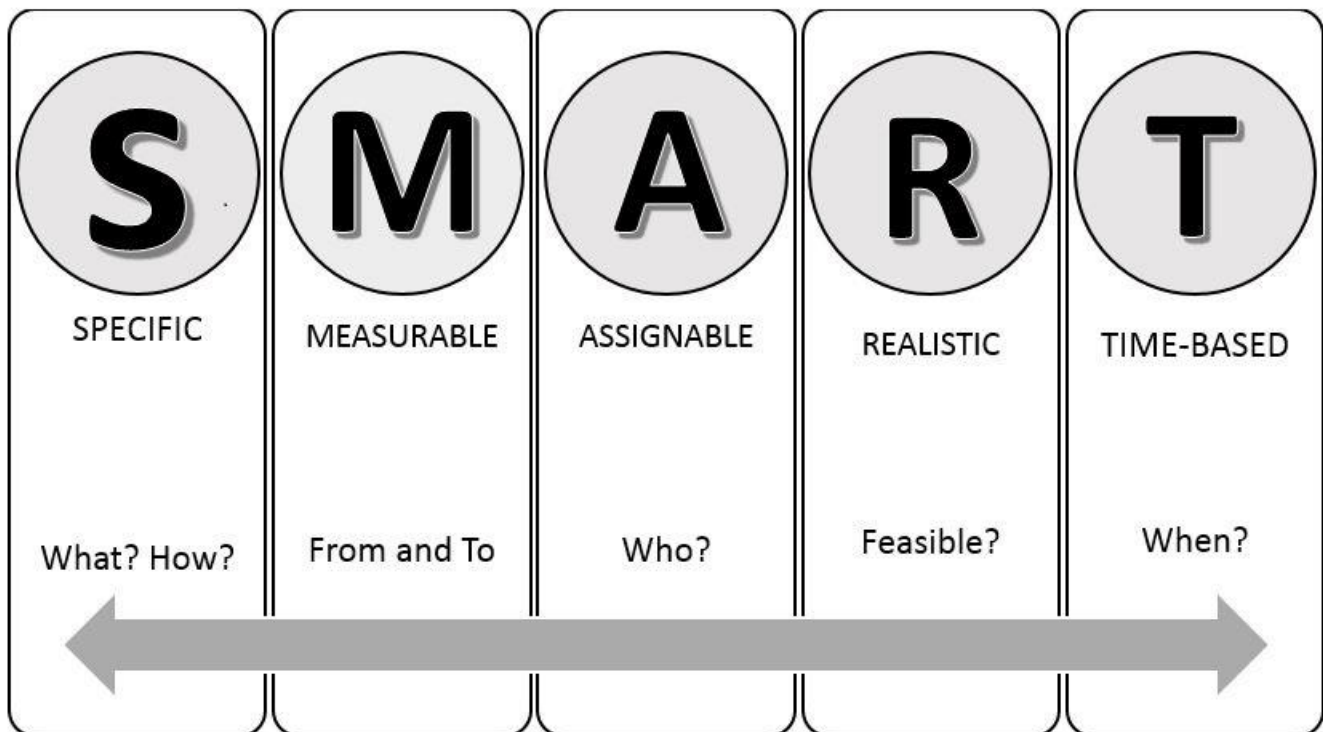
Then, Set Goals

Goals are directives to keep the session on task. They energize the participants, provide reasons to persist, and teach goal-setting to the student. The following steps will help you help the student set goals for the session.

1. Seek relevant sources of information.
2. Clarify the role of the tutor with the student.
3. Talk with the student about the student's role.
4. Ask questions to discover the student's perception of the problem or area to improve.
5. Agree on a few goals for the session.

Believe it or not, there is such a thing as a "helpful goal" and an "unhelpful goal." A unhelpful goal for a tutoring session would look something like this: "I want to get a on this paper." What a broad, intimidating statement!

Instead, you could help the student come up with a helpful goal like this: "I want to complete my outline today." Sounds much more manageable, doesn't it? Remember the mnemonic SMART when deciding on a goal:



Finally, End the Session Well

Ending on a good note will encourage the student and ensures that they will be willing to seek help. Most importantly, it helps students realize that their success is within their own power. The following steps will help you end the session well.

1. Review the goals and discuss if and/or how they were achieved. This gives them a sense of accomplishment.
2. Set goals with the student for what he/she will do after the session.
3. Set goals for the next session, if applicable.
4. Thank the student for coming.
5. Ask if anything else is needed.
6. Document the session with notes after the student leaves.

ADULT LEARNERS

Knowles Six Principles about Adult Learners

1. Adult Learners (ADL) need to know the reasoning behind their learning.
2. ADL need to take responsibility for their learning.
3. ADL bring a variety of experiences to their classes.
4. ADL need to see the relevance of the material to their lives and want to apply it to their lives.
5. ADL are “life centered.”
6. ADL are more intrinsically motivated.

Strategies for Tutors

1. Allow the ADL to direct their own sessions.
2. Ask open-ended questions.
3. Ask them what they already know about a topic.
4. Help them determine what they need to learn about the topic.
5. Help them set goals.
6. Give them positive feedback as they reach those goals or as they progress toward the goals.
7. Help them see the immediate relevance of the topic.
8. Help them see how their learning has progressed.
9. Allow them to be more active by letting them do most of the talking, finding the problems, finding solutions.

COMMUNICATION SKILLS IN A TUTORING SESSION

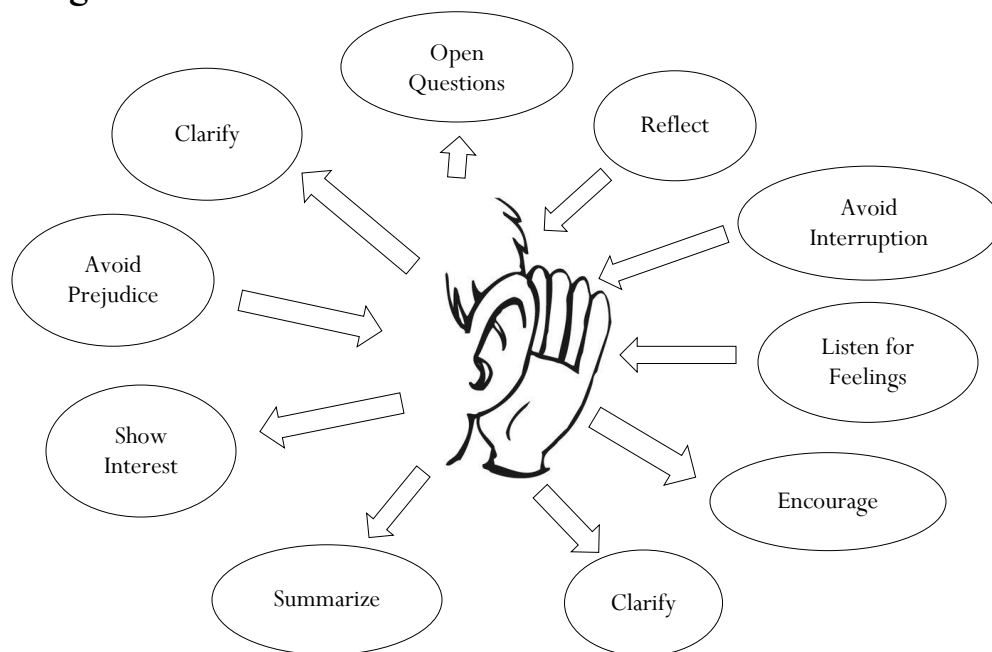
Active Listening

Active listening occurs when you are making a conscious effort to hear what someone says and are then able to offer feedback reflective of what you have heard.

Three Contexts for Active Listening

1. **Listening for socializing** – This is the way you listen in casual conversations. Valuable to success in everyday life and forming friendships.
2. **Listening for understanding** – Important for academic, work, and even social settings, this type of listening requires concentration beyond usual social listening.
3. **Listening for diagnostic purposes** – Important in tutoring sessions, the listener focuses on finding themes in what they are hearing. Even listening to misinformation or misunderstanding is important in diagnostic listening. To do this, a tutor would have the student explain the problem and repeat back his/her own understanding of what was said in a way that the student agrees with the tutor's understanding.

Active Listening Practices



Active Learning

The goal of tutoring sessions is that the student is the one who is doing the work and is actively learning the material. Because the tutor should be listening, the student should be doing most of the talking.

Tools for Active Learning Include:

1. Asking open-ended questions
2. Socratic Questioning techniques
3. Answering questions with questions
4. Letting the student direct the session as much as possible
5. Goal-setting and review

Active Listening and Active Learning as Partners

Supportive Communication is an active listening technique that leads to active learning. By using positive words and supportive patterns of behavior, the tutor can facilitate a more positive experience and foster independence in the student.

Behaviors that show Supportive Communication:

Destructive Behaviors	Supportive Behaviors
Evaluate the student, content, or behavior	Describe the content or situation
Control the session	Assist the learner
Manipulate the session or learner	Facilitate the learner in the session
Assume a superior role	See yourself as an equal to the student
Be certain of every element of the session	Keep yourself open to what is possible
Behave with indifference to the student or session	Show empathy to the student

HANDLING BUSY TIMES

Strategies

- Bouncing: work a student through a problem, set up the next one, bounce.
- Be mindful of regulars: these students are usually self-sufficient, assist them first so they can work ahead alone.
- Grouchy students: busy times usually result in someone being dissatisfied in some way, saying a few words to them can diffuse the situation and leave you better able to manage the room.
- Play to your strengths: When you have multiple tutors, make sure you are working where you will be the most efficient, especially in busy times.

Group Management

- Look for people who commonly work together or in groups. They are prime material for setting up group study/homework sessions.
- Use the white/chalkboard! Don't be afraid, it's not just for professors. Using these materials is comfortable to students and can make common work visible and easy to comprehend for several students.
- Plan ahead/Make Appointments. When you have those common groups or pending tests/labs, ask students to come in groups and to be prepared. Ask them to come with questions, notes, study topics, and examples or sample problems. A little preparation goes a long way.

LEARNING STYLES

“What harm is there in getting knowledge and learning, were it from a sot, a pot, a fool, a winter mitten or an old slipper?”

-François Rabelais

What is a Learning Style?

How do students learn? Is it by reading a book, writing a paper, listening to a lecture? Could it be by watching a video, putting on a skit, or making a list? Rabelais knew that learning could take on many forms and knowledge could be found in the most unexpected of places. Everybody learns differently, and the specific way that an individual differs in regards to what methods of instruction (or study) is most effective for them is called a learning style.

Why Should Tutors Care about Learning Styles?

The ultimate goal of tutoring is to encourage active, independent learners. Understanding learning styles is key to fostering active learners. A person’s learning style is the way he/she prefers to incorporate information into what he/she already knows

It is important to note that a number of theories exist regarding learning styles. The model presented in this manual is only one of many. This, however, is important for a tutor to understand so that students can work within their preferred style for an active learning experience. It also helps tutors think more creatively about how to assist students in learning new information.

Three Main Types of Learning Styles

One of the simplest and oldest ways to understand learning styles involves three categories:

- Visual: Students prefer to learn with visuals, images, observations, and readings. (See Figure 1.)
- Auditory: Students prefer to learn by listening, talking, reading out loud, being read to, lectures, and music. (See Figure 2.)
- Kinesthetic: Students prefer to learn by physically working something out, doing activities, staying in motion, drawing or writing information, note taking, and with manipulatives. (See Figure 3.)

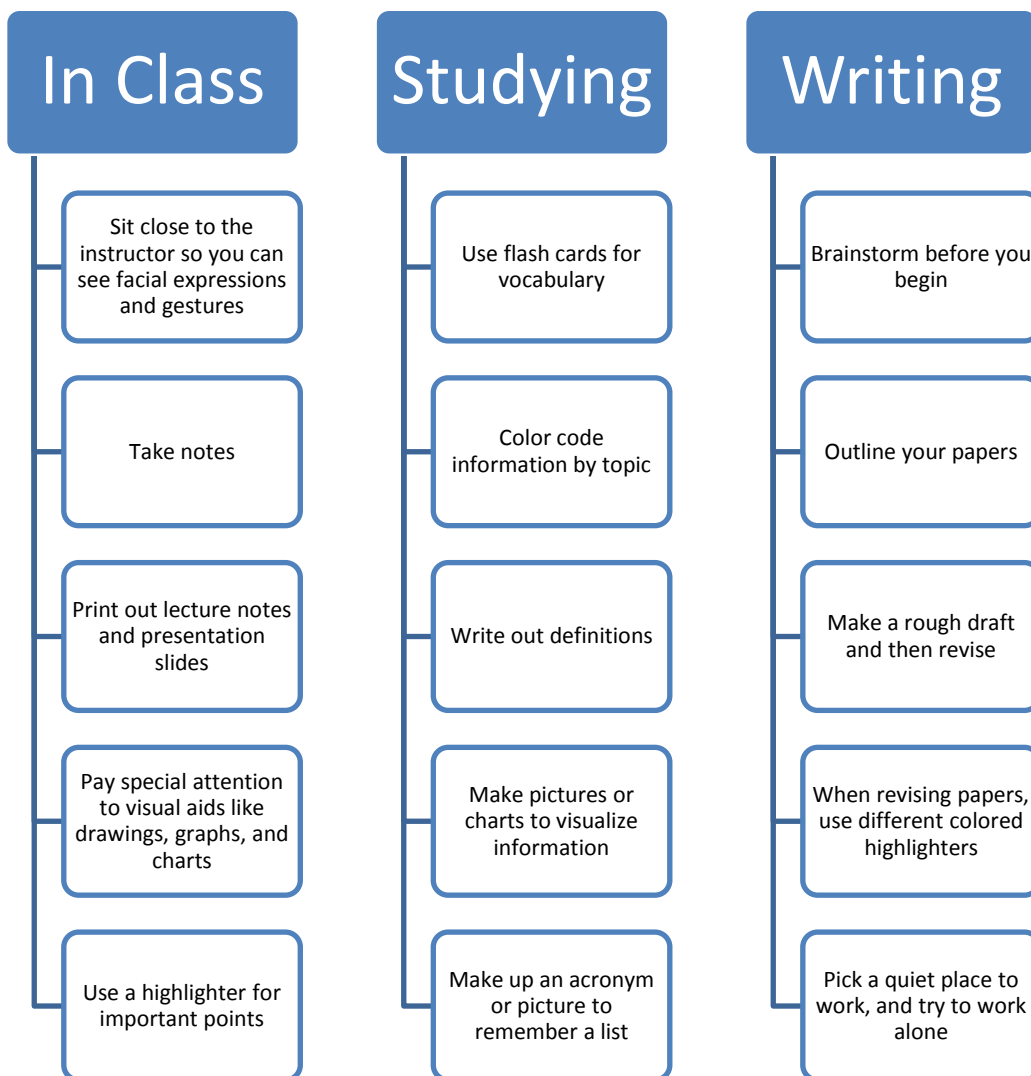
Students will use all of the VAK sensory learning styles, however they will always exhibit a dominant style or preference. Eventually, an “R” was added to the mix in order to include “Reading & Writing” (Fleming, 1998). Today, VARK is our most basic model of the Learning Styles.

Practical Application

Understanding learning styles is key to fostering active learners. By considering how our students learn best, we can set them up for academic success. Not surprisingly, the best way we can help them retain knowledge is utilizing all aspects of VARK during a tutoring session.

For example, while working on spelling words, you may have the student write the word, say it out loud, look at the letters, and/or hold up cardboard letters as they write. This would utilize all four of the VARK categories. See the charts below for suggestions with helping each type of sensory learner reach their full potential.

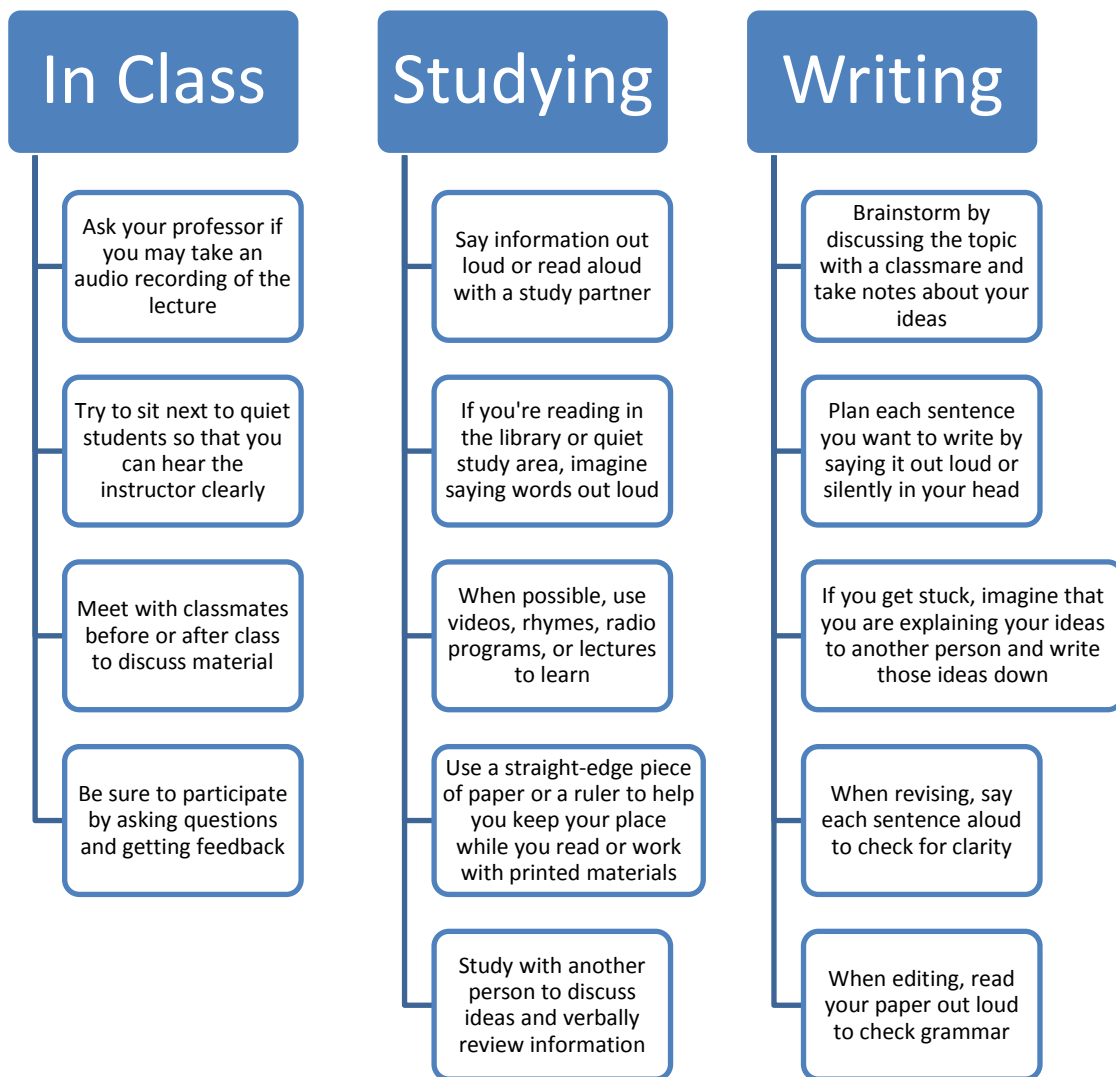
THE VISUAL LEARNER



Math and Science

- Visualize the problem
- Make pictures of the problem on scratch paper
- Write out the complete problem
- Write out all of the relevant theorems, equations, and conversions on a single sheet of paper to reference during homework and study time.

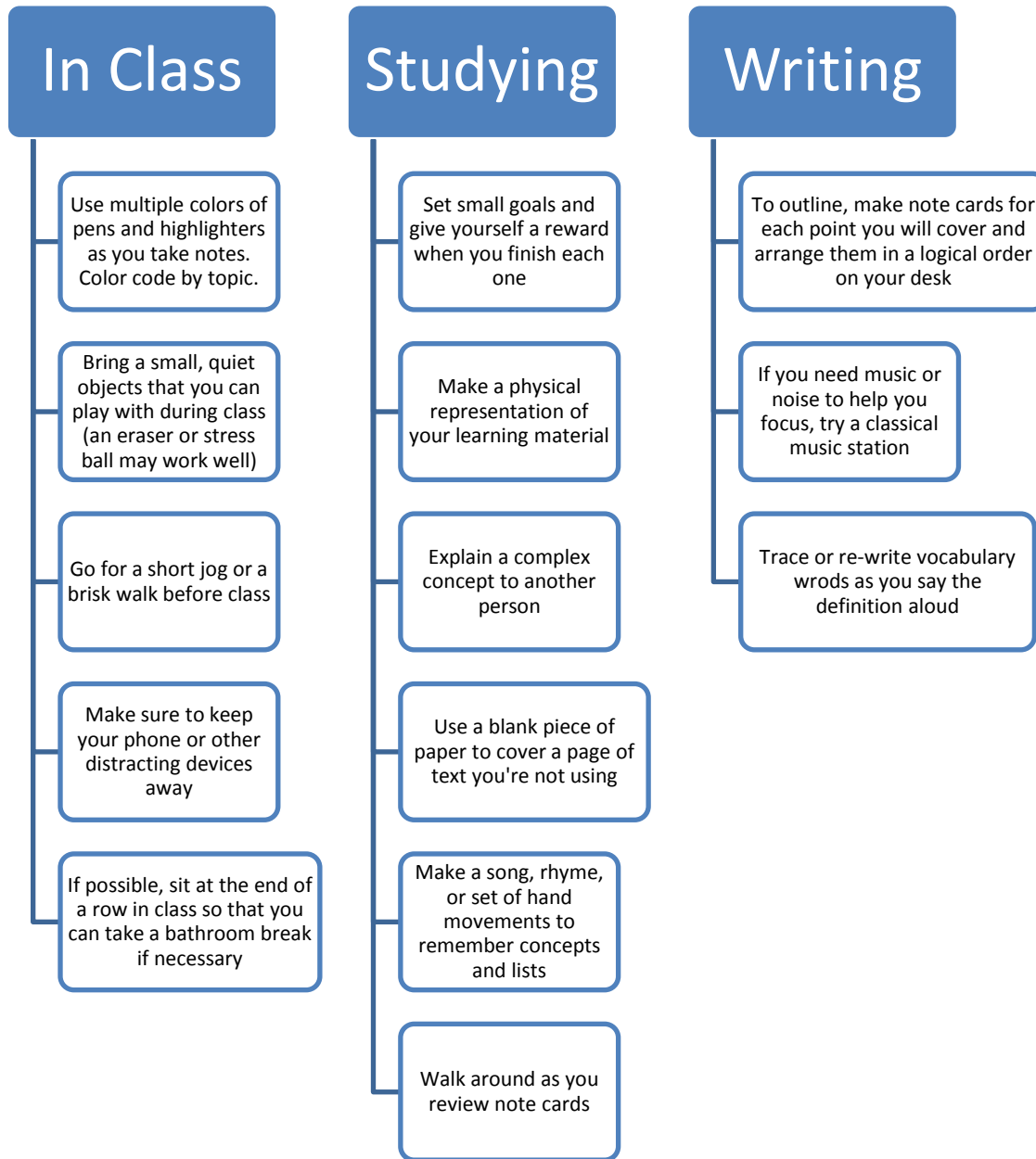
THE AUDITORY LEARNER



Math and Science

- Recite concepts, facts, or theorems aloud when you study
- Explain math problems or concepts aloud to yourself
- Explain your math concepts out loud to a tutor or study partner
- Fit the words of a theorem or concept to a song or rhyme
- Create rhymes to help you remember facts or equations

THE KINESTHETIC LEARNER



Math and Science

- Use physical models as much as possible
- Use objects to represent numbers
- Draw out a visual representation of your problem
- Use rhymes or hand motions to remember concepts
- Whenever possible, make connections to real events that you can visualize.

References: <http://www.odessa.edu>; <http://tutoring.sylvanlearning.com>

Case Study

Here's your chance to put that new knowledge of Learning Styles into action. Casey is a second-semester freshman who has been having trouble in Bio 111. Casey has a quiz coming up on cellular structure and has asked for your help in understanding the materials. Casey claims to learn best with hands-on activities and that's why cell structure is so difficult—it's all too small to grab onto and explore!

Question One: How would you help Casey learn cellular structure using all four aspects of VARK?

Question Two: What do you think Casey's preferred style of learning is and why?

DEALING WITH DIFFICULT TUTORING SITUATIONS

It is likely that you will come across a difficult tutoring situation in your role as a tutor. Recognizing the situation and having practical ways to respond will help prevent frustration for both you and your student.

Understand the Causes

Various situations can cause a difficult interaction between a tutor and a student:

1. The tutor and student have different expectations regarding their roles in the session.
2. An imbalance exists regarding expectations about participation.
3. The student comes in feeling anxiety, shame, or has low self-efficacy regarding academics.

Types of Difficult Situations

Blocking

1. Definition
 - a. Students avoid communication and become silent.
 - b. Students may say they'll never "get it."
2. Solutions
 - a. Ask open-ended questions
 - b. Start with easier material and move to more difficult material
 - c. Provide continual feedback
 - d. Reinforce successes

Confusion

1. Definition
 - a. Students focus on their own frustration.
 - b. Students may question the value of the course.
 - c. Students may not know where to start.
2. Solutions
 - a. Have the student be specific in what she does when she studies for exams
 - b. Do an exam analysis with the student on the last exam to determine the source of the material (notes, lecture, text, etc.) and compare it to what he/she missed.
 - c. Help the student find patterns in the material.

Miracle Seeking

1. Definition
 - a. Students expect tutors to control the session.
 - b. Student may have unrealistic expectations of the tutor and see the tutor as the solution to their problems.
2. Solutions
 - a. Set clear goals for the session
 - b. Clearly define the tutor's role
 - c. Make sure the student is doing the writing/typing during the session
 - d. Help student with time management

Over-Enthusiasm

1. Definition
 - a. Students will do their own work
 - b. Students want tutors to devote extra time and resources to assist them, request additional hours, and offer to pay for additional sessions.
2. Solutions
 - a. Make sure the student understands the tutoring policies (hours tutor is allowed to work per week, per student, etc.).

- b. Set clear goals for the session
- c. Help the student create a study plan with goals to accomplish outside of tutoring hours
- d. Help the student set measurable, reachable goals for the class
- e. Refer the student to an advisor to set a realistic plan for the next semester

Resisting

1. Definition
 - a. Students do not want to change their behavior.
 - b. Students do not implement strategies they agreed upon for success and/or do not complete their work.
 - c. Students may refute a tutor's strategies or question their credibility.
 - d. Students may even be hostile.
2. Solutions
 - a. Listen to the student to understand his/her needs and goals.
 - b. Listen to the student's frustrations.
 - c. Show empathy to the student and let him/her know that you found the material challenging, as well.
 - d. Show the student how you made changes in situations like his/hers.

Passivity

1. Definition
 - a. Students want to seek approval, please others, avoid conflict, and build relationships more than deal with their concerns.
 - b. They do not believe their thoughts or strategies for their class are as important as the tutor's.
 - c. They may be anxious about being critiqued.
2. Solutions
 - a. Make sure the student feels like he/she is in a safe environment.
 - b. Make sure that the student knows you are not judgmental.
 - c. Get the student active in the session.
 - d. Provide reinforcement and feedback.

Evasion

1. Definition
 - a. Students avoid the content of their course by discussing other things, like current events, social situations, etc.
 - b. They will try to change the topic of the conversation during the session, may give vague answers, or may give several possible answers in order to manipulate the tutor into giving correct answers.
2. Solutions
 - a. Set clear goals for the session and evaluate the goals and the progress at the end of the session.
 - b. Keep the student active: ask questions, provide organization strategies, set problem-solving scenarios.
 - c. Explain your concerns to the student in a non-judgmental manner.
 - d. Ask the student why he/she is seeking tutoring and what he/she expects from the session.
 - e. Reflect on the session yourself—are you expecting too much?

When You Have a Problem

1. Ask for advice/assistance from your supervisor.
2. Cut to the chase with the student—ask what is wrong and how you both can improve the session.
3. Do not “scold” or use words that would inflame the situation.
4. Always be calm and polite.
5. Begin and end on a positive note. (This is true in any tutoring session.)
6. Smile and say, “Thank you.”

QUESTIONING SKILLS

The best way to get a student active in a session is through open-ended questions. Open-ended questions are not questions that lead to a one-word answer or even necessarily a right or wrong answer. They facilitate a discussion between tutor and tutee.

What Questions Do for a Session

1. Allow open dialogue with the student
2. Guides a session
3. Opens doors to conversation
4. Forces a student to be active in a session
5. Engages the student and gives the student ownership of the learning process
6. Revives a dying session
7. Allows the student to voice his/her own opinions in a safe environment
8. Gives the tutor insight to the individual's learning styles, struggles, strengths, and personality for a more effective session

Strategies

1. Ask the student these types of questions to guide the session
 - a. What problems, specifically, are you encountering on your assignments?
 - b. Could you tell me about your course and how it is going this week?
 - c. How do you plan to handle the classes you missed this week?
 - d. What are you doing to study for this exam?
 - e. What do you find most difficult about taking notes in this class?
 - f. What concerns do you have about the upcoming exam?
 - g. What concerns do you have about scheduling next semester? Financial aid? Housing? Etc.?
 - h. How will you prepare for finals week?
 - i. What will you do to prepare the final draft of the essay?
2. Ask the students these types of questions to encourage active learning
 - a. Why is that the correct answer?
 - b. Could you explain your reasoning?
 - c. How do you know that information is accurate?
 - d. Can you explain to me how you solved this problem?
 - e. What is your goal/main idea in writing this paragraph?
 - f. How will you support that argument on the exam?
 - g. How would you explain that answer to someone else in your class?
 - h. What are some ways you could rewrite that sentence to elaborate on your point?
 - i. What is an example you can give?
 - j. Can you explain your answer in different words?
 - k. What is another point-of-view?
 - l. Model an incorrect answer and ask if it is correct. Why or why not?
3. Ask the students these types of questions to help them make deeper connections
 - a. Could you illustrate your point with a description or comparison?
 - b. Why do you think your professor wants you to know this information?
 - c. How does this apply to another one of your classes?
 - d. How do you think you will use this in your career?
 - e. Where have you learned information similar to this before?

- f. What have you learned in a previous class that provided you the foundation for this class?
- g. How could you use this information in your English 101 course?
- h. Who benefits from this law/argument/policy/approach/etc.?

Active Learner

- 1. Who does most of the talking in these scenarios?
- 2. Are you, the tutor, passive in these situations?

Steps to Active Listening

- 1. Observe and listen to the student
- 2. Say what you just heard
- 3. Verify the student understands at a foundational level
- 4. Direct students with questions to apply the knowledge
- 5. Strengthen the student's knowledge with questions that deepen connections

MAKING REFERRALS

When to Make Referrals

Students bring various issues with them to tutoring sessions. Some of these can be concerning and may require you to take action.

First, think through the problem using the Drucker Model:

1. Define the problem
2. Analyze the problem
3. Develop solutions
4. Decide on the best solution
5. Act effectively

In situations where you think you may need to make a referral or contact emergency services, refer to the Decision Making Tree provided by ECU's Counseling Center and included in this manual. To make a referral to the proper authorities, refer to the Referral Resource Guide in this manual.

Calling 911

It is important to note that you are not likely to regret calling 911. However, you never want to regret *not* calling them.

Making Reports

The Student Assistance & Intervention Team (SAIT) was developed as a resource that will respond to reports of students at ECU who may present troubling behavior. The goal is to intervene before a crisis occurs. According to the SAIT website (sait.ecu.edu), examples of behaviors to report may include but are not limited to:

- Behaviors which regularly interfere with classroom environment or management
- Notable change in academic performance
- Notable change in behavior or appearance
- Impairment of thoughts – written or verbal
- Overly aggressive behaviors toward others; inability to set limits or re-direct focus
- Poor decision making and coping skills
- Inappropriate or strange behavior
- Low frustration tolerance
- Overreaction to circumstances
- Writings and comments (including electronic communications) endorsing violence; unusual interest in violence
- Indirect or direct threats in writings (including electronic communications) or verbalizations
- Lack of empathy and concern for others; inability to care
- Anger management problems
- Threats to others, whether stated or implied
- Appearance of being overly nervous, tense or tearful
- Expression of suicidal thoughts or feelings of hopelessness

The SAIT Referral Form is available online at <http://sait.ecu.edu>.

EKU Counseling Center

You can also consider, in non-emergency situations, suggesting the use of the EKU Counseling Center to students. The Counseling Center is a free service provided to EKU students. The center will take walk-in students and will see them right away.

The EKU Counseling Center is located in the Whitlock Building, Room 571.

Reporting to your Supervisor

If you are unsure what action to take or if action is necessary, discuss your concerns with your supervisor. While your interactions with students are confidential, your supervisor is part of that confidentiality circle and will need to know if you have encountered a student who may need intervention or help.

NCAA GUIDELINES

When working with student-athletes, it is important to remember that those students are under constant scrutiny by the NCAA. They must abide by rules in addition to University policy.

Here are their general guidelines:

- Do not share information about student-athletes with people outside of the Bratzke Center staff
- Use discretion within the athletic department as well
- ANY information you learn about a student-athlete on the job is confidential during and after your period of employment
- Never contact a professor about a student-athlete
- Maintain a professional relationship with students
- Avoid situations that give the appearance of an unprofessional relationship, do not fraternize with student-athletes
- DO NOT post photographs of student-athletes on social media, or allow them to post photos of you.
- Staff members (including tutors) shall not knowingly:
 - Provide information to organized gambling activities
 - Solicit a bet on any intercollegiate team
 - Accept a bet on any team representing the institution
 - Solicit or accept a bet on any intercollegiate competition for any item that has tangible value
 - Participate in any gambling activity that involves intercollegiate athletics or professional athletics
- As a Tutor you:
 - May not buy a gift, food, or beverage for a student-athlete
 - May not give money, school supplies, books, CD's, or other items to student-athlete
 - May not loan money, school supplies, flash drives, or other items to student-athletes
 - May not give a ride to a student-athlete
 - May not type a paper or assignment or other academic work for a student-athlete (even if paid by the student-athlete)- Academic Fraud
 - May not complete a paper or other academic work for a student-athlete- Academic Fraud
 - May not provide student-athlete with copies of old tests
 - May not assist student-athlete with grade changes
 - May not permit a student-athlete to use institutional resources, such as copier, fax machine, or telephone (even if paid for)
 - May not provide/arrange for free or reduced cost services, or rentals (i.e. car repairs, clothing, haircuts, laundry, etc.)

WORKING WITH INTERNATIONAL STUDENTS

International Students are those students who have student Visas to study abroad. At EKU, they can be from all over the world.

General Cultural Struggles

- The educational experiences of International Students are probably different from yours. Schools are organized differently around the world, and student expectations vary, as well.
- Some countries have a different idea of plagiarism than United States schools do. It can be seen as arrogant to put content “in your own words” in other countries. That is why it is important to refrain from judgment and “shaming” others. Instead, point out what American instructors expect.
- In some cultures, the instructor’s word is final, and students do not interact much with instructors. Tutors would be seen in the same light. Still in other cultures, instructors are seen more as a serving field and are expected to go above and beyond always. This could come across as someone wanting you to do their work for them. Again, explain expectations and cultural norms here.
- In those cultures that revere their instructors, students giving opinions could be viewed as being disrespectful. Additionally, they may not be used to speaking in class. Yet, many instructors in the United States consider class participation as crucial and some even assign grades to it. As a result, working with International Students to help them become more comfortable speaking in class is very important.
- Also, you may have to help students become comfortable visiting instructors during office hours. Role play scenarios with students to help their comfort level.
- International Students may also be battling homesickness. Remember the importance of a friendly smile, encouragement, and helpfulness. Also, helping them find events on campus to give them a chance to make friends is a great way to help them lessen homesickness.

Listening Skills

- **Active Listening** – Using active listening strategies like paraphrasing what you hear an International Student say or reflecting their words by stating, “What I hear you saying is…” can serve to decrease miscommunication, and it also shows that you are listening to them.
- **Empathetic/Empathic Listening** – You may have never been in their situation, but you can certainly understand their feelings. In fact, you can also help them find English words for how they feel by saying, “That must have made you feel frustrated” or “You sound disappointed.”
- **Sympathetic Listening** – Sometimes, especially with International Students, offering some sympathy for their struggles is appropriate. Feeling sad for a student and expressing it or saying, “I feel disappointed for you that you are not able to be at home for your…” helps legitimize their feelings, and it may help them to feel that they have an ally.

Responding

- **Moral Implication of Words** – Remember that words carry different connotations. For example, the words *right* and *wrong* carry moral implications. When you tell a student who speaks English as a second language that his/her answer is “wrong,” that word brings into question moral behavior. Instead choose neutral words like *correct* and *incorrect*.
- **Your Speaking Style** – International Students learn Standard American English; they do not learn English through dialects. Watch the speed with which you speak, your use of slang, and your use of contractions.
- **Use the Dictionary** – When you are struggling to communicate, invite International Students to use their dictionaries to help you both find the right words for what you are discussing. Discuss the connotations of words to make sure you both understand each other.
- **Idioms** – Avoid the use of idioms. See the following page for a list.

Just a “Few” Idioms (and other confusing uses of English)

Against the clock	Go with the flow	Over one's head
All in the same boat	Grab a bite	Piece of cake
And then some	Had better (go, etc.)	Play it by ear
As easy as pie	Have one's hands full	Play the devil's advocate
Back to square one	Have something down pat	Pop quiz
Bad-mouth someone	Hit the books	Practice makes perfect
Be all ears	Hit the hay or sack	Pretty (as an adverb)
Be broke	Hit the nail on the head	Pull an all-nighter
Be fed up with	Hold your horses	Pull someone's leg
Be used to	How come?	Quite a few
Beat around the bush	In over your head	Quick study
Beats me.	In time	Rain cats and dogs
Before long	It is what it is	Read someone's mind
Bite off more than one can chew	It's a cinch	Rub someone the wrong way
Blessing in disguise	It's Greek to me	Rule of thumb
Break a leg!	It's up to you	Run-down
Burn the midnight oil	Jump in feet (or head) first	Savvy
By yourself	Jump the gun	Schmooze
By the skin of your teeth	Jump to conclusion	Sick as a dog
Call it a day	Junk mail	Sleep on it
Catch one's eye	Keep an eye out for	Sooner or later
Catch some Zs	Keep your chin up	A snap
Can't make heads or tails of	Keep your fingers crossed	So-so
Change one's mind	Keep your nose to the grindstone	Sort of
Cost you an arm and a leg	Kid around	Stay or keep in touch
Crack me up	Kind of	Take it easy
Cram	Knock on wood	Take it with a grain of salt
Crash course	Know-it-all	That's cool
Cross that bridge when you get to it	Know something backwards and forward	Tough
Cross your fingers	Know something inside out	Toss something
Cup of Joe	Let-down	A toss-up
Ditch class	Lend someone a hand	Tricky
Do a bang-up job	Leave well enough alone	Under the weather
Down in the dumps	Live and let live.	Until you're blue in the face
Drag one's feet	Lose track of	Update
Drop someone a line	Make heads or tails of	Up-to-date
Far cry from	Make up one's mind	Used to
Feel blue	No way!	What for?
Find your feet	Not on your life!	What's up?
For ages	Now and then	Whole nine yards
Get going	Nuke	Wishy-washy
Get it	Off on the wrong foot	Would just as soon
Get a kick out of something	On the ball	Ya know?
Get down to business	On the dot	You don't say!
Get on one's nerves	On time	You've got to be kidding!
Give you a hand	Once in a while	Yucky
Go for broke		Yummy

WORKING WITH STUDENTS WITH LEARNING DISABILITIES

Introduction

A Learning Disability is a permanent disorder which affects the manner in which individuals with normal or above average intelligence take in, retain, and express information. Like interference on the radio or a fuzzy TV picture, incoming or outgoing information may become scrambled as it travels between the eye, ear, or skin, and the brain. This is one definition of a learning disability.

What Learning Disabilities are NOT

Learning disabilities are often confused with other non-visible handicapping conditions like mild forms of mental retardation and emotional disturbances. Persons with learning disabilities often have to deal not only with functional limitations, but also with the frustration of having to "prove" that their invisible disabilities may be as handicapping as paraplegia. Thus, a learning disability does not mean the following:

- **Mental Retardation:** Students who are learning disabled are not mentally retarded. They have average to above average intellectual ability. In fact, it is believed that Albert Einstein and Thomas Edison had learning disabilities.
- **Emotional Disturbances:** Students who are learning disabled do not suffer from primary emotional disturbances such as schizophrenia. The emotional support they need is due to the frustration mentally healthy individuals experience from having a learning disability.
- **Language Deficiency Attributable to Ethnic Background:** Students who have difficulty with English because they come from a different language background are not necessarily learning disabled.

Building Trust

Before determining what to work on, both you and the student must understand the student's specific strengths and areas for improvement. Your first few sessions together should be spent discussing the student's learning disability, how it may affect him/her in school, and techniques for compensating for it. This is also the time to build trust. We believe this can be accomplished by:

- Treating the student as an equal. The student may have a learning disability, but he/she also possesses knowledge and talent that you don't have.
- Listening to what is important to the student. What areas of learning does he/she want to focus on?
- Creating an atmosphere that permits the student to confide in you. It is important to find a location away from peers and teachers, where learning disabled students can feel comfortable to tackle problems without fear of being embarrassed.

What should we work on?

The final determination of what to work on with your student is based on the following factors:

- The nature and severity of the student's learning disability,
- The student's concerns, and
- Course requirements.

We suggest listing information under each factor. Then, use this information to determine priorities for the tutoring program. Some students may just require assistance with papers and reading assigned in their courses. Others may want to work on supplementary materials. For example, a student planning to take a statistics course may want to review basic algebra concepts and overcome problems understanding fractions. A student with reading comprehension difficulties may want to focus on ways to improve his/her vocabulary.

TEN TUTORING TIPS FOR WORKING WITH STUDENTS WITH DISABILITIES

1. Understand the different needs of college students with learning disabilities.
2. Provide success experience so students are not discouraged.
3. Help students understand the requirements and objectives of their courses.
4. Prepare structured lessons with each unit divided into small parts.
5. Relate tutoring to students real-life experiences.
6. Help students understand and recall subject matter.
7. Help students develop ways to commit facts and information to memory.
8. Help students establish study goals and specific objectives.
9. Help students prioritize and schedule their assignments.
10. Facilitate a positive rapport. The relationship between tutor and the student is critical.

Source: <https://fp.auburn.edu/disability/pdf/tutoring.pdf>

EKU TUTORING RESOURCES

<p>EKU Campus CRLA-Certified Tutoring Centers</p> <p>GURUs</p> <ul style="list-style-type: none"> • www.gurus.eku.edu • Library 106D (Basement level) • Whitlock Building (1st floor) <p>Noel Studio</p> <ul style="list-style-type: none"> • www.studio.eku.edu • Library <p>Biology Peer Mentoring Lab</p> <ul style="list-style-type: none"> • Memorial Science 177 <p>Chemistry Tutoring Lab</p> <ul style="list-style-type: none"> • www.chemistry.eku.edu • New Science Building 5103 <p>Computer Tutoring Lab</p> <ul style="list-style-type: none"> • Wallace 455 <p>Health Sciences Learning Resource Center</p> <ul style="list-style-type: none"> • www.hslerc.eku.edu • Rowlett 310 <p>Math and Statistics Tutoring Center</p> <ul style="list-style-type: none"> • www.mathtutor.eku.edu • Wallace 342 <p>Physics Tutoring Lab</p> <ul style="list-style-type: none"> • New Science Building 3130 & 3132 <p>Student Success Center</p> <ul style="list-style-type: none"> • Crabbe Library 106D (Basement level)

<p>Other CRLA-Certified Tutoring Centers</p> <p>Center for Student Accessibility</p> <ul style="list-style-type: none"> • Students with disabilities • Whitlock 361 <p>Bratzke Center</p> <ul style="list-style-type: none"> • Student athletes • Alumni Coliseum
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<p style="text-align: center;">Counseling Services</p> <p>Whitlock 571; 859-622-1303</p> <ul style="list-style-type: none"> • Test Anxiety • Math Anxiety • Time Management • Individual Counseling • Group Counseling • Career-Decision Making • Crisis Intervention



For information on EKU Tutoring services, check online at www.tutoring.eku.edu or email tutoring@eku.edu

<i>Other Important Contacts</i>		
<u>Office</u>	<u>Phone</u>	<u>Website</u>
Advising		
Whitlock 347	859-622-2276	advising.eku.edu
Colonel 1 Card		
Powell 114	859-622-2179	colonel1card.eku.edu
Center for Student Accessibility		
Whitlock 361	859-622-2933	disabilities.eku.edu
Financial Aid		
Whitlock 251	859-622-2361	finaid.eku.edu
Food Services		
Powell 17	859-622-2179	ekudining.com
International Education		
Whitlock 455	859-622-1478	international.eku.edu
Student Accounting Services		
Whitlock 210	859-622-1232	studentaccounting.eku.edu
Student Health Services		
Rowlett 103	859-622-1761	healthservices.eku.edu
Testing		
Whitlock 340	859-622-1281	testing.eku.edu
University Housing		
Whitlock 552	859-622-1515	housing.eku.edu

REFERRAL RESOURCE GUIDE

In case of emergency or imminent danger, call 911.

EKU General Services

Campus Police Department

859-622-1111

www.police.eku.edu

Student Health Services:

859-622-1761

www.healthservices.eku.edu

Counseling Center:

859-622-1303

www.counseling.eku.edu

Center for Career and Co-op:

859-622-1568

www.career.eku.edu

Student Assistance and Intervention Team (SAIT)

<http://sait.eku.edu/>

Financial Aid

859-622-2361

www.finaid.eku.edu

Office of Military and Veterans Affairs

859-622-2345

<http://va.eku.edu/>

Center for Student Accessibility

859-622-2933

<http://www.disabilities.eku.edu/>

EMERGENCY SERVICES

Community Crisis Hotline: 1-800-928-8000

Bluegrass Rape Crisis Center: 1-800-656-4673

Suicide Hotline: 1-800-784-2433 or 1-800-273-8255

Baptist Health Emergency Services (formerly Pattie A. Clay Hospital): 859-623-3131

Richmond Police Department: 859-623-8911

Richmond Fire Department: 859-623-1164

