



# IU Student Tutor Manual Spring 2020

Brown County/IU Tutoring Partnership

# Structure of a Tutoring Session

1. **Sign-in** at the school office upon arrival and **go to assigned room**
2. **Greet your student** when he or she arrives and **make sure they have their laptop** (if they don't have it, ask them to retrieve it)
3. **Chat** with them **while they have their snack**, which is provided by the Brown County Literacy Coalition or their parent
4. **Ask them** to open their laptop and show you their **Skyward account**, which is where their grades and assignments are housed
5. **Ask them** about any **poor grades or missing assignments**; if they can't find their missing assignments in their folders, walk the student to the **teacher's room** so they can discuss how to make it up
6. **Help** your student **develop an organization system** for his or her assignments that works for *them* in a way that the student can keep up with
7. **Help** your student **complete their assignments**
8. If your student has completed their homework, they should complete their **online assignments**, **read** quietly a book of their choice for their reading log, or **write a paragraph** based on the writing prompt
9. At five minutes before the session is over, the student should **return their laptop** to the classroom and plug it in
10. If your student has done a good job, they can **choose a piece of candy** or another snack before they leave
11. **Sign-out** at the front desk before leaving.



# Rules of the Tutoring Room

**Listen.**

**Be kind.**

**Concentrate.**

**Help each other.**

**Work hard.**

**Follow directions.**

**No cellphones.**

**Be tidy.**

**Respect others.**

**Be quiet.**

# Getting to Know Each Other

<p>All about <b>ME</b></p>	<p>NAME</p>	
<p>favorite CANDY</p> 	<p>PETS</p>	<p>HOBBIES </p> <p>CHEER  </p>
<p>favorite PLACE</p> 	<p>favorite MOVIE / TV show</p>	
<p>favorite MUSIC</p> 	<p>FAMILY: how many? Brothers _____ Sisters _____ Are you the oldest, youngest or middle _____</p>	
<p>favorite VACATION</p> 	<p>favorite COLOR</p> 	
<p>your BIRTHDAY</p> 	<p>favorite BOOKS to read</p> 	
<p>favorite SUBJECT in school</p> 	<p>favorite FOOD</p> 	

# How to Handle Behaviors

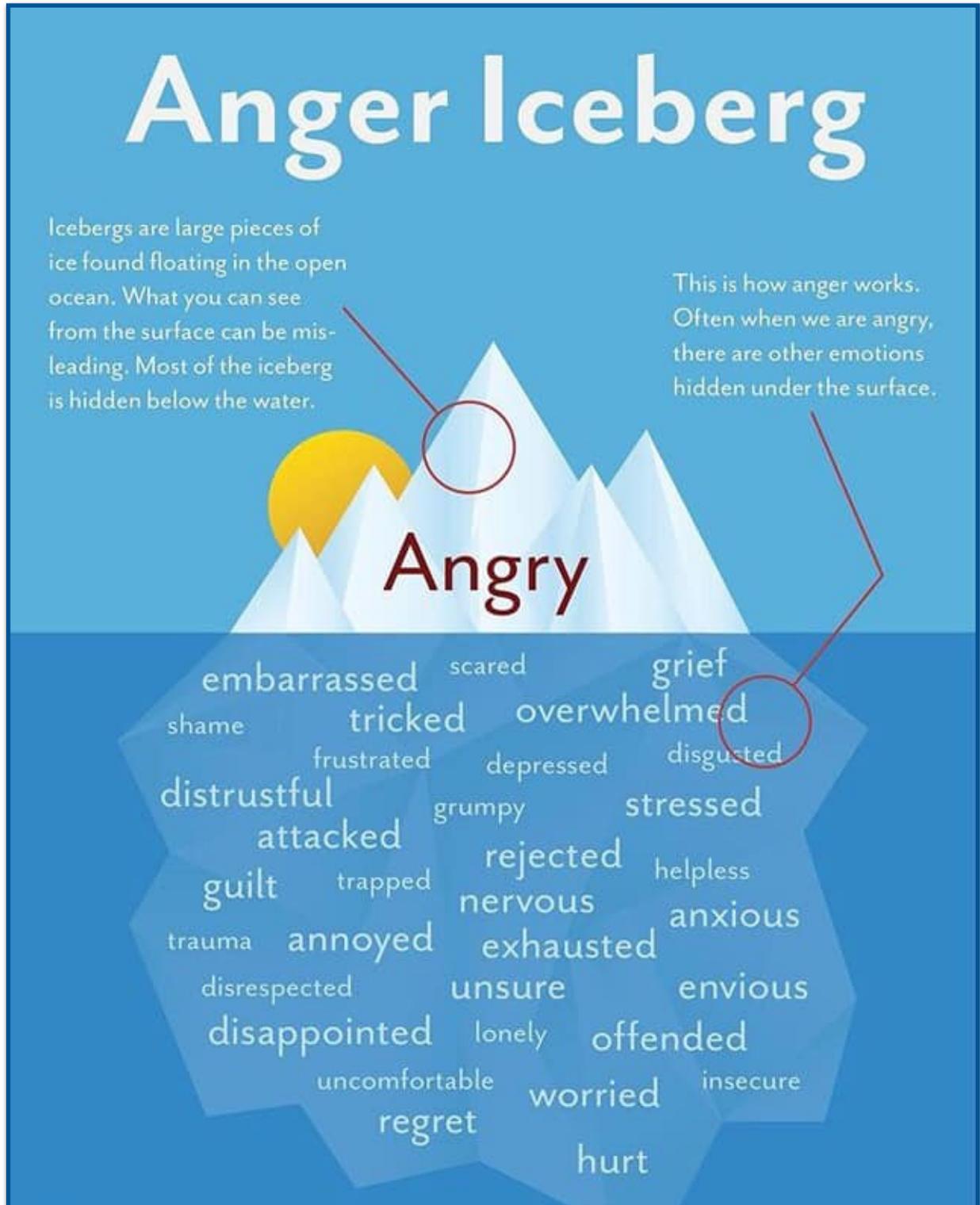
1. Don't take behaviors personally
2. Take time to listen
3. Be an empathetic mentor
4. Set boundaries and expectations
5. Celebrate small successes
6. Be a team with your tutee
7. Help them think through their obstacles to success
8. When all else fails, ask for help from a school administrator or teacher; they may know what's really going on and what you can do to help your student
9. Refer to the following strategies:
  1. Anger Iceberg
  2. 10 Questions Teachers Can Use to Monitor Their Own Behavior
  3. Social and Emotional Learning (SEL) concepts
  4. De-Escalation Strategies & Techniques
  5. Restorative Questions
  6. Child Mind Institute Resource List: <https://childmind.org/audience/for-educators/>

# Strategies for Understanding & Handling Behaviors

## Anger Iceberg

Icebergs are large pieces of ice found floating in the open ocean. What you can see from the surface can be misleading. Most of the iceberg is hidden below the water.

This is how anger works. Often when we are angry, there are other emotions hidden under the surface.



# 10 Questions Teachers Can Use to Monitor their Own Behavior

Sometimes teachers can unwittingly contribute to students' behavior challenges. Use these 10 questions from author Beverley Johns to check yourself and encourage more positive behavior:

1. Am I giving **attention to students for negative behaviors** rather than positive behaviors?
2. Am I engaging in **power struggles** with students rather than explaining what I expect?
3. Am I **becoming agitated** when students engage in a certain behavior they know “gets to” me?
4. Am I **remaining calm** when the student is engaging in inappropriate behavior?
5. Am I **engaging in arguments** with students?
6. Am I being **realistic in my academic expectations** of students?
7. Am I being **realistic in my behavioral expectations** of students?
8. Have I made my **expectations for the student clear**?
9. Am I **being consistent** with the student or do I sometimes let behaviors slide?
10. Could my **biases** be interfering with my interactions with students?

Read the full post: <http://bit.ly/JohnsBehavior>

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Brown County Schools are beginning to implement Social & Emotional Learning (SEL) strategies.



These are good to understand for any teaching situation in which you may find yourself.

# De-escalation Strategies & Techniques

1. Act calm even if you're not.
2. Say, "Let's talk about this later".
3. Use humor to lighten to mood.
4. Lower your voice.
5. Give a choice.
6. Walk away.
7. Ask, "What would help you right now?"
8. Change the subject to a positive one.
9. Give personal space.
10. Say, "I see where you are coming from."
11. Distract with a photo of something they like.
12. Show that you are listening.
13. Remove the audience.
14. Say, "I want to help you."
15. Talk about something they like.
16. Make a joke.
17. Encourage the person.
18. Remind them of something amazing they did.
19. Say, "You can do this."
20. Call another adult for help.
21. Say, "Let's call... I think they can help."
22. Be willing to find a solution.
23. Offer to change the way you are doing something.
24. Re-state what the person is saying.
25. Validate their thoughts.
26. Avoid over-reacting.
27. Use active listening.
28. Offer a solution.
29. Let the person talk without interrupting.
30. Say, "I see your point."
31. Offer to take a walk with the person.
32. Clarify expectations.
33. Remind them of something they love.
34. Apologize for something you did wrong or the way it was taken.
35. Invite them to do a preferred activity.
36. Ask if they can explain more about how they're feeling.
37. Try to understand the person's perspective.
38. Slow yourself down to avoid getting worked up.
39. Say, "So, you're upset because... right?"
40. Don't say "calm down".
41. Show empathy.
42. Encourage the person to use a coping strategy.
43. Don't take items or personal property from them.
44. Encourage the person to take a walk or get a drink.
45. Give the person an "out" (i.e. letting them go to another room or walking away).
46. Ask, "Would it help if...?"
47. Keep escape routes open to the door.
48. Coach the person with positive remarks.
49. Acknowledge where you agree with the person.
50. Remind the person, "You're not in trouble".
51. Tell the person, "I'm here for you."
52. Say, "Talk to me," and listen.
53. Tell the person to take a minute to themselves.
54. Ignore the behavior.
55. Distract by saying, "Hey, let's go..."
56. Be respectful in your tone.
57. "Do what works" in the moment.
58. Spend time de-briefing after the incident to identify ways to improve.
59. Ask them to draw a picture of what happened.
60. Avoid needing to get the last word.

## **Restorative Questions I**

*To respond to challenging behavior*

What happened?  
What were you thinking of at the time?  
Who has been affected by what you have done? In what way?  
What do you think you need to do to make things right?

International Institute for Restorative Practices, [www.iirp.org](http://www.iirp.org)

## **Restorative Questions II**

*To help those harmed by other's actions.*

What did you think when you realized what had happened?  
What impact had this incident had on you and others?  
What has been the hardest thing for you?  
What do you think needs to happen to make things right?

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# IU Student Tutor Orientation Script

If you've never been to Brown County, you are in for a treat. Only 20 minutes from Bruster's Ice Cream on the east side of Bloomington, our county is famous for its mountain biking and hiking trails at Brown County State Park and the art, music, and shops of our town that is fondly known as Little Nashville. It's one of the most frequented vacation spots in the Midwest, drawing visitors from Cincinnati, Chicago, St. Louis, Louisville, Iowa, Michigan, and as far away as Europe and the Middle East.

But outside of Little Nashville, Brown County is rural, with all the challenges that rural areas present to families and children. While Brown County Schools boast a 90%+ graduation rate, fewer than 25% of those students that do graduate go on to receive a college degree. Most of the higher education degrees in the population statistics refer to retirees, who increasingly find Brown County a desirable place to live.

Brown County Schools are small, and getting smaller because of population trends. We have few economic opportunities for families, so it is difficult to attract new residents with school age children. This trend limits their experience with diversity in every aspect. It also inhibits their comfort level with environments different than their own, environments they may have to navigate to succeed in professionally some day.

Despite wonderful opportunities within the schools themselves, such as a new Junior High STEM corporate-partner program and maker-space, an engineering focus at the High School, and school trips to Indianapolis and Bloomington, only a select few students are advanced enough academically to take full advantage of these programs.

Why aren't many of our children ready and able to take advantage of these programs when they reach the higher grades?

The reasons are many. But most significantly, if a child doesn't hit his or her 3rd grade reading benchmarks, it's a huge struggle to keep them up to grade level, much less help them excel. Success requires an exhausting effort on the part of teachers, principals, and community volunteers to continually make up for learning deficits.

Additionally, social and behavioral deficits often walk hand-in-hand with learning challenges.

Also, achieving an increased comfort level with technology is difficult because like many rural areas, many families lack ready access to the Internet. Those families who do have access to high speed Internet can't afford to pay for it, as they must choose between food or paying a utility bill or another necessity. This affects their children's academic outcomes, because students who don't have Internet at home can't keep up with the students who do have Internet at home.

The student you will be working with will likely have an Individualized Education Plan, better known as an IEP. This means the student needs specialized attention and accommodations in the classroom and during tests. This is considered private information, but it may be possible to learn about these specialized needs by talking to your student's teacher.

Because of the differentiated instruction that IEPs require, tutors like you not only help our children academically, socially, and emotionally, but you help our teachers, administrators, and parents who are overwhelmed at having to focus in so many areas.

Being able to focus on these students also helps other children concentrate inside and outside the classroom.

Sounds like a lot, doesn't it? It's not as overwhelming as it sounds. Mostly because you will be sitting with them, helping them, talking with them, and just being there for them, which can be pretty important when their distraction is ...

...the "love of their life". You will be surprised how many of our kids have a broken heart from being rejected. Yes, it's true, even at 4th, 5th, or 6th grade, they can be obsessed with a girlfriend or boyfriend. You remember that time...? That's where your empathy and personal experience can play a big part in helping them get past those moments to the thing that matters: Their own successful future.

Tutoring focuses on academics, but it teaches more than just subjects. It helps children learn responsibility for their own outcomes. It helps them understand manners as they relate to asking for extra help from their teachers. It helps them understand and manage their quantity of tasks and deadlines. It helps them understand how to be understood via writing and speaking. It helps reinforce the soft skills so important to being successful throughout life. And it shows them that someone closer to their age cares about them enough to show up each week and help them.

Tutoring is often not what you expect. It can be a roller coaster, with wild ups, wild downs, and smooth stretches that vary in length—much like our children's lives. The most important thing to remember is that kids will often ask for love in the most unloveable of ways. Once you have gained their trust by showing

kindness and empathy toward them, they will get to work and do everything they can to meet your expectations.

How does tutoring work? Tutoring sessions are fairly consistent. After you get to your location, you will sign in at the front office desk, then go to the room that has been designated for tutoring. Sometimes it's in a room with several students, and sometimes it's in a room with just you and your tutee. We will try to provide a separate room for you if your student works better with no distraction.

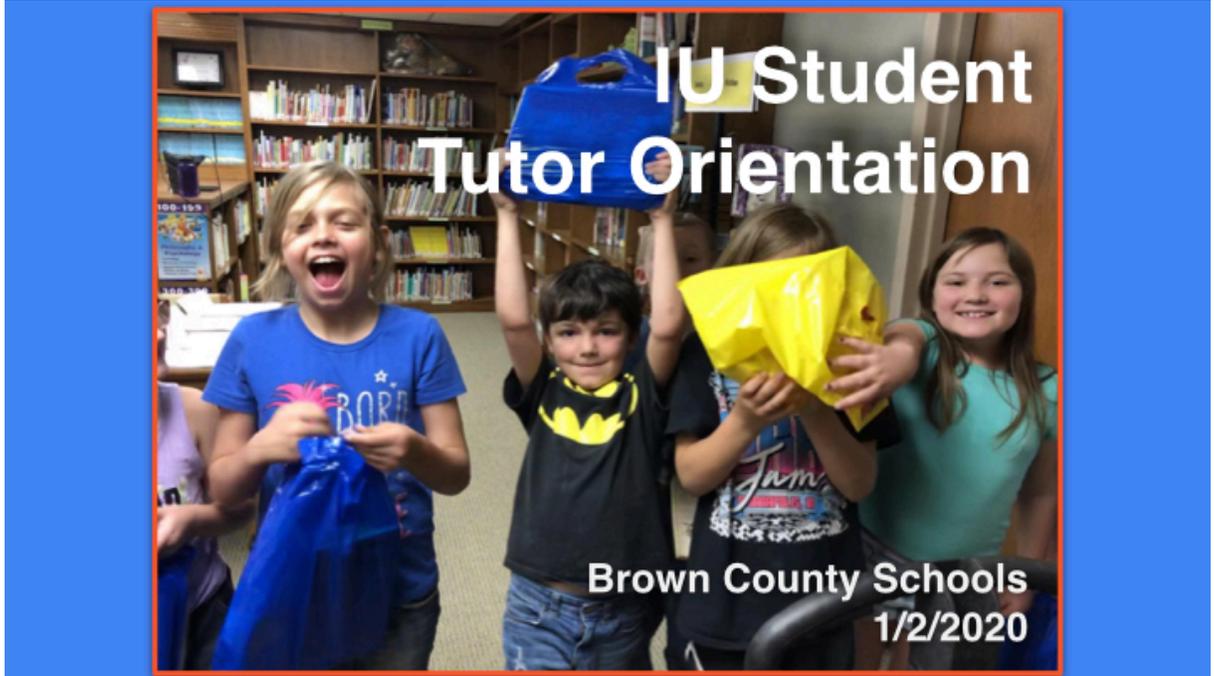
The first tutoring session provides you and your tutee an opportunity to get to know each other a little bit. It's always helpful to know their personal interests, and to see what interests you share. Lots of our kids are into graphic novels, superhero movies, dirt biking, animals, rap music, fashion, and more.

Once in a while, you may find it necessary to toss these steps aside and go with the flow. You may not know what's going on with your student, what's preventing them from doing the work. The most important thing to remember is that there are people in the school who are able to help you if you feel you need assistance. Sometimes that assistance is simply a strong authority figure who can intervene. Sometimes it's the school counselor who knows what's going on in the family or with the child, and she or he can step in to help. You will be told who to go to for help.

If you are in the tutoring room with other students and tutors, please follow the rules for the room. It's important to reinforce these rules if it becomes necessary. Remember: You are the authority figure in the room, and students are required to listen to you. If you are struggling, as always, be kind and firm, and take your student to a designated teacher or administrator, who will help you.

Again, thank you for helping our children. Your attention is a gift that will accompany them throughout their school years, college, and life.

# IU Tutor Orientation Presentation Spring 2020



## About Brown County



## Brown County By the Numbers

### A. Demographics

- Population: 15,234
- 96.8% white
- 27.4% have a Bachelor's degree or higher
- 10.1% poverty rate
- Lack of internet access



## About Brown County Schools

### A. Student Information

- About 150 kids per grade
- 3 different elementary schools throughout the county
- Intermediate (5-6), Junior High (7-8) and High School located in one place in Nashville, IN

### B. Financial Information

- Declining Budget
- Larger classes, fewer resources
- No teacher or paraprofessional replacements



## Challenges for Brown County Kids

- A. Many of our students have challenging home lives
  - 50% qualify for free or reduced lunch
  - Home environment is not stable
    - Drug use
    - Absent parents/neglect/wards of the state
    - sexual/physical abuse
    - Multiple living arrangements, homelessness
    - House too small to find a place to focus on homework
    - Parents who don't value education



## More Challenges

### C. Issues with Education

- About 50% of Brown County kids have IEPs
  - Individualized Education Plans (IEP) are designed for students who suffer from pre-birth or early trauma and need their issues with concentration and learning addressed
  - The teacher must provide differentiated instruction for each of these students in their classroom
- Long bus rides
  - About 1.25 hours
  - Doesn't allow for participation in extracurriculars

## About Brown County Kids

- A. They're amazing!
- They're sweet
- They're funny
- They're curious
- They like being tutored and want to do well
- They need a friend they can look up to and trust
- They work really well with the one-on-one help they receive ...



**...and they love  
IU students!**



## More About Brown County Kids

They are growing up and learning about life and love.

Here is an actual tutor and his 6th grade male student in conversation:

*"Why are you having such a hard time concentrating?"*

*"Because my head is just so full of stuff."*

*"What kind of stuff."*

*"My girlfriend. She's making me crazy!"*



## Tutor Goals for Their Students

1. Self-advocacy for learning success
2. Time-management, especially since most of our children don't have Internet at home
3. Manners
4. Legibility of assignments
5. Writing and communication
6. Organization
7. Awareness of how good habits affect success



## What to Expect as a Tutor

- A. Laughter, fun, groans, indecision, reluctance, distraction, accomplishment, pride, growth, happiness, frustration
- B. Unusual or distracted behaviors that come from personal student challenges
- C. Moments of genuine connection that will remain with the student forever
- D. A feeling of being appreciated just for showing up and focusing on them
- E. Unexpected personal information from the student that may break your heart
- F. Unexpected personal information from the student that should be shared with the school's Centerstone counselor



## Tutoring Session Instructions

- A. **Sign-in** at the school office upon arrival and **go to** assigned room
- B. **Greet your student** when he or she arrives and make sure they have their laptop (if not, have them retrieve it)
- C. **Chat** with them while they have their **snack**, which is provided for them by the Brown County Literacy Coalition or their parent



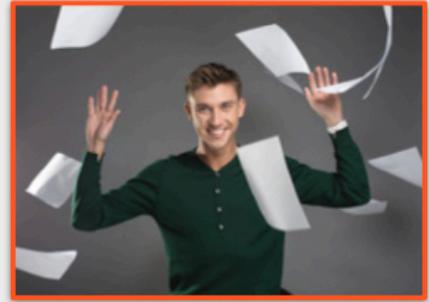
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- A. Ask them to open their laptop and show you their **Skyward account**, which is where their grades and assignments are housed
- B. Ask them about any **poor grades or missing assignments**; if they can't find their missing assignments in their folders **walk the student to the teacher's room** so they can discuss how to make it up



## Tutoring Session Instructions

- A. Help your student **develop an organization system** for his or her assignments that **works for them** in a way that the student can keep up with them
- B. Help your student complete their assignments
- C. If your student has completed their homework, they should complete their **online assignments, Read quietly** a book of their choice for their **reading log, or write a paragraph based on the writing prompt**
- D. At **five minutes before the session** is over, the student should **return their laptop** to the classroom and plug it in
- E. If your student has done a good job, they can choose a piece of candy or another snack before they leave
- F. **Sign-out** at the front desk before leaving



*...and sometimes you just have to throw your plan up in the air and "meet your student where he or she is at".*

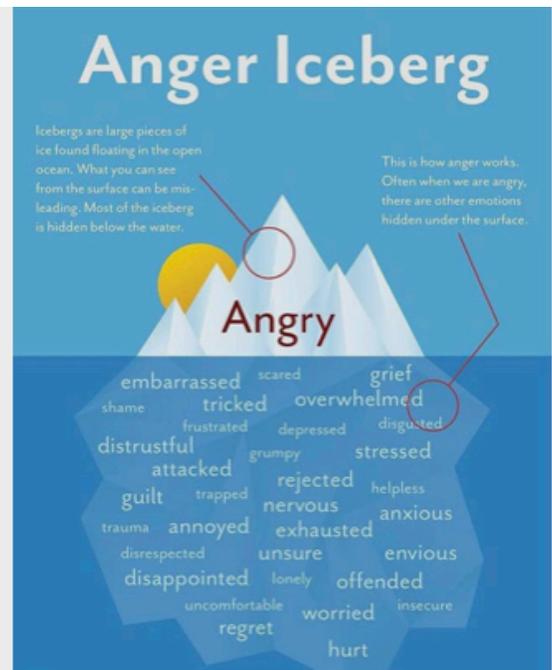
## Student Rules in the Tutoring Room

- A. Listen
- B. Be kind
- C. Concentrate
- D. Help each other
- E. Work hard
- F. Follow directions
- G. No cellphones
- H. Be tidy
- I. Respect others
- J. Be quiet



## Tips for Dealing with Behaviors

1. Don't take behaviors personally
2. Take time to listen
3. Be an empathetic mentor
4. Set boundaries & expectations
5. Celebrate small successes
6. Be a team with your tutee
7. Help them think through their obstacles to success
8. When all else fails, ask for help from a school professional; they may know what's really going on



## Rules for Tutors

- A. Dress Code
  - IU gear is encouraged!
  - Casual is OK
  - No alcohol, drug, or violent imagery on sweatshirts or T-shirts
  - Remember you are representing Indiana University to our students and school personnel
- B. Comportment: Calm, patient, kind, mature, responsible
- C. Make sure your humor and conversation with students is age-appropriate



# Thank You!



On behalf of Brown County  
kids, thank you  
for being a tutor.

Our children will remember  
forever that you cared  
enough to be there for them.

# Program Contacts

## **IU School of Education Students**

**Beth Samuelson, Department of Education**  
blsamuel@iu.edu  
812.856.8256

## **Programs Involving Children (PIC) Questions**

**Shuhan Yuan, School of Public Education**  
yuanshuh@iu.edu  
812.558.8453

## **Transportation & IU Vehicle Rental Questions**

**Amanda Wilson, IU Motor Pool**  
<https://blfleet.sitehost.iu.edu/vehicle-rental/index.html>  
amawilso@indiana.edu  
812.855.3300

## **General Tutoring Questions**

**Patricia Krahnke, Brown County Literacy Coalition**  
browncountyliteracy@gmail.com  
812.219.6001 (call/text)