

**Subject Area:** Math

**Title of Instructional Strategy:** Using Peer Tutoring for Math

**Grade Level(s):** K-12, with a wide range of disabilities.

**Description of Instructional Strategy:**

Peer Tutoring is an instructional strategy that consists of pairing students together to learn or practice an academic task. Peer tutoring also encompasses a variety of instructional approaches including Cross-Age tutoring, Peer assisted Learning Strategies (PALS), and Reciprocal Peer Tutoring

(RPT). Peer interaction can have a powerful influence on academic motivation and achievement, while the socialization experiences can benefit the tutor and tutee.

The math peer tutoring allows the tutor and tutee practice basic math or problem solving skills while reinforcing math facts, computation skills, and math concepts.

**References:**

Fuchs, D., Fuchs, L.S., Mathes, P.G.& Martinez, E.A. (2002). Preliminary evidence on the social standing of students with learning disabilities in PALS and No-PALS classroom. *Learning Disabilities Research & Practice*, 17(4), 205-215

Hauser, Janet. The Access Center: Improving Outcomes for All Students K-8 American *Institute of Research*.  
[www.k8accesscenter.org](http://www.k8accesscenter.org) Retrieved January 15, 2007.

Rohrbeck, C.A. et al. (2003). Peer-assisted learning with elementary school students: a meta-analytic review. *Journal of Educational Psychology*, 95(2), 240-257.

**How-To Information:**

1. The teacher trains students on the process of peer tutoring and strategies for fulfilling their role of tutor or tutee.

2. The teacher assigns partners
3. Students retrieve their tutoring materials prepared by the teacher
4. Students follow a highly structured tutoring procedure, in which tutors present material previously covered by the teacher, and provide feedback to the tutee.
5. Students switch roles after the teacher's signal. The tutee becomes the tutor.
6. The teacher circulates around the room, monitoring and provides feedback.

### **Implications for Practice/Other Considerations:**

Peer tutoring in math has powerful effects for both the tutor and tutee, however success depends greatly on the correct training of the students in the process and the roles the students will be placed in. For example, the tutor will become more knowledgeable about the math subject by the process of constructing an explanation of the problem for the tutee. Students should also be trained on how to offer help to the tutee. For example if the first example the tutor provided does not help the tutee create another example.

### **Additional Links (for further information):**

The Access Center: Improving Outcomes for All Students K-8--  
[www.k8accesscenter.org](http://www.k8accesscenter.org)

PALS-- [www.vanderbilt.edu/kennedy/pals/](http://www.vanderbilt.edu/kennedy/pals/)

Cross-Age Tutoring— <http://www.crossagelearning.net>

### **EIU Candidate Names:**

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