

Classwide Peer Tutoring in a 7th Grade Algebra Class

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Student

- Aiden is a 13 year old 7th grade student.
- Currently in general education 100%.
- Is in a math support class (considered general education) for algebra.

Referral Information

- Aiden was referred by his algebra teacher due to a recent decline in performance.
 - ◆ Aiden is typically a B/C student, turns in all assignments, rarely misses school, and passes his tests with at least a 70%
 - ◆ Over the past two months, Aiden's test score grades have dropped to 50% or lower. Attendance and assignment completion has remained the same.

Previous Assessment

- In 3rd grade, Aiden was referred for special education evaluation. Results showed:
 - ◆ IQ – average (WISC-III, SS=106-117)
 - ◆ Achievement – average (WJ Achievement, SS ranging from 89 to 98).
 - ◆ No emotional or behavioral issues
 - ◆ No other special education referrals after this initial
 - ◆ No other interventions notated
- This IEP team decided that Aiden did not qualify for special education services

Current Academic Performance

- Aiden earns B's or C's in his classes
 - ◆ Math grade as dropped to a D/F over the last two months
- He has very few absences and they are all excused

Assessment Results – Mathematics Probe

- Basic Mathematics Concepts and Applications Curriculum-Based Measurement
 - ◆ Initial assessment revealed that Aiden could complete 10 problems (16 digits) correctly in 5 minutes.

Assessment Results – Classroom Observation and Interview

- Classroom Observation
 - ◆ Aiden did not exhibit any problem behaviors during the classroom observation (conducted in his algebra class for 50 minutes).
- Interview
 - ◆ During the interview, Aiden reported that he likes school, but had been having problems understanding the material in his algebra class. He did not report any home or school situations that could be adversely affecting his academic performance.

Assessment Results – Treatment Integrity

- Treatment integrity was assessed once a week. The following criteria was used to determine treatment integrity
 - ◆ Implementation of Component 1
 - ◆ Implementation of Component 2
 - ◆ Appropriate reinforcement provided at the end of the 30 minute session.
- Results indicated that the intervention was implemented with 100% integrity

Goal

- Based on the assessment results, the teacher and psychologist used professional judgment to set the following goal:
 - ◆ By May 24, 2005, Aiden will obtain a score of 34 digits correct as measured by a 7th grade applied mathematics assessment administered for 5 minutes.

Intervention

Classwide Peer Tutoring

- Intervention had two parts – coaching
- Students were randomly assigned to pair groups (all students in the class were considered at-risk for special education referral in the area of math)
- Occurred 2 times a week, for 30 minutes (consists of two 15 minute components)

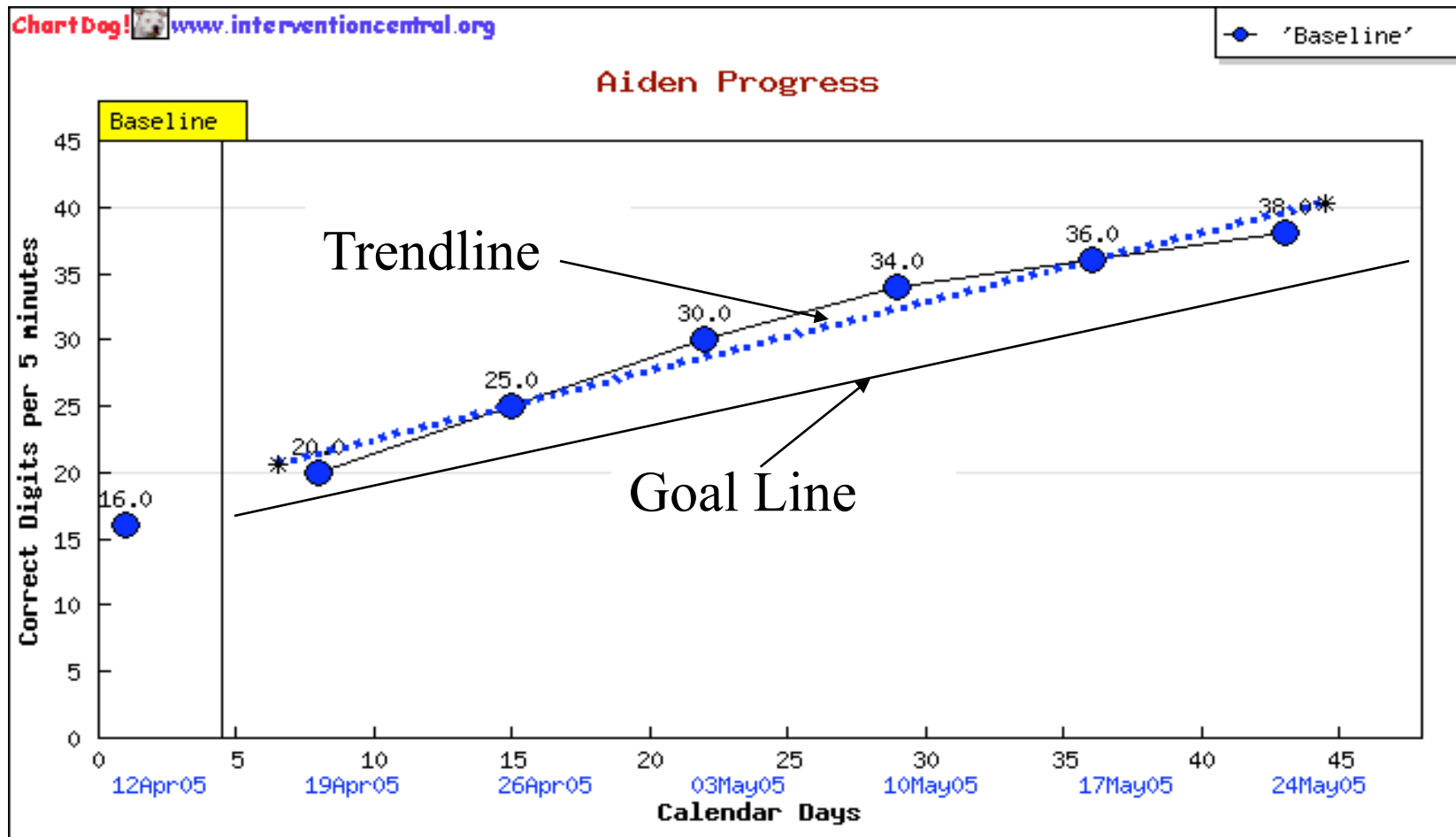
Component 1 – 1st 15 Minutes

- Students rotate between being the player and the coach.
 - ◆ Coach – Student asks the player questions about a particular content area (designated by the teacher, and based on the lecture preceding the peer tutoring session)
 - ◆ Player – Answers the questions

Component 2 – 2nd 15 Minutes

- Students complete a worksheet (containing problems reflective of the day's lesson), and then switch papers for grading
- If both students participated in the both components (based on teacher observation) and accurately graded the other student's worksheet he/she was given a point to be later used to buy a prize out of the classroom treasure chest.

Intervention Results



Conclusions / Recommendations

- Based on the results of the intervention the goal should be increased from 3 correct digits per week, to 5 correct digits per week.
- Based on an Response to Intervention approach to identifying students needing special education, Aiden should remain in the math support class and the intervention be continued.