

Common Reason for Academic Failure: It is too hard
*Intervention Name: **Cross-Age Peer Tutoring***

Brief Description:

This is a cross-age peer tutoring intervention that works by pairing students from different grades and ability levels to work on an academic skill together. The older/higher ability student will be the tutor; and the younger/lower ability student will be the tutee. The students work together to practice a skill. This is beneficial for both the tutors and the tutees.

What “common problems” does this address?

This intervention allows a child who is struggling with an academic task to get more practice with a skill that matches his ability. Additionally, the tutees also benefit and improve their academic skill levels. This works well for children of differing abilities because it allows children to learn at their own pace. It also allows children to be able to become experts at prerequisite skills before introducing new concepts that are too difficult.

Procedures:

1. Select two classes in different grades to work together (ex. 2nd and 4th grade classes).
2. Pair students together, one from each class.
3. Identify academic skills/areas that need improvement for each pair.
4. Provide activity, assignment for students to work on.
5. Each pair of students may need to have different assignments to be working on.
6. More advanced students will act as the tutor and the less advanced student will act as the tutee.
7. Teachers can walk around the room to answer any questions and provide further feedback and assistance to students.

Critical Components that must be implemented for intervention to be successful:

There must be a more experienced student and a less experienced student at the particular skill. Students must be paired appropriately. Level of activity must be matched to student's ability.

Critical Assumptions/ Problem-Solving Questions to be Asked:

- This is a Tier 1/ Tier 2 intervention.
- Students with similar abilities need to be paired.
- Students who are acting as tutors must have materials that they can read/understand.
- This intervention can be adapted for any subject, including reading, math, science, history.

Materials:

- Coursework or assignments (i.e. books)

References:

There is a large body of evidence on the use of reinforcement to motivate students' academic progress. This type of intervention is universal and should generalize to many situations.

Wright, J. & Cleary, K.S. (2006). Kids in the tutor seat: Building schools' capacity to help struggling readers through a cross-age peer tutoring program. *Psychology in the Schools, 43(1)*, 99-107.