

1-12 Opening the Session (1-12)

- ☐ **Make a personal connection (1-8).**
After exchanging greetings, check how the student is doing and if things are happening in her life that should be considered during the session or in plans. Present the Session Organizer and begin recording information.
- ☐ **Review goals and plans (9).**
Restate and review overall tutoring goals and plans for reaching these goals. When possible, use charts showing progress towards meeting goals.
- ☐ **Review progress (10).**
Using the Session Organizer from the previous session, discuss successes and challenges to assignments and tasks that were attempted. Reinforce attempts to complete work and apply what was learned. Discuss how this session might be conducted differently based on this information.

- ☐ **Identify today's goals (11).**
Agree on session purposes and expected outcomes. Write the goal on the Session Organizer. To make it more student-centered and strategy-focused, try to turn the goal into a content or strategy question that needs to be explored and answered. For example, the goal of: "Write a report." might be turned into: "How do I write a good report?"
- ☐ **Identify or review strategies, devices & supports (12).**
Some students struggle with getting, storing, or expressing information or demonstrating competence due to a disability or to not having an opportunity to learn. For these students, explain and discuss ways to complete tasks that worked in previous sessions or identify new ways that might be tried. List strategies, teaching devices, or other supports on the Session Organizer and experiment with them during the session to see what works.

Reminders

A **strategy** is a person's approach to a task. It includes knowing *steps* related to how a person *thinks* and *acts* before, during, and after the task, and about the outcomes that result after the strategy has been used.

A **teaching device** is a teaching aid used by a tutor to help a student organize, understand and/or remember information (e.g., Cue Card, map, graphic organizer, analogy, mnemonic, picture).

A **Cue Card** is an index card, bookmark, or piece of paper that can be carried by the student to use in different situations where he or she might need to be reminded of the steps of a strategy or a plan of action. The Cue Card includes both the steps and a mnemonic to remember the steps of the strategy.

13 Strategic Tutoring Process (13)

- ☐ **Create a learning plan**
 - Describe/review Strategic Tutoring process.
 - Create a graphic organizer to show the parts of the session.
 - Predict and record session times on graphic organizer.
- ☐ **Phase 1: Assess strategy**
 - Survey entire assignment.
 - Ask about success of previous approaches to doing the assignment.
 - Gain commitment to learn a new strategy together or reuse a known strategy.
 - Decide to "weave" or "build" a strategy or continue to work on a known strategy (go to Phase 3).
 - Explain approach to student.

- ☐ **Phase 2a**
Construct new strategy—Weave
 - List steps of previous approach.
 - Shape an improved strategy by weaving in new steps; use a teaching device.
 - Refine strategy steps & device.
 - Begin to complete assignment.
 - Use new strategy and device on the assignment.

OR

- ☐ **Phase 2b**
Construct new strategy—Build
 - Begin to complete the assignment.
 - Think about what you are doing and list (build) the steps; use a teaching device.
 - Refine strategy steps & use a teaching device.
 - Begin to complete assignment.
 - Use new strategy and device on the assignment.

- ☐ **Phase 3: Teach the strategy**
 - Compare old and new strategies.
 - Work on assignment.
 - Model, co-model, and co-practice the strategy and device.
 - Check understanding of the strategy and device.
 - Support student use of the strategy and device on the assignment.
 - Provide feedback & fade support.

- ☐ **Phase 4: Transfer**
 - Compare old and new strategies.
 - Plan for strategy use.

Strategies

14-18 Closing the Session

- ☐ **Discuss results (14).** Review outcomes and show student accomplishments. Tie session accomplishments to progress toward Overall Goals. Record results of the Session Organizer.
- ☐ **Discuss strategies, devices, and supports (15).** Ask the student how well strategies, devices, and learning supports worked. Ask the student to rate her learning, level of independence, or use of strategies, devices, or supports, and discuss what could be improved. Note explanations and changes needed for the next session.

- ☐ **Discuss follow-up work (16).** Review assignments or follow-up work that must be completed. Discuss ways the student might complete follow-up work and practice. Help the student create a plan to accomplish this.
- ☐ **Preview next session and end on a positive note (17).** Discuss what will be accomplished at the next session and confirm the time of the next session. Identify a specific learning success and say something positive about it as the student leaves.
- ☐ **Complete independence check (18).** Judge the student's level of independence (i.e., need for strategies, devices, and supports) in completing this type of assignment and record this rating on the Session Organizer.