ADHD:

Class-Wide Peer Tutoring

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Class-Wide Peer Tutoring (CWPT):

What is it?

- A teaching strategy that is based on reciprocal peer tutoring and small group reinforcement.

Purpose:

- To use question-answer, corrective feedback, tutoring, and a game format to support students' academic achievement in basic skills and content areas.

Advantages:

- Increase the amount of practice students receive in basic subject areas.
- Can be used for spelling, math facts, reading sight words, fluent reading, learning vocabulary, definitions, and content facts. It is an excellent strategy for high school content courses.
- An evidence-based strategy that works from pre-school to high school, in general education and special education, for new language learners, students at risk of academic failure, and ADD/ADHD students, regardless of ability levels.

Why Use Class-Wide Peer Tutoring?

- Uses multiple modalities including hearing, seeing, and writing, which allows students to take advantage of their strongest learning method.
- Uses reciprocal practice - each student has the opportunity to be both tutor and tutee.
- Uses distributed practice - the content is divided among the group members.
- Involves active engagement and repeated practice for all the students.
- Immediate feedback and correction - the students are told or shown the correct answer and are then allowed to practice it 3 times to ensure learning (something that is very important for students with ADHD).
- Game format and group format with competition among the teams - encourages participation and motivates, as well as provides more opportunities to respond.
- Built-in reinforcement - the tutor provides verbal reinforcement and the teacher can acknowledge positive tutoring behaviours with bonus marks and praise. Winning teams receive extrinsic motivation. Additional motivators such as classroom goals, or team goals can help students to feel good about themselves and their learning.

- Encourages a higher level of academic mastery and content can easily be differentiated to meet the learning needs of individuals or groups.
- Outcomes are measureable through the use of pre and post assessments of each new unit of academic material. Daily outcomes are evident through the points earned and each student's notes from the tutoring sessions - providing evidence and monitoring of student learning and academic improvement.

Strategy Process:

1. Students are paired or put into small working groups.
2. One student acts as the tutor. This student provides the math problem, spelling word, direction, or other content based question. (EX. What does the term **sovereignty** mean?)
3. The student(s) acting as the tutee(s) answers the question both orally and in written format. (EX. It means: having authority over a geographical area)
4. The tutor monitors and assesses the correctness of the responses. (Ex. Yes, sovereignty means authority over a geographical area)
5. As soon as the tutee(s) makes an incorrect answer, the tutor provides immediate feedback with the correct answer as a model (Ex. Actually it means…)
6. The tutee(s) are rewarded points on the basis of the correctness of their answers.
   - 2 points for every correct answer
   - 1 point for every assisted answer - which the tutee(s) practices correctly three times both orally and in writing
7. Each student fulfills each role for a pre-determined period of time and then switches positions. (Ex: John is the tutor for the first 10 minutes, while Gwen is the tutee. For the next 10 minutes, Gwen is the tutor and John is the tutee.)
8. The final points are tallied for all the members of the group, in order to find the winning team for that day.

For further information go to: www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/main.php?cat=instruction&section=cwpt/main

Or

www.teachingld.org/pdf/PeerTutoring_rev1.pdf