

Study Buddy Training Guide



*"We must look at
children in need not
as problems but as
individuals with
potential to share"*
- Archbishop
Desmond Tutu

Metro Continuing Education
Edmonton Public Schools

QUOTES

‘If it weren’t for my Study Buddy, I wouldn’t know how to read. Today I am in advanced English at Concordia University College.’

- *College/University Student*

“My Study Buddy helped me so much. I have learned how to do some of the math that was really frustrating for me. She comes every week to my school to help me and she never missed a week”.

- *Junior High Student*

“The teachers of our school very much look forward to each term when the Study Buddies arrive at our school. Their contributions of time and sincere effort are invaluable to the learning of our students.”

- *Elementary School Teacher*

“The incredible number of hours the 800 – 1000 Study Buddy’s are contributing each year to our schools is an invaluable resource. They truly make a difference in the lives of our students”.

- *Study Buddy Coordinator*

“The best part of my week was looking forward to my Study Buddy. I hope she becomes a teacher someday”.

- *Elementary Student*

“My Study Buddy really helped me with some great study tips and I am working on using them and seeing results”.

- *Junior High Student*

“Having the University of Alberta nursing students a part of the Study Buddy program and in our school has had such a positive impact on our students. What a wonderful group of individuals who are truly making children’s futures brighter.” - Coordinator

STUDY BUDDY

WHAT is Study Buddy?

- A volunteer tutoring program offered through Edmonton Public Schools.
- A program offering assistance to students individually or in small groups, with an academic focus in support of Edmonton Public Schools literacy framework.

WHO is involved?

- Elementary, junior high and high school students
- Post secondary students as volunteers.

WHEN is it offered?

- During the school day, as your schedule allows.
- At least one hour per week.
- September-December or January-April.

WHERE does it take place?

- In participating Edmonton public schools.

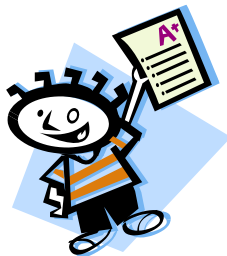
WHY should I get involved?

- To help a child do better in school.
- To obtain a certificate of recognition and letter of reference.
- To network with educational professionals.
- To gain experience working with children and adolescents.

STUDY BUDDY COORDINATOR

Erin

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Make a Difference in the Life of a Child!

PREPARING FOR YOUR INITIAL VISIT

This sheet is designed to help you prepare for your first meeting with the school and the teacher, counselor, principal, etc. who will be coordinating the Study Buddy program at that location.

What are some things that you would like to know about the school, the Study Buddy program, students, etc. before you begin the program? Ensure you take the initiative to sit down and have a conversation with your Study Buddy Coordinator.

Here are some examples of questions that you might ask:

- Do you have a sign-in procedure that I should follow when I arrive at the school?
- What type of student population do you have at this school?
- What type of student will I be working with? Are there any special customs that I should be aware of?
- Will I be working with the same student(s) each time I visit?
- What should I do with my belongings while at the school?
- Will I be assigned to work with a specific teacher?
- Where should I park my vehicle?
- Issue of FOIP and confidentiality.
- Do I complete the volunteer registration form?
- Who should I contact if I am unable to make my scheduled time?
- Are there school/staff room protocols I need to know?

STUDY BUDDY PROGRAM DO'S AND DON'TS

DO'S	DON'TS
Bring a positive attitude to your session and commit to the semester.	Never communicate with students via technology.
Talk to teacher coordinator about any problems or concerns.	Take the students out of the school.
Connect with your student's teacher and counselor for support and direction.	Buy stuff for your student unless approved by the teacher. Your volunteer time is payment enough.
Give the teacher coordinator feedback and ideas on how to make the program better.	Cancel your appointment with your student – they are counting on you.
Let the teacher coordinator know if you're going to miss a day or need to change to another day.	Promise to keep a secret if you suspect child abuse.
Be a positive role model for the students and remain professional at all times.	Drive your students anywhere.
Remember you have knowledge to share.	Do not use cell phones during sessions or give out your number
Know your time is making a difference.	Many schools have a 'no hat' policy.

MODELLED READING STEPS

Try to make your time together enjoyable by:

- ✓ always being friendly and encouraging
- ✓ being interested and giving lots of praise
- ✓ being enthusiastic being positive – never criticize, don't say 'wrong' or 'no'

Reading tutor responsibilities:

- ✓ meet your partner each day at the right time and place
- ✓ introduce and talk about the book
- ✓ follow the steps of the modeled reading technique
- ✓ remember to be positive and to give lots of encouragement to your partner
- ✓ complete a reading diary
- ✓ talk to your teacher if you have any problems

After Reading:

- ✓ discuss, share and compare how you both felt about it
- ✓ retell the story with a different ending or characters
- ✓ Construct a story map or illustrate one of the scenes

Ask the reader to point to a word in the text – you give the meaning or a synonym for the word, or look the word up in a dictionary or thesaurus.

MODELLING

Give your reader an example of what good reading sounds like . . . model the behavior. Be expressive and read naturally.

WORD SEARCH

Cover a passage. Say a word the student knows from the passage aloud. Have your partner repeat the word, Uncover the passage and let the student find the word.

PAIRED READING

Read along with your partner. Try to read just a little ahead of him/her. Have your partner point to each of the words. Read only as fast as your partner can point to the words. Use this only for students who are still learning to track from left to right.

READING ALONE

Have your partner read aloud. Provide the word only if your partner hesitates with a word or stops.

Hints: As your reading partner improves, you can skip the first step and instead begin with the word search. Spend no more than 15 minutes with your reading partner each time.

TIPS FOR READING WITH STUDENTS

Keep remarks positive. Sharing times should be both Fun and Challenging and Enjoyable

Maintaining Confidence is the key to reading success. Fear of failure undermines confidence.

Share reading concerns with teacher – not the student.

Stop and Talk together as you read.

ONLY ask children to read aloud to others when they feel comfortable.

There is more to reading than Phonics. Reading is blending print with experience. Sounding out is often difficult to impossible.

Making sense of print is what reading is all about. Attention must be paid to Meaning. Help children to recognize and use all their capabilities as they read.

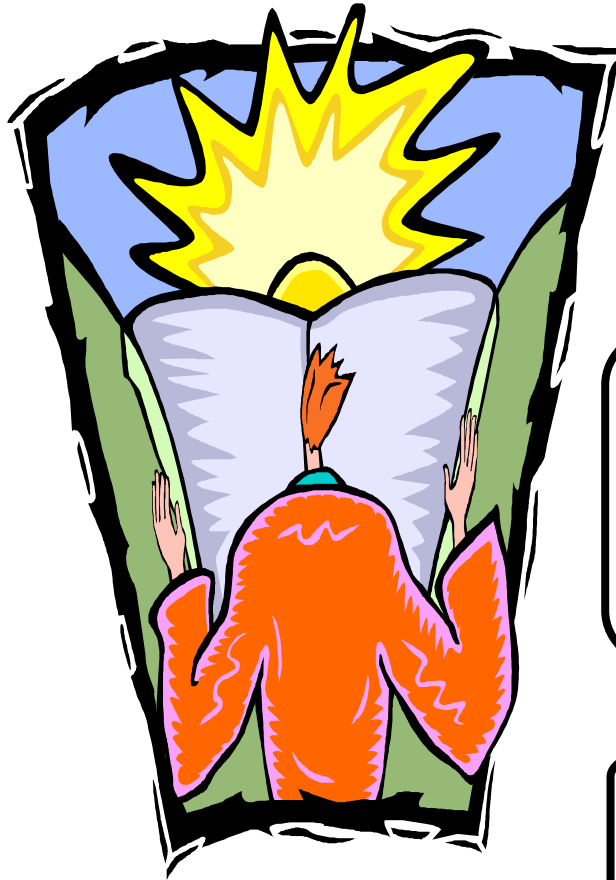
Celebrate reading through enjoyable activities. Practice words that are difficult by creating games to play.

Loving one book can interest a child in books forever.

The most important clues are in the Consonants. Emphasize reading with Consonants and thinking about what will make sense.

Helping another to become a reader requires time, effort and patience.

Create a relaxed environment so that a child can take risks without fear of criticism.



Tips for Writing with Students

- Maintaining confidence is the key to writing success. Students must see themselves as writers.
- Always share writing concerns with the teacher – not the student. There is no room for criticism as it reduces the child's motivation to write.
- Keep remarks positive and be the students' cheerleader! Writing time should be fun, engaging, and successful.
- Stop and talk together before, during, and after writing.
- Only ask children to share their writing if they feel comfortable doing so.
- There is more to writing than the mechanics; it's more about communicating a message; emphasize the meaning and be interested in what the student is trying to say in the writing.
- Celebrate writing through enjoyable activities of students' choice; let the student choose the topic
- Have a real, authentic, and meaningful purpose for writing, eg. writing an email/letter, directions, journal.
- Helping a student become a writer requires time, patience, and a lot of encouragement.
- Create a relaxed, enjoyable environment so the writer will take risks without fear of the work being criticized.
- Ensure the student has the materials needed to complete the writing task.
- The writing should flow; encourage the child to spell difficult words they way they sound. If the child is really struggling with the correct spelling, spell the words when the student asks.

Reading Strategies

The use of Schema theory – “Schema theory is the bridging of our previous experiences, knowledge, emotions and understandings and have a major effect on what and how we learn” (Anderson and Pearson 1984) – Having students connect and access their prior knowledge can be a useful strategy to use as we read with them.

As Study Buddies we can support them in making these connections by asking questions which do the following:

Connecting Text to self – draw connections between what is in the story and what past experiences or background the reader may have.

Connecting Text to text – what is in the story that the reader can connect to other books, poems, stories, songs etc that they have read or experienced.

Connecting Text to the world – what connections can the reader make between the text and the bigger issues, events, and happenings in the world.

Questions – the Strategy that propels readers forward and helps us make sense of our world.

Open-Ended Questions . . .

- ✓ **Open the door to understanding**
- ✓ **Celebrate the child's interest in reading**
- ✓ **Help the readers visualize and make the words real and concrete**
- ✓ **Stimulate imaginative thinking**
- ✓ **Help children make inferences, predictions and conclusions**



Strategies to Engage the Learner

A. Encouraging Students to be Attentive

Learning activities require concentration. Here are some ideas of things to try if the child you are working with is having difficulty being attentive.

1. Let the child know you are pleased when he or she is attending well. Occasionally, you might send a note with the child to the teacher praising the child's effort.
2. Plan activities for short periods of time. Try to change activities before they become boring to the students.
3. Share your plan with your student. For example "We'll work on (a somewhat demanding activity) for ten minutes and then we'll do (a less demanding activity)." Many students react well when they know their attention to a particular task is expected for a short period of time.
4. Have the child self-evaluate how he or she worked. For example, "today I worked . . . very well, well, or not too well." If they said "not too well" you could ask why. Their explanation might indicate a need to adjust the program or approach used in working with them. Such adjustments show students you care about them as learners.

B. Encouraging Students to try their Best

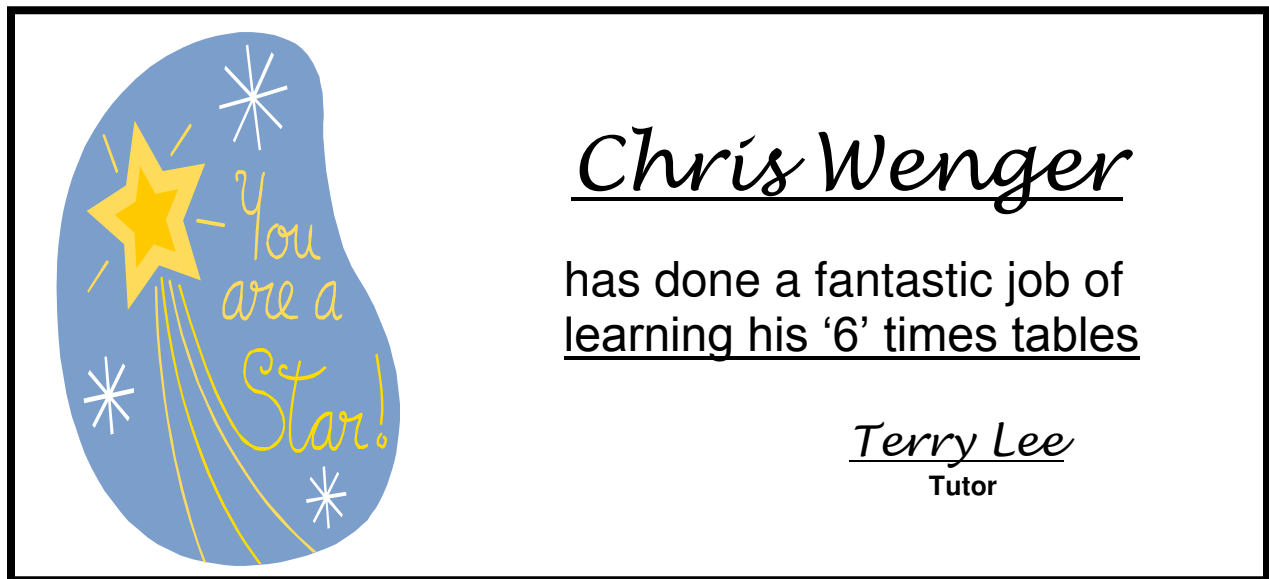
Our response to what students say or do tells them how we feel about them. Here are some ways of showing children we have confidence in them.

1. Recognize the child's achievements, however small. Encourage him/her to keep trying. For example, you can praise the progress they have made in spelling a word even if they have not totally mastered it.
2. Smile, nod, or use pleasant voice tones to tell the student you enjoy working with them.
3. If the child is having difficulty with a task, use comments like, "Let's try that again and I'll help you."
4. Use a variety of comments to tell students they have gone a good job. Try comments such as:
"Look at how much you've improved."
"Thank you for working so hard."

C. Focusing on the Strengths of Students

Many students who need the help of a tutor do not feel good about themselves. They do not feel that they can learn things very easily. Sometimes this perception is the result of the group instruction that teachers must use. The pace of the instruction leaves certain students behind, and they get poor grades on papers and report cards. By focusing on strengths, tutors can change those negative feelings to positive ones. The following suggestions are examples of ways tutor can focus on strengths.

1. Mark correct answers on student papers, not incorrect ones.
2. Write personal notes to the students about observed behaviour that you would like reinforced.
3. Write a note to the student, teachers and parents when the child does well.
4. Create an award letter that indicates the successful completion of a contract. See example . . .



D. Working with Student Interests

Some students find much of what goes on in school to be boring. As a tutor you have a chance to change that. If you can make lessons interesting, then you will have an attentive, interested student with whom to work.

1. Determine things that interest your students. Ask about their interest in sports, TV, pets, etc. Make note of these interests immediately after your session so that you'll remember them.
2. Try to use examples of interests from this list in your lessons. For example, if a student likes dogs, then plan to read a story about dogs or collect pictures from magazines and share them.
3. Watch for changing interests. Sports interests, for example, can change when a season is over. It is important not to overdo an emphasis on any given interest. By paying attention to your student's responses, you can usually tell when an interest is declining.
4. Talk with your student's teacher about what you are doing with interests. Teachers usually have good ideas about how to utilize a student's interests.

E. Helping Students Complete Assignments Independently

Many students work well under teacher direction but find it difficult to complete assignments on their own. It is common for students in tutoring programs to ask their tutors for help with their assignments.


















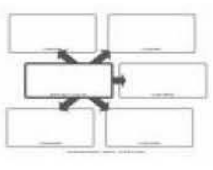


1. Help students ask for help. First try to determine ways in which they might help themselves. For example, if they ask for the spelling of a word, suggest they use a dictionary or try to spell it on their own. Independence is the final objective.
2. Help students see that their assignments are completed. Set some goals that can be achieved. If the assignment is lengthy, set goals to complete it in sections.

3. Help develop the habit of checking assignments before turning them in to the teacher. Again, set goals for self-checking. For example students might ask themselves:
 - Are words spelled correctly?
 - Is the assignment neat in appearance?
 - Is the assignment complete?
 - Have I followed the rubric the teacher uses? (Consult with your teacher.)
4. Help students use resources within the school. Go with them to the library and show them how to find and use the dictionary.
5. Once you have helped a student with an assignment, try to obtain feedback from the teacher. Determine if your effort was helpful and if you need to help in other ways.



Brain Based Strategies

Adapted from Dr. Marcia Tate's work

<input type="checkbox"/> Writing 	<input type="checkbox"/> Moving 	<input type="checkbox"/> Visualising 	<input type="checkbox"/> Drawing and Doodling 	<input type="checkbox"/> Going on a fieldtrip 
<input type="checkbox"/> Telling a story 	<input type="checkbox"/> Discussing 	<input type="checkbox"/> Using reciprocal teaching 	<input type="checkbox"/> Playing a game 	<input type="checkbox"/> Using action research 
<input type="checkbox"/> Using mnemonic devices 	<input type="checkbox"/> Using humour 	<input type="checkbox"/> Using metaphors, similies and analogies 	<input type="checkbox"/> Using role play 	<input type="checkbox"/> Using technology 
<input type="checkbox"/> Using visuals 	<input type="checkbox"/> Using music 	<input type="checkbox"/> Using graphic organizers 	<input type="checkbox"/> Teaching by doing projects 	<input type="checkbox"/> Using manipulatives 

EDMONTON PUBLIC SCHOOLS

VOLUNTEER REGISTRATION

Edmonton Public Schools values the partnership of staff, students, parents and community in supporting teaching and learning. Volunteers provide much needed support to our schools by working positively and cooperatively with the school team. Volunteer activities are site managed in a way that best fits the needs and interests of the local school community.

SCHOOL YEAR _____ EPSB SCHOOL _____

NAME _____

ADDRESS _____ PHONE NO. _____

PARENT, LEGAL GUARDIAN, OR RELATIVE OF STUDENT REGISTERED AT THIS SCHOOL?

If yes, please list name and grade of student(s):

NAME _____ GRADE _____

NAME _____ GRADE _____

Please indicate the following areas in which you would be interested in providing volunteer support:

****Note that volunteer coaches, chaperones of overnight field trips, and drivers transporting students for school-related activities are required to undergo police record checks.***

- | | | |
|--|---|---|
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Field Trips (not overnight) | <input type="checkbox"/> Newsletters |
| <input type="checkbox"/> Clubs | <input type="checkbox"/> Field Trips –overnight | <input type="checkbox"/> School-wide special |
| <input type="checkbox"/> Coaching* | <input type="checkbox"/> General Office Support | <input type="checkbox"/> Small groups of students |
| <input type="checkbox"/> Computer support | <input type="checkbox"/> Individual students | <input type="checkbox"/> Sports (not coaching) |
| <input type="checkbox"/> Displays | <input type="checkbox"/> Inventory/carding/shelving books | <input type="checkbox"/> other (please specify): |
| <input type="checkbox"/> <i>Driver for School Events*</i> | <input type="checkbox"/> Lunch/snack program support | <u>Study Buddy</u> |

By signing this form, I acknowledge the following conditions for volunteering:

- A volunteer must respect the privacy of students and staff. Any information about students or staff, personal or otherwise, learned through the course of volunteering is to remain confidential.
- A volunteer must hold any information collected, used, generated, or stored by an Edmonton Public School is strictly confidential.
- A volunteer must not disclose, communicate, publish, remove, copy, or destroy any Edmonton Public Schools documents unless specifically authorized to do so by a teacher, the principal or designate.
- A volunteer must respect that the principal and teaching staff are responsible for student learning and behaviour.

SIGNATURE _____ DATE _____

The information on this form is collected in accordance with the Freedom of Information and Protection of Privacy Act of Alberta for the purpose of maintaining a registry of volunteers I Edmonton Public Schools. Your contact information will be kept confidential and used only by the school for the purpose of communicating with you about school activities for which you might volunteer.

STUDY BUDDY INFORMATION FORM

Post Secondary Institution _____

Name: _____ Phone: (H) _____ (W) _____

Permanent Address: _____ Postal Code _____

AVAILABILITY: Please check (✓)

In most instances, class time will be available for the Study Buddy program. In some cases, the program runs after school between 3:20 p.m. – 3:45 p.m.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Mornings					
Afternoons					

PREFERRED GRADES TO WORK: Please check (✓)

Early Childhood	1	2	3	4	5	6	7	8	9	10-12

AREAS OF INTEREST:

Please check (✓) one or more as appropriate.

	Individual students
	Small groups of students
	Students inside the classroom
	Students outside the classroom

Subject Areas Preferred:

Special Requests (e.g. ESL, Special Ed., etc.)

I give consent to the school to contact the following people: (Please include one personal and one school or work reference). **References will be checked.**

Signature _____

Date _____

REFERENCES:

Name: _____ Phone _____ (H)

Address: _____ PC _____ (W)

Name: _____ Phone _____ (H)

Address: _____ PC _____ (W)

PLEASE COMPLETE THIS FORM AND BRING IT TO YOUR INTERVIEW AT THE SCHOOL