

Peer Tutor Guidelines

Utah State Office of Education
2014

The Best Class You Will Ever Love!

Utah State Office of Education

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Beliefs

Peer tutor programs benefit peer tutors and students with disabilities by building self-esteem, friendships, social skills development, and lifelong advocates.

Peer tutor programs:

- ✚ Provide exposure to, and recruitment for, the field of special education.
- ✚ Provide appropriate social, behavioral, communication, and academic role models for students with disabilities.
- ✚ Benefit the special education program by reducing student-to-instructor ratios.
- ✚ Facilitate participation in the least restrictive environment (LRE), which may include the general education classroom setting.
- ✚ Provide engagement with peer tutors in varied environments.
- ✚ Help peer tutors to mature and celebrate diversity.

Purpose Statement

The intent of this document is to provide schools with direction for establishing an effective peer tutor program. Peer tutor programs give students the opportunity to become appropriate role models within school and community settings. Students with disabilities receive support for their academic, social, and community success. Through peer tutoring experiences, students will become lifelong advocates for individuals with disabilities.

Components of Peer Tutoring

Peer tutors will be an example to others, demonstrating that people with disabilities have the same rights and privileges as everyone else. This means that peer tutors will watch out for students with disabilities in classes, in school activities, in the halls, in the lunchroom, and in the community.

Peer tutors will assist students with disabilities during their instructional program, designed specifically for them through the Individualized Education Program (IEP) process. Instruction will be given in a whole group, in small groups, and one on one. Systematic procedures are used to teach new skills and require high rates of repetition and consistency to support skill development and maintenance.

By participating in peer tutor programs, students will gain enriching experience and lasting friendships, and become lifelong advocates for students with disabilities.

Special Education Law

To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section...
[§300.320(a)(4)].

We must ensure that all students with disabilities will have available to them a Free, Appropriate Public Education (FAPE). Emphasis on special education and related services, as specified in students' IEPs, is designed to meet their unique needs and prepare them for further education, employment, and independent living. The IEP must also contain a statement of the special education and related services and supplementary aids and services to be provided to the student or on behalf of the student.

Confidentiality

Peer tutors will work directly with students with disabilities. Some of these students may talk or behave in a different and unusual manner in your presence. Federal and state laws prohibit talking about, discussing, or relating any incident that happens in your presence while working with these students to any other person than the teacher or an appropriate school representative, such as a vice-principal or principal (see Glossary entry for “FERPA”).

- ✚ Student names and specific behavioral issues should not be discussed outside of the classroom.
- ✚ No pictures or videos should be taken without prior written permission from parents or guardians.
- ✚ Respect and enforce the confidentiality of students with disabilities.
- ✚ Prepare a confidentiality form for all peer tutors to help them see the importance of the commitment they are making to other students.

Behavioral Issues

Behavioral issues may arise in a classroom where a peer tutor is working with a student. Therefore, peer tutors need to make sure that they understand the expectations of the classroom teacher and follow classroom rules.

Peer tutors will provide the greatest positive behavioral support by modeling good behavior.

A few examples of behavioral management strategies include:

- ✚ Positive Behavior Supports—<http://www.schools.utah.gov>
- ✚ Behavioral Techniques and Strategies—<http://www.pbis.org>
- ✚ Precision Requests—*Tough Kids Toolbox, Toolkit in a Box*, Dr. William Jensen et al.

Supporting behaviors in the classroom for the student can be challenging. The following list suggests concrete ways these interactions can benefit a

peer tutor program. Teachers may want to choose a few of these supporting behaviors to work on—either in conjunction with goals and objectives the class may have, or as goals the student may need to work on at a given time.

- ✚ Helping keep their assignments and class materials organized.
- ✚ Reminding them how to follow established classroom routines.
- ✚ Encouraging interactions with other classmates.
- ✚ Helping them check the accuracy of their assignments and class work.
- ✚ Sharing notes or assisting them to take complete guided notes.
- ✚ Paraphrasing lectures or rephrasing key ideas.
- ✚ Prompting them to answer a question or contribute an idea during class discussion.
- ✚ Helping clarify a key concept.
- ✚ Helping them self-direct their own learning and self-manage their own behavior.
- ✚ Writing down answers given orally or using a communication device.
- ✚ Helping them to pass out class materials.
- ✚ Walking with them from one class to the next.
- ✚ Offering additional examples of a concept or ideas.
- ✚ Demonstrating how to complete a problem.
- ✚ Highlighting important information in the text or on a worksheet.
- ✚ Reviewing course content to ensure understanding.
- ✚ Supporting involvement in cooperative group activities.
- ✚ Teaching leisure and recreational activities during non-instructional times.
- ✚ Helping them to “fit in” by learning accepted social norms.
- ✚ Motivating and encouraging them when they get frustrated.
- ✚ Prompting them to use their communication book.
- ✚ Exchanging advice related to a personal problem.
- ✚ Sharing class materials.
- ✚ Reading aloud a section of an assignment or textbook.
- ✚ Redirecting them when they are off-task.
- ✚ Inviting them to work together on a class project.
- ✚ Showing them important classroom “survival skills.”
- ✚ Reinforcing communication attempts.

- ✚ Explaining how to do certain aspects of an assignment.
- ✚ Writing down answers given verbally or when using a communication device.
- ✚ Helping student pass out class materials.
- ✚ Reminding the student to follow established classroom routines.
- ✚ Encouraging interactions with other students in the class.

(Source: *Peer Support and Peer Network Interventions in Secondary Schools: Efficacy and Social Validity* by Erik W. Carter, Matthew E. Brock, and Heartley Huber.)

Data Collecting

Data collection is a regular activity in the special education classroom. It requires assessing the student's success on the individual items in his or her IEP goals on a regular basis. Collecting data is an important part of any good peer tutor program. The data collection helps to monitor the IEP goals, and guides program progression for the student. Peer tutors will be taught the specific manner in which the classroom teacher would like the data collected for each goal. Peer tutors need to be consistent in data collecting.

Functional behavioral analysis is an approach to assessing a student's behavior. Many teachers need data on a student gathered by the peer tutor. They may be looking to find the antecedent, or the reason the behavior begins. They may be looking at the behavior itself, and the number of times a behavior has occurred. They may even need to have a consequence followed by gathering data on what happened after the behavior was acknowledged. The information needed may be frequency, duration or intensity concerning the occurrence of the problem behavior(s).

Teachers also gather data on academics, social skills, communication, etc. to inform the success of the student in other areas of education. The student's teacher will make these choices and perform the training necessary for the peer tutor to be able to keep the data that is needed and make it meaningful.

- ✚ Data-based decision making can be easily used when determining student progress. The first thing to discuss is learning how to analyze the data.
 - Have the data been recorded on a standard chart?
 - Are the data representative of student performance?
 - Are there enough data to make an instructional decision?
 - Can a decision be made based on the daily graphed data?
 - What are the mean and trend of the data?
- ✚ The next thing to discuss is learning how to use the decision-making process to help the student make progress.
 - Mastery
 - No progress
 - Adequate progress
 - Inadequate progress
 - Motivation problem

(Please see the addendum for suggested data forms.)

Communication

Communication between the peer tutor to the student is of the utmost importance. The following information may be helpful:

- ✚ Peer tutors need to model appropriate communication topics and correct language, focusing on the positive.
- ✚ Peer tutors must use “people-first language,” based on the idea that people are not their disability. They are simply people who have a disability.

<p>Instead of saying:</p> <ol style="list-style-type: none"> 1. Park the “wheelchairs” (or the wheelchair kids) over there. 2. We will invite the ID kids to the activity. 3. “Normal” or “regular” students. 4. Deaf students or blind students. 	<p>Try this:</p> <ol style="list-style-type: none"> 1. Put the students in wheelchairs over there. 2. We will invite the classes to the activity. 3. “Typical” students or students without disabilities. 4. Students who are deaf or students who are blind. <p><i>(Utah Paraeducator Handbook, 2009)</i></p>
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- ✚ If you don't understand something, ask.
- ✚ Peer tutors need to communicate with teachers about concerns, questions, and situations that happen in the classroom, on campus, and in the community.
- ✚ Specific questions from general education teachers, parents or community partners need to be referred back to the special education teacher.
- ✚ Avoid derogatory slang that is related to special education terms.
- ✚ Be sure to follow rules pertaining to proper "social media" communication as accepted by the administration.

Teacher Facilitation

The teacher can facilitate the interactions between the student and the peer tutor and increase participation in the program. He/she has the responsibility to help understanding and increase participation for both parties. The teacher can:

- ✚ Model ways to interact for both peers and student with a disability.
- ✚ Highlight similarities.
- ✚ Identify varied strengths and differences.
- ✚ Interpret behavior.
- ✚ Redirect interactions to student or to peers.
- ✚ Ask peers to help.
- ✚ Step in or fade back.
- ✚ Establish training issues for safety.
- ✚ Take medical precautions as appropriate.

No nursing duties or administering of medications will be expected of teachers.

Peer Tutor Program Ideas

Recruitment

- ✚ Advertise within your school and involve students.

- ✚ Have last year's peer tutors hold information meetings for peers prior to registration for classes.
- ✚ Get school counselors to help recruit students who need an elective class.
- ✚ Make sure the peer tutor experience is worthwhile and valuable for the peer tutors as they participate in the program.
- ✚ Give the peer tutors the opportunity to help plan for student needs.
- ✚ For classes where the special education student with disabilities may be included in a general education class, make sure the peer tutor is prepared to participate in the program.

Marketing the Program

Marketing the program is an essential part of the success of the class. Students need to *want* to join this motivating learning environment.

- ✚ Make posters inviting students to become peer tutors.
- ✚ Define the assignments and grading expectations.
- ✚ Have peer tutors sponsor an after school activity demonstrating what a peer tutor does in the classroom.
- ✚ Will there be concurrent enrollment?
- ✚ Is this class elective credit only?

Registration

- ✚ Some schools have open registration for the peer tutor class without any stipulation. Other schools will have a number of prerequisites for being a peer tutor. Prerequisites may include a certain grade point average, a child development class, an interest in teaching as a profession, etc.
- ✚ Register with the counselor.
- ✚ Complete a screening by the administration.
- ✚ Require a letter of recommendation.
- ✚ Hold a teacher interview panel.
- ✚ What are each student's skills and abilities to be a good peer tutor?
- ✚ Make sure that the special education student is in the least restrictive environment.

Online Resources

http://www.beachcenter.org/research/FullArticles/PDF/SD11_The%20effects%20of%20peer-delivered.pdf

<http://www.empowering-youth.com/spark.html> Empowering Youth, SPARK Peer Tutoring Handbook and other resources

<https://www.google.com/#q=edgewood+middle+school+Peer+Budy+Program&safe=active> Edgewood Middle School Peer Buddy Program

<http://www.tsbvi.edu/seehear/winter98/park.htm> Highland Park High School Peer Tutoring Program

http://courses.unt.edu/bullock/rty_modules/module10/mod10.html Training module for teachers on peer tutor programs—*Meeting the Needs of children and Youth with Challenging Behaviors* by Lyndal M. Bullock (2001)

http://www.maryvillecityschools.k12.tn.us/education/components/scrapbook/default.php?sectiondetailid=8113&sc_id=1148395990 Peer tutor course description from Maryville High School

[Special Education: Welcome to Peer Tutoring—YouTube](#)

<http://www.kypeertutoring.org/> Kentucky Peer Buddies Education Center

www.asncmeck.org/presentations/peertutors101final%20copy.pps Peer Tutor 101—PowerPoint by Alexander Graham Middle School about peer tutoring

<http://www.ablongman.com/hughes1e/getstarted.htm> The Peer Buddy Program: Promoting Success for All Students

<http://essentialeducator.org/?p=404> “Inclusion and Peer Buddies: Making the Exception the Norm” (article)

<http://dvds.schoolwires.net/Page/2532> Peer Buddies Club at Delaware Valley High School

Document Resources

Peer Tutor Guidelines for Teachers, MESD Department of Instruction.

Utah Paraeducator Handbook, 2009.

Peer Support and Peer Network Interventions in Secondary Schools: Efficacy and Social Validity by Erik W. Carter, Matthew E. Brock, and Heartley Huber.

Peer Tutoring Handbook for Tutors and Mentor Teachers, Tennessee High School, Bristol Tennessee City Schools.

Appendix

Thoughtful Questions for Teachers Setting Up a Peer Tutor Program

Peer Tutor Interview Questionnaire

First Week Questionnaire for Peer Tutors

101 Ways to Praise a Child

Peer Tutor Daily Tracker Sheet

Peer Tutor Evaluation

Confidentiality Statement

Collaboration with Peer Tutors Quick Accommodations Plan Form

ABC Data Collection Form

Data Collection Sheet A

Data Collection Sheet B

Glossary

Thoughtful Questions for Teachers

Setting Up a Peer Tutor Program

The following questions may help you determine what information is important for your peer tutors to know prior to working with students.

1. What is the age range of my students?
2. What types of students will peer tutors be working with (ID, ED, SLD, etc.)?
3. What do I want peer tutors to do with my students?
4. What type of students do I want as peer tutors for my students?
5. How will I grade my peer tutors?
6. Will peer tutors be under my supervision only, or will my paraeducators direct peer tutors as well?
7. How will I safeguard my students and the peer tutors?
8. What type of a role model do I want my peer tutors to be?
9. What types of school activities will I want my peer tutors to participate in with the students in my class?
10. How will my peer tutors feel the first time they work with a student with disabilities?
11. What special conditions, behaviors, or needs do my students have that peer tutors will need to know about?
12. What will be the plan for the peer tutors if an emergency occurs (e.g., medical, fire, earthquake, etc.)?
13. How will I get individual students to apply to be peer tutors?

Other:

Peer Tutor Interview Questionnaire

Please read the following statements. Circle the answer which best fits the way you feel about each of the statements. The way you answer the statements will have no effect on your grade. There are no wrong answers. If you do not understand any of the statements, please ask the teacher for clarification.

Questions	Strongly agree	Agree	Disagree	Strongly disagree
1. I feel comfortable around people who are in wheelchairs.				
2. I try to understand when others have a hard time communicating.				
3. I am sometimes embarrassed to be seen with individuals with disabilities.				
4. I make eye contact with individuals with disabilities.				
5. I am able to remain calm and assist the staff if a student is in a seizure.				
6. I feel comfortable assisting a person with a disability use silverware to eat.				
7. I am not afraid to ask a person with a disability if they need help.				
8. I feel comfortable being with persons who have a disability.				
9. I feel comfortable talking with a person using a communication device.				

Teacher Notes:

First Week Questionnaire for Peer Tutors

Why did you become a peer tutor? Circle the answers that apply to you. There are no wrong answers and this will have no effect on your grade.

I became a peer tutor because:

1. I heard it was going to be an easy grade.
2. My counselor assigned me to this class.
3. I like to help people.
4. I heard that peer tutors get to go out into the community with students.
5. I don't know why.
6. I was curious about the students.
7. I have a friend or family member who has a disability.
8. I am interested in a people-oriented career.
9. I wanted to have a change from my other classwork.
10. List any other comment you would like to make :

101 Ways to Praise a Child

1. Wow
2. Way to go
3. Super
4. That's it!
5. Outstanding
6. Excellent
7. Great
8. Good
9. Neat
10. Well done
11. Extraordinary
12. I knew you could do it
13. I'm proud of you
14. Fantastic
15. Super star
16. Nice work
17. Looking good
18. You're on top of it
19. Beautiful
20. Now you're flying
21. You're catching on
22. Now you've got it
23. You're incredible
24. Bravo
25. You're fantastic
26. Hurray for you
27. You're on target
28. You're on your way
29. It's everything I hoped for
30. How smart
31. Good job
32. That's incredible
33. Hot dog
34. Dynamite
35. Thumbs up
36. You're unique
37. Nothing can stop you now
38. Good for you
39. Congratulations
40. Remarkable job
41. Beautiful work
42. Spectacular
43. Out of sight
44. Keep up the good work
45. You're precious
46. Great discovery
47. You've discovered the secret
48. You figured it out
49. Fantastic job
50. Hip, hip, hurray!
51. Bingo
52. Magnificent
53. Marvelous
54. Terrific
55. You are important
56. The time you put in really shows
57. Sensational
58. Super work
59. Creative job
60. Terrific job
61. Fantastic job
62. Exceptional performance
63. You're a real trooper
64. You are responsible
65. You rock!
66. You are exciting
67. You learned it right
68. What an imagination
69. What a good listener
70. Fabulous
71. You're growing up
72. You tried hard
73. You care and it shows
74. Beautiful sharing
75. What a performance!
76. You're a good student
77. I trust you
78. Take a bow
79. You mean a lot to me
80. You make me happy
81. Right on!
82. You made it happen
83. Brilliant
84. Class act
85. I respect you
86. Nice going
87. That's correct
88. You should be proud
89. Phenomenal
90. You are a real trooper
91. Great answer
92. What a great idea
93. Awesome
94. A+ job
95. Top-notch
96. You made my day
97. That's the best
98. You've made progress
99. You've got what it takes
100. I knew you had it in you
101. You've outdone yourself

Peer Tutor Daily Tracker Sheet

Name: _____ Date: _____

Class: _____ Period _____

Peer Tutor Name: _____

What did you and your partner work on today:

Peer Tutor Signature: _____

(Must be turned in at the end of class or no credit will be given for the day.)

Peer Tutor Daily Tracker Sheet

Name: _____ Date: _____

Class: _____ Period _____

Peer Tutor Name: _____

What did you and your partner work on today:

Peer Tutor Signature: _____

(Must be turned in at the end of class or no credit will be given for the day.)

Peer Tutor Evaluation

Peer Tutor Name: _____ Date _____

- 1-2-3-4-5-6-7-8-9-10 Follows classroom rules.
- 1-2-3-4-5-6-7-8-9-10 Interacts appropriately with students and peers.
- 1-2-3-4-5-6-7-8-9-10 Follows class schedule.
- 1-2-3-4-5-6-7-8-9-10 Uses positive reinforcement.
- 1-2-3-4-5-6-7-8-9-10 Allows students to participate to their maximum ability.
- 1-2-3-4-5-6-7-8-9-10 Records data daily.
- 1-2-3-4-5-6-7-8-9-10 Records data correctly.
- 1-2-3-4-5-6-7-8-9-10 Fills out tracker daily.
- 1-2-3-4-5-6-7-8-9-10 Fills out tracker correctly.
- 1-2-3-4-5-6-7-8-9-10 Has a good relationship with their partner.
- 1-2-3-4-5-6-7-8-9-10 Spends free time with partner.
- 1-2-3-4-5-6-7-8-9-10 Comes to class on time.
- 1-2-3-4-5-6-7-8-9-10 Stays in class and participates the whole time.
- 1-2-3-4-5-6-7-8-9-10 Follows schools rules, including no cell phones, etc.
- 1-2-3-4-5-6-7-8-9-10 Is an advocate for students with disabilities and treats students with respect.

Points: _____/150 possible

Grade: _____

Comments: _____

Peer Tutor Signature: _____

Confidentiality Statement

As a peer tutor, teacher, or aide, you will be working directly with students with disabilities. Some of these students may talk or behave in a different and unusual manner in your presence. Federal and state laws prohibit talking about, discussing, or relating any incident that happens in your presence while working with these students to any other person than the teacher or an appropriate school representative (vice principal, principal). These federal and state laws are enforced to protect the privacy and right of the students with disabilities. Therefore, no names of students or activities of students should be discussed outside of this classroom. Please respect and enforce the right of privacy for students with disabilities by not discussing their lives with you friends, other teachers, parents or siblings, etc.

I have read this statement, and by signing this statement I certify that I am aware of the federal and state laws of confidentiality. I will respect the students' rights to privacy.

Peer Tutor Signature: _____

Date: _____

Collaboration with Peer Tutors Quick Accommodations Plan Form

<p>Name of Student _____</p> <p>Grade _____ Date _____</p> <p>Teacher _____</p> <p>Peer Tutor _____</p> <p>Other Team Members (If applicable) _____</p> <p>What accommodations are needed? Presentation:</p> <p>Response:</p> <p>Setting:</p> <p>Timing and Schedule:</p> <p>What accommodations are needed for different environments?</p> <p>What accommodations are needed for assessments?</p>	<p>DIRECTIONS:</p> <ol style="list-style-type: none"> 1. Start with a plan in mind. 2. Set a date to discuss and plan what accommodations are needed with all appropriate team members. 3. Discuss the accommodations for different environments. 4. Explore the difference in accommodations in the regular classroom, the assessments that will be expected and how to handle the accommodations outside the classroom. <p>Four Classroom Accommodations:</p> <p>Presentation: Presentation accommodations allow students to access information by auditory, multi-sensory, tactile, and visual means.</p> <p>Response: Complete activities, assignments, and assessments in different ways; solve or organize problems using some type of assistive device or organizer.</p> <p>Setting: Change the location or conditions in which a test or assignment is given</p> <p>Time and Schedule: Increase the allowable length of time or how the time is organized.</p>
<p>Additional Information:</p>	

Data Collection Sheet (A)

Student name: _____ Date Begin _____

<p>Goal:</p> <p>Peer Tutor:</p>
--

Date								
Class								
Total # Probes								
Total # Correct								
Percent Correct								

Date								
Class								
Total # Probes								
Total # Correct								
Percent Correct								

Date								
Class								
Total # Probes								
Total # Correct								
Percent Correct								

Date								
Class								
Total # Probes								
Total # Correct								
Percent Correct								

This form can be used as a weekly or monthly check on a specific behavior or activity that needs to be measured.

Glossary

Advocate: A person who works on behalf of a student to help him/her get the special education and related services needed. In most cases, advocates become involved when schools and parents disagree on what is appropriate for the child, or when a teacher has decided to use peer tutors as advocates for students in his/her class.

Confidentiality: The act of protecting all personally identifiable data, information, and records collected, used or kept by the school district about a student. Confidentiality requirements also apply to discussions about a student and the student's record. Personally identifiable data includes child or family names and address and descriptions that would easily identify the student.

Family Educational Rights and Privacy Act (FERPA): A federal law that protects the privacy of student educational records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Individuals with Disabilities Education Act (IDEA): The law that regulates services that should be provided to students, defines who qualifies for special education, mandates recordkeeping and training requirements for all persons who provide services to special education students, and regulates many other aspects of special education.

Individualized Education Program (IEP): A written statement for a student with a disability that is developed, reviewed, and revised in accordance with Part B of the IDEA. Each Special Education student is required to have this document that outlines their goals and educational objectives. It should be reviewed and updated yearly.

Inclusion: Regular education classes combined with special education services so that the special education student is included in the typical school experience for at least one-half of the school day.

Least restrictive environment (LRE): The idea that special education students should be with their peers as much as possible.

Mainstreaming: The practice of educating students with special needs with their typically developing peers in the regular classroom setting for part of the school day.

Peer tutor: A student without a disability (i.e., a typically developing peer) who supports a student with a disability (i.e., a student with significant cognitive and/or physical disabilities). A peer tutor can support learning, behavior, and/or adaptive skills.

Response to Intervention (RTI): A multi-tiered approach to providing services and interventions to struggling students at increasing levels of intensity.

Transition: In special education, this refers to the ongoing process of preparing students for a successful life after they leave the school system. In addition to the traditional academic skills, students need to learn social, everyday living, and vocational skills.

Utah State Office of Education (USOE): The state agency with the responsibility of overseeing the education system in the state of Utah.