

## Canned Interventions

# MATH

## Peer Tutoring

Improving computation and fluency through peer tutoring

## CANDIDATES

- Students with inconsistent or low math summative assessment performance in the area of math computation

## PROCEDURE

### Daily Support

1. Record each student's present computation performance on the progress monitoring sheet (at least 6 quizzes)
2. Assign pairs and have each pair set a percentage correct goal and select a reward
3. Give a set of flashcards to each pair and assign one student to be "teacher" first.
4. Have "teacher" hold up flash card for the students and tell students to work on the problem on their worksheet in section marked "try 1" while "teacher" observes work.
5. Correct solution = next problem, incorrect solution = read instructional prompts and try again in worksheet marked "try 2"
6. If problem is solved incorrectly on the second try, the "teacher" should correctly solve the problem in the "help" section of the worksheet, while explaining the steps, then students work the problem again in "try 3."
7. After 10 minutes, students switch roles for the second half of the session.

## MATERIALS

- Reinforcement Menu with activity rewards (one per pair)
- Team score cards (one per pair per week)
- Stickers for team score cards
- Flash cards (math problem on front, computational steps and answers on back)
- Divided paper (try 1, try 2, help, try 3)

8. After the 2nd session, each student should fill out a computation sheet independently for 7 to 10 minutes
9. Students switch papers and grade their work using an answer key.
10. Count number of correct answers and compare with goal to see if the team "won."
11. If a team wins, they earn a sticker on their card for the day, after three wins a certificate is sent home
12. Record each student's present computation performance on the progress monitoring sheet (at least 6 quizzes)
13. Scores that show a 20% or greater improvement indicate positive response to the intervention.

## REFERENCES

Rathovan, Natalie (1999). *Effective School Interventions*. Guilford Press: New York, NY.

Heller, L.R., & Fantuzzo, J.W. (1993). Reciprocal peer tutoring and parent partnership: Does parent involvement make a difference? *School Psychology Review*, 22, 517-534.