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The Impact of a Tutoring/Mentoring Program on Behaviors of Urban Elementary Students

Suzi Yokley

University of Nebraska at Omaha

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THE IMPACT OF A TUTORING / MENTORING PROGRAM ON BEHAVIORS OF
URBAN ELEMENTARY STUDENTS

A Thesis
Presented to the
Department of Counseling
and the
Faculty of the Graduate College
University of Nebraska at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Suzi Yokley
July 1999

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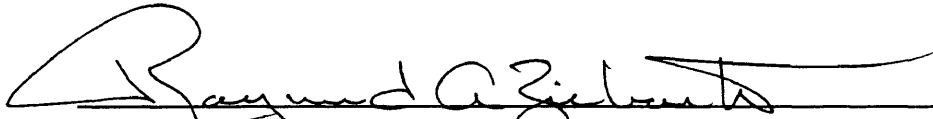


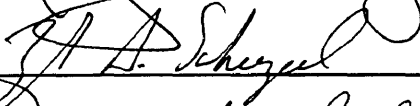
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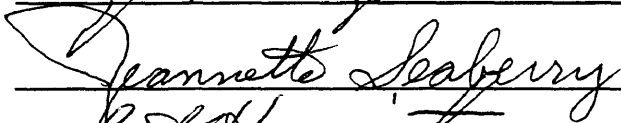
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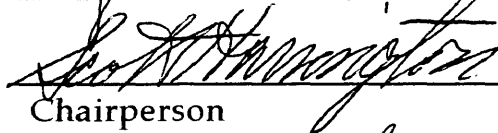
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Graduate Committee

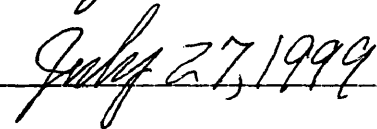








Chairperson

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Abstract

The purpose of this study was to compare the behaviors of urban elementary students who were involved in a tutoring / mentoring program with urban elementary students who were not involved in a tutoring / mentoring program. The sample for this study consisted of 13 students enrolled in an urban elementary school in the metropolitan area. The study included five elementary classrooms involving students from grade one through grade three. The study incorporated a Quasi-Experimental Pretest-Posttest design. The control group consisted of elementary students who were tested and the experimental group which consisted of elementary students who were tested and also attended the tutoring/mentoring program. Using the convenience sample, subjects were placed in the experimental group or the control group dependent upon parental permission. The instrument used for data collection was the Child Behavior Checklist. ANCOVA was run on the data using the pretest as the covariate with alpha at .05. No significant difference was found between the control group and the experimental group. Sample size and unequal groups at the beginning of the experiment contributed to the lack of significant findings.

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CHAPTER 1

Introduction

Statement of the Problem

Do urban elementary students who were involved in a weekly tutoring program with a personal tutor / mentor, for a minimum of three months, exhibit improved behaviors compared to urban elementary students who were not involved in a weekly tutoring program?

Definition of Terms

Students who were involved in a tutoring program

Elementary students who were attending regular public school classes, and were also attending a tutoring program one time a week for a minimum of three months.

Students who are not involved in a tutoring program

Elementary students who were attending regular public school classes, but were not involved in a tutoring program one time a week for a minimum of three months.

Personal tutor / mentor

An adult that worked with the students weekly throughout the three month tutoring session.

Improved student behaviors

The student's demonstration of positive conduct in the classroom, based on teacher rating of The Child Behavior Checklist. (Achenbach, 1991)

Hypotheses

Directional

Urban elementary students who were given the opportunity to attend a one time a week tutoring program for a minimum of three months, had more improved behaviors within the classroom setting than those students who had not been given the opportunity to attend a one time a week tutoring program for a minimum of three months.

Null

There was no difference in the behaviors of those urban elementary students who attended the tutoring program than in the behaviors of those urban elementary students who did not attend the tutoring program.

Background/Significance of the Problem

The plight of the urban child has been a concern of many for a number of reasons. Statistically, social hardships befall the urban child more frequently than children living outside of the urban setting. Among these sufferings are poor school achievement, dropping out of school, violence, teen pregnancy, and gang affiliation. History shows that many great leaders have attempted to confront these issues and make a difference for the sake of the children. Martin Luther King, Mother Theresa, and Father Flanagan are among those who championed the cause enabling ALL children to succeed.

The idea of individual interaction with children, academically and socially, has become the basis for many tutoring programs and community resource programs. The YMCA, 4H, churches and schools have all become part of the campaign to save the children. From sports to sewing to reading,

the universal goal seems to be involving intervention that will help children to build character and feel successful. This is most readily done through one-to-one interaction.

A 1998 study that was done by Leslie and Allen focused on the Matthew Effects, or the concept of the rich getting richer and the poor getting poorer. The study was done over two years and pursued the effectiveness of an early literacy program instituted in an urban area. Seventy percent of the children that were involved in the program were successfully reading at grade level after only twenty hours of tutoring.

This study examined, first hand, the impact of a tutoring program. It focused on the student's participation in a tutoring program and the influence on the student's behaviors within the public classroom setting. Academic variables were not the thrust of this research, but were a factor in the child's success. These were certainly important variables when searching for methods of making students more successful.

A 1988 statistic told us that 88% of first grade students scoring low in reading comprehension, remained below the 50th percentile in reading comprehension when in the fourth grade. (Pope, 1976) This is a cycle that needs to be broken, therefore prompting concern for a study such as this. For people to be successful adults, they must have successful experiences as children. Data, thus far, leads to the idea that tutoring programs can make a difference.

The weekly tutoring program consisted of students voluntarily taking part in a structured tutoring program at The Hope Center, one time a week for a

minimum of three months. Each student had a tutor / mentor; an adult that worked with a student each week throughout the three month tutoring session.

Assumptions, Limitations, and Delimitations

Assumptions

Several assumptions underlie this proposed study. They include:

1. Each student involved in the tutoring program received similar intervention from a tutor / mentor.
2. All students attempted to perform at their maximum level during their instruction time in the tutoring program.

Limitations

This study was limited to comparing the improvement of behaviors between those urban elementary students who were involved in a tutoring program and with those who were not. No attempt was made to make comparisons between genders, ability levels, or public school classroom situations. The three month time span of the tutoring program prevented any other outcomes from being examined at this time.

Delimitations

The study only examined those students who attended an urban elementary school in the metropolitan area. No generalizations were made to other schools.

CHAPTER 2

Literature Review

As the topic of tutoring was reviewed, many sources supported the idea of supplementing children's education with tutoring programs. Behaviors as well as academics can be affected by involvement in a tutoring program. Sources that reveal information about tutoring were examined in this literature review. Also, the behaviors of urban elementary age children were probed.

Tutoring

Much information was available about tutoring. Patricia S. Koskinen and Robert M. Wilson (1982), in their book Developing a Successful Tutoring Program, stated that among the strategies of tutoring, the student's strengths should be focused on. This can be done by 1) marking correct answers instead of incorrect answers, 2) writing personal notes to the students, 3) presenting award letters for completion of projects, and using progress charts and reports. (Wilson, 1982, p. 55)

Tutoring programs often include helping students finish homework assignments and/or preparing for tests. The Volunteer Tutor's Toolbox shares information from Jeanne Shay Schumm and Kathleen A. Hinchman (1994). They suggest that there are general guidelines that will assist in helping the student toward independence. First, they encourage tutors to teach the student to break down multi step directions. Also, when the student answers a question correctly, ask him/her what process was used to reach that answer. When he/she answers a question incorrectly, the tutor can make a reminder of the

successful process that was used previously. This source stressed the importance of leading the student toward independence by using every opportunity possible to demonstrate how to work together and how to solve problems. (Schumm & Hinchman, 1994) A student must be trained to work without constant assistance, for attainment of future success.

In a tutoring program overview designed by Orli Peter (1987), entitled Toward a Tutoring Model, three areas of concentration were discussed.

- 1) Construction, which is the teacher's plan of what will be covered,
- 2) Solidification, or an estimate of how much time will be needed for practice,
- and 3) remediation, which entails how to correct learning that has occurred incorrectly. A number of teaching strategies were also discussed that give specification to the teaching.

The Zoom strategy focuses on important parts of the task, and ignoring the details temporarily.

The Aim strategy allows the tutor to decide if the task at hand is too easy, too hard, or on target.

The Slope strategy describes the tutor's responses and how difficult the responses are. Slope indicates that there will be a rate of increase in the difficulty.

The Mix strategy suggests that the tutor's responses should be varied. A tutor could incorporate diagnostic prompts, hints, expert modeling, and explanatory statements.

The Pacing strategy deals with the amount of time the tutor uses to move to the next goal. Unprompted statements or responses are a good tool to use with this strategy.

The Style strategy incorporated control and perspective. A tutor's words and direction play a part on how the students will feel about controlling the task. For example, the use of "we" instead of "I" can empower the student to move on knowing that they are supported. (Peter, 1987, p. 2, 10-14)

There is ample information that supports the importance of training the tutors that will be involved in the tutoring program. A number of ideas and questions are shared in a book by Lillie Pope (1976). The book Tutor! a handbook for tutorial programs, suggests that the following items be included in tutor training. Asking questions that require personal thought and evaluation about beliefs or opinions on teaching are essential. "Why do children fail to learn?" What are the results of their failure to learn? How prevalent is this problem? How can the volunteer be helpful in this situation?" Also, it is imperative to have the tutors understand the principles of individual differences, multi-sensory approaches, and working in the student's interests. Many teaching methods can be shared; including decoding, comprehension, basic sight word study, phonics skills, and the reading process. The following list of tips will also help the tutors to be perceptive of the student's learning and behavioral styles.

- "Repetition is important.
- Practice should be spaced over a period of time, rather than concentrated.
- Limit choices.
- Avoid yes-no questions.
- Speak selectively - or they'll tune you out.
- Over teach.
- Plan for success.
- Teach in small units.
- Don't promise what you can't deliver.
- Reward success.
- Focus on your goal; do not criticize irrelevancies.
- Be patient; don't be rushed.
- Respect confidentiality.
- Keep records.
- Teach at the student's level.
- Expect success; respect the student; be confident that he will learn.

Keep the student's interest.
Listen; don't criticize.
Don't try to explain everything at once.
Teach the whole child." (Pope, 1976, p. 46-49)

The book Every Child, Every School, Successful for All shares critical information about reaching a child through the correct instruction method. (Slavin, Madden, Dolan, & Wasik, 1996) Metacognitive Strategies Instruction encourages students to "think about the process of reading, to predict what is going to happen in a story, to assess their own comprehension and to know how to find meaning when they experience difficulties." These ideas stem from a concept named Reading Roots. Within this idea, there are four main components that reinforce text comprehension. The students are taught to understand the purpose for reading, as well as the idea of previewing to prepare for reading. Monitoring for meaning is a reinforced concept as this guarantees that the text is understood. Lastly, retelling or summarization of the main ideas is utilized to assist the student in identifying the events of the story. Writing is also emphasized in this model.

Another teaching strategy program that is discussed in Every School, Every Child, Success for All, is called Stretch and Read. "Quick Erase" is an idea that lets students have fun by changing one letter of a word at a time to create new words. "Say-Spell-Say" is another idea that helps in memorization of sight words. "Using Context" teaches students to analyze the meaning of sentences to in turn unlock the meaning of the words. "Stretch and Spell" assists students in expanding words by identifying sounds one at a time, and then writing the letters that they hear. "Celebration" is included as a daily

opportunity for the students to read aloud. (Slavin, et al. , 1996))

A book entitled Young Children At School In The Inner City (Tizard, Blatchford, Burke, Farquhar, & Plewis, 1988) noted findings that appeared on reports done by the Rampton Committee in 1981 and the Swan Report in 1985. These reports were commensurate in the suggestion that “low teacher expectations, an ethnocentric curriculum, and teachers’ stereotyped attitudes might be responsible for underachievement”. This information is pertinent to apply to the idea of tutoring. Other concerns that have been researched such as racism, gender, and parent involvement in the school, have not appeared within any substantial parameters (Tizard, et al., 1988) Individuals involved in a tutoring setting must realize that these statistics apply to anyone in a position of teaching, not just professionals in a classroom. The impressions made by tutors could literally be the link that allows a student to succeed.

In an abstract entitled Putting the Skids on the Matthew Effects: Results of an Early Intervention Project, Lauren Leslie and Linda Allen (1998) of Marquette University concluded that small group tutoring could indeed improve the literacy skills of at-risk students. Their research showed “seventy percent of the children involved were able to successfully read grade level materials with only 20 hours of after school intervention.” The instruction strategies applied by the tutors included word identification and comprehension. Also, the children were reading “developmentally appropriate, motivating literature”. (Leslie & Allen, 1998, p. 21) This concept is of utmost importance. To interest a child in an activity, it must be tied to his/her personal interests.

For individuals involved as tutors, the obviousness of goal-setting and

being focused is quite apparent in these citations. The need for effective tutoring programs may also seem apparent as the behaviors of urban youth are discussed. There are a number of propositions about the reasoning that lies behind inner city youth's behaviors. In the next section of this literature review, multiple aspects of urban youth's lives, their actions, and perhaps the causes, will be investigated.

Behaviors of Urban Youth

Mark Katz (1997) unveils a number of conditions that may plague the inner city child in his article entitled Overcoming Childhood Adversities: Lessons Learned from Those Who Have "Beat the Odds". Among these are physical, emotional, and sexual abuse, as well as growing up under the care of an adult that was dealing with serious personal problems of their own. Violence is often another aspect of urban living, and even witnessing violent acts against loved ones. Arnold Sameroff is cited in this article as he researched the lives of families that had suffered through seven or even eight of these risks. His finding was that there were no resilient children that had come through this experience. This article brings forth the idea that "after-school recreation programs in dangerous inner city neighborhoods can be protective". Those who form a close personal bond with a child, serving perhaps as a mentor or confidant, provide protection". Also cited in the Katz article is a statistic from the Carnegie Council on Adolescent Development in 1994. This research estimated that "40% of the waking hours of teenagers is uncommitted time." The article went on to discuss that those urban youth that did become part of an urban organization, chose to do so because the organization offered them a place

to go. The youth exhibited behaviors of wanting to belong because certain programs allowed them to have fun, make friends, learn new skills, and feel hopeful. Other organizations that 15 youth ignored or wanted no part of, lent a negative connotation about urban youth. (Katz, 1997)

Statistics show that youth growing up in an urban setting are more apt to be from a single parent home, unsupervised while the parent is at work, or not offered an adequate amount of one-on-one time with the parent. In this case, a tutoring program might offer some of the necessities needed by urban youth. Research done by the authors of Effects of Parent Involvement in Isolation or in Combination With Peer Tutoring on Student Self-Concept and Mathematics Achievement shows that "regular opportunity for parents to provide their children with acceptance, encouragement, and reinforcement for daily academic endeavors" provide much support for achievement. (Fantuzzo, et al., 1995, p. 279)

Another study that focused on the achievement of urban youth, is the article An Afro-cultural Social Ethos: Component Orientations and Some Social Implications. (Jagers, et al., 1997) This research concentrated on African American urban youth in grade five through grade seven. The females reported feeling more affectively oriented than their male classmates. They were more "inclined to embrace emotional honesty and the confluence of thoughts, feelings, and strong sentiment". This information on urban children's behaviors can be applied to the need for tutoring, which may lend opportunity to help shape these children's behaviors. As the students involved in the proposed tutoring program are largely from low socioeconomic families and also of

African-American descent, the article Support Systems for Children, Youths, Families, and Schools in Inner City Situations offered important information.

Sharon L. Kagan (1997) reported in this research that “among children younger than age 6, one in four lives in poverty; among African American children, the ratio rises to one in two”. (Galston, 1993) The American public is concerned about the behaviors of our youth. Drop out rates are increasing, academic standards seem to be too low, differences in accomplishments between the rich and the poor seem obvious, and the safety of the youth and the activities they choose to be involved in may bring uneasiness to those that care.

Also reported in Kagan’s research, is the recognition of services for children and youth. Among these services we often find clubs, organizations, and mediating facilities which are “extremely successful in attracting and maintaining the interests of young people by providing opportunities for authentic, ongoing learning”. These services may include committed staff, adequate space for the use of computers and other extended learning opportunities. (Kagan, 1997, p. 278, 280, 289) These services are able to confront a growing societal attitude that teaches us to depersonalize our interaction with these behaviors and problems that are arising among the youth. The tutoring program must be used to shape the attitudes of children, instead of simply demonstrating effort.

PROJECT 2000: An Educational Mentoring and Academic Support Model for Inner City African American Boys is an article presented by Spencer H. Holland (1996) which brings to light many behaviors exhibited by urban youth and a proposal of the causes. He notes that increasing violence and

crime are plaguing the urban youth, as well as a low level of literacy. "Never before in our nation's history has the depth and extent of one's literacy determined one's fate as obviously as it does today and in the future". Holland proposes that there is perhaps a dichotomy between how urban males are taught to act and how they feel they should act. It is possible that since many young urban males are from a female-headed household, and are also placed in a female-headed classroom, that they may deduct that their behavior should be different so as not to seem "too feminine". This thought could be produced because the young urban males don't often see men from their community engaging in the same activities. (Holland, 1996, p. 315-316.)

Rebecca A Marcon (1997) in her study entitled Influences on Psychosocial Development of Inner-City Early Adolescents, shows that urban youth rated themselves high in initiative but low in intimacy. Her research revealed statistics commensurate with other studies mentioned in this review, revealing that poverty has a negative impact on psychosocial development. Statistically, this is more apparent in the male population. Her study also showed that interventions such as Special Education and retention within the school system, had no real effect on the success of the urban youth. (Marcon, 1997)

It is pertinent that those individuals who chose to work with urban youth are aware of the paradigm that these children use to learn, grow, and succeed. This is often a much different perspective than might be assumed. In Getting to Know City Kids, Sally Middlebrooks (1998) teaches the reader how to understand the thinking, imagining, and socializing of urban children. "Play" is

often the vehicle used by those children that might be labeled “disadvantaged”, to understand their own personal placement in the world.

“Those who design and implement tutoring programs for the culturally disadvantaged believe that the tutorial relationship can affect changes both in children’s academic performance and classroom behavior.” (Umana & Schwebel, 1974, p. 309) This information is part of the research discussed in the study Academic and Behavioral Changes in Tutored Inner-City Children. It is also noted that “motivation for change is a variable that may account for academic improvement found in subjects who volunteer to be tutored.” (Umana & Schwebel, 1974, p. 310) The findings from this study support the idea of tutoring programs being successful and, in fact, essential in the urban environment. Under certain conditions, it has been found that those children being tutored, “may become less manipulative and disruptive in the classroom”. (Umana & Schwebel, 1974, p. 318)

With the information that has been shared concerning “tutoring” and the “behaviors of urban children”, the proposed study can now be viewed. In the following chapter, information concerning the subjects, research design, study procedures, instrumentation, data collection and data analysis. Application of information from the literature review will enhance the meaning of the research findings.

CHAPTER 3

Methodology

Subjects

The population for this study consisted of students enrolled in first, second, and third grades of an elementary school. Thirteen elementary students from an urban setting were involved. In terms of the thirteen subjects involved in the sample, eleven were African American and two were Caucasian.

Research Design

This study used a Quasi-Experimental Pretest-Posttest design. All subjects were pretested and posttested. They were not randomly assigned to the treatment groups.

Study Procedures

1. In February of 1999, students from an urban elementary school were asked to participate in the study. This was done by sending a letter and permission form (see Appendix A) to the parent(s) of the elementary students. Each permission slip gave the parent(s) an opportunity to choose between 1) having their child take part in the tutoring program as well as being tested, or 2) only having their child be tested. Based on this permission slip, the students were placed in the experimental group or the control group. Permission slips were collected for 45 students, although pretest and posttest data was only completed by the teachers on 13 students. Teachers were not informed as to what group the children were in, but due to informal observation they may have been aware of the child's group affiliation.

2. A three month session for the students was then initiated in the tutoring program. Thirteen sessions were scheduled, although two were cancelled due to snow. The tutors were also recommended to attend tutor training sessions once a month. These sessions took place the first of each month for approximately two hours. Topics that were discussed included good teaching techniques, how to teach reading, compassion verses pity, and application of personal desires and skills. (see Appendix B)

3. A pretest was given to all participants, those in the control group, and those attending the tutoring program. The pretest was administered by the classroom teachers during the first month of the study. The test was the Child Behavior Checklist (ages 2-18).

4. The experimental group met every Monday afternoon from 3:35 p.m. until 5:15 p.m. at the Hope Center. Each session offered intervention from ten to fifteen tutors, ranging in age from sixteen to sixty-five. Students were typically assigned to tutors by the study supervisor. Tutors assisted the students in reading, homework, social skills, and art. Each student was given a snack during the tutoring time. An emphasis was placed on relationship building with the adults.

5. At the end of the three month tutoring session, the Child Behavior Checklist was re-administered by the classroom teachers.

Instrumentation

The instrument used to collect the data for this study was the Achenbach Child Behavior Checklist. (Achenbach, 1991) This evaluation tool assessed competencies and problems, allowing perspective on the child's behavior in the

classroom. Concurrent validity was based on the correlation between the Child Behavior Checklist and Conners scales. The Child Behavior Checklist Teacher Report Form correlated from .80 to .83 with the Conners Conduct Problems, Inattention-Passivity, and total problem scores. The content validity for this instrument was based on students that were referred for services scoring higher on checklist items than students that weren't referred for services. This information was normally used for the diagnosis of specific problems. The construct validity was based on high correlation with other checklists and assessments.

The test / retest reliability of the Achenbach was significant $<.01$, except for the thought problems of female students being tested. The mean of correlation of the adaptive scale was .90, and the mean of correlation of problem skills was .92. A study done on 19 subjects to find the test / retest reliability, resulted in correlations of .75 over a period of 2 months and .66 over 4 months showing good stability in scores. (Achenbach, 1991)

This Checklist was administered as the Pretest as well as the Posttest, profiling specific behaviors exhibited by elementary students in the classroom. The behaviors included categories of internalizing and externalizing behaviors, academic performance, adaptive functioning, cross-informant syndromes, and total problems. Examples of checklist items are as follows: difficulty following directions, talks out of turn, fails to finish things he or she starts, and teases a lot. The classroom teacher reported observations of these specific behaviors using the given rating scale. The Achenbach Child Behavior Checklist used a rating scale of 0 - 2: a score of 0 = not true (as far as you know), 1 = somewhat or

sometimes true, 2 = very true or often true.

Data Collection/Summarization

Both the pretest and the posttest answer sheets were completed by the classroom teacher. The results of these tests were analyzed by the study supervisor. The data collected is reported in Appendix C.

Data Analysis

The number of behaviors that were improved were compared between the experimental group and the control group. The subjects were not randomly assigned to the treatment groups, therefore significant differences on pretests resulted, which required using Analysis of Covariance. A .05 level of significance was used for the test. The null hypothesis to be tested was that there were no significant differences in behaviors between the two groups.

CHAPTER 4

Results

The current research tested the hypothesis that those urban elementary students who were given the opportunity to attend a one time a week tutoring program for a minimum of three months, would have more improved behaviors within the classroom than those students who were not given the opportunity to attend a one time a week tutoring program for a minimum of three months. The following figures show the results of the data, comparing the Pretest and the Posttest totals for each rating of 0, 1, or 2. The figures show the comparison of Pretest and Posttest scores for each individual student in the experimental group as well as the control group. Figure 1 and Figure 2 represent, on a bar graph, the occurrences of each score of 0, 1, or 2 for each student.

The results of the Child Behavior Checklist of the experimental and control groups are reported in Table 1. The small N in the control group contributed to a significant higher variability.

Table 1. Descriptive Data on Experimental and Control Group.

	<u>N</u>	<u>Pretest Mean</u>	<u>Pretest Standard Deviation</u>	<u>Posttest Mean</u>	<u>Posttest Standard Deviation</u>
<u>CONTROL</u>	3	61.67	60.28	40.33	43.47
<u>EXPERIMENTAL</u>	10	20.6	22.53	16.6	18.38

Figure 1. A comparison of the experimental group students behavior as reported on Pretest and Posttest.

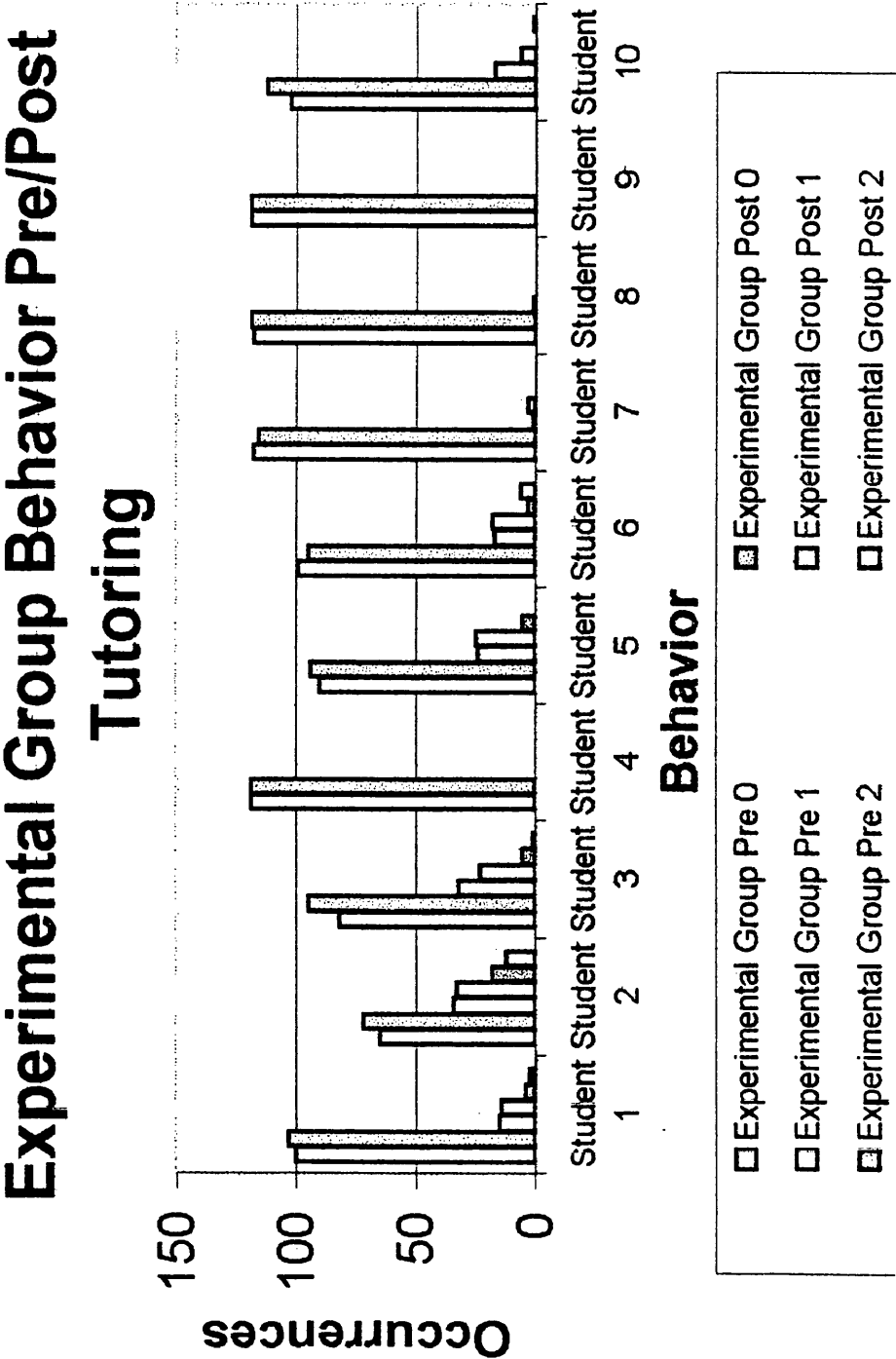
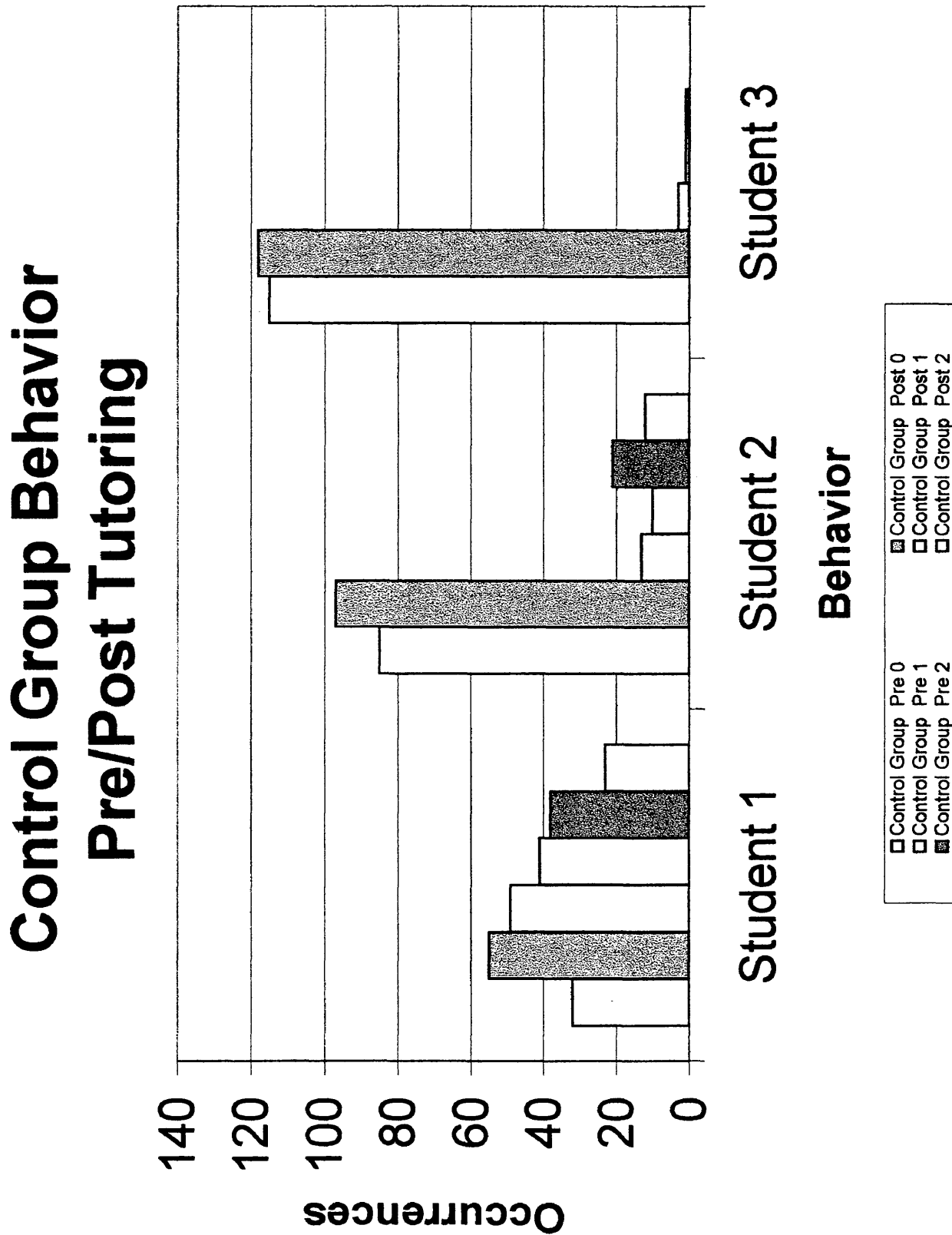


Figure 2. A comparison of the control group students behavior as reported on Pretest and Posttest.



An Analysis of Covariance was done to compare scores for tutored students and untutored students. This test was needed because of the inability to randomly assign the students. Since groups weren't able to be randomly assigned, ANCOVA was run to find if significant differences were apparent between the control and the experimental group. The data analysis showed no significant difference between tutored students and non-tutored students behavior within the classroom. The results are shown in Table 2.

Table 2. Analysis of Covariance for Tutored Versus Untutored.

<u>Source</u>	<u>AdjSS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>p</u>
between	81.077	1	81.077	3.59	>.05
within	225.7	10	22.57		
total	306.777				

CHAPTER 5

Summary and Discussion

The purpose of this study was to examine the impact of a tutoring/mentoring program on behaviors of urban elementary students. First, second, and third graders from an urban elementary school were included in the study. The pretest and posttest data was submitted by the students classroom teachers concerning their classroom behavior. The intent of the study was to show that the intervention of the three month, one time a week tutoring program had an impact on the classroom behaviors of those students who were involved.

As the acceptance of the null hypothesis may suggest the lack of effectiveness of tutoring programs, the recognition of a number of factors must be embraced. There are logistical issues such as sample size, frequency of the program meetings, and the effectiveness of the person gathering the data that weigh heavily on the outcomes. Also, the consistency of relationship formed with those students involved in the tutoring program and the need for the study to be longitudinal should be contemplated.

The sample size of this study was dependent upon the return of signed consent forms. Also, as the study was based on a pretest and posttest design, the sample size was dependent upon the return of completed data by the students teachers. A larger sample size would have been more appropriate and would have offered a better sampling of the population.

Another major problem with this study was that it did not include a randomly selected sample, therefore selection was a significant threat to

internal validity. This left opportunity for other factors to influence the results, for example, there may have been a diffusion of treatment as the students may also have been receiving tutoring elsewhere.

The tutoring program used for the experimental group met one time a week for three months. The consistency in relationship and safety were a great factor in affecting the students behaviors. The effect of a tutoring program that meets four times a week, for example, would obviously lend opportunity to build trust more than a tutoring program that only meets once a week.

Instead of the tutoring program director compiling data on the students, the classroom teachers submitted the data to be analyzed for this study. This method was used to keep the data from being biased. This allowed other factors to possibly affect the data; including teacher and student conflict, classroom environment, or lack of one-to-one attention.

Lastly, the need for this type of study to be longitudinal is now quite obvious. To create a program that will affect the life of youth, it must be more than anything else, relational. This lends to the notion that it must also be long-term. For a youth to be affected by role models, drawn into a community setting, and prompted to trust, a program should last for more than one semester.

The need and effectiveness of tutoring programs was recognized through personal experience with youth in urban environments. While the urgency was obvious, it wasn't clear, before this study, what parameters needed to exist to make it effective. If the factors can be controlled, then a tutoring program can certainly make a difference. Sharon L. Kagan (1997) shared that tutoring programs are "extremely successful in attracting and maintaining the interests

of young people by providing opportunities for authentic, ongoing learning”.

There is a need for ongoing research to prove the impact of tutoring/mentoring programs in urban environments. As Umana and Schwebel (1974) report, those being tutored “may be less manipulative and disruptive in the classroom”. Behavior outside of the classroom would hopefully be affected, too.

In conclusion, there has been much research done on tutoring/mentoring programs and their impact in the urban environment. Because of this, the acceptance of the null hypothesis and lack of evidence in this particular study does not prove the ineffectiveness of tutoring/mentoring programs. Given the comments and implications stated, it is hoped that more research will be done on this topic.

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APPENDIX A

IRB#: 008-99

PARENTAL INFORMED CONSENT FORM

**The Impact of a Tutoring/Mentoring Program
on Behaviors of Urban Elementary Students**

You are invited to permit your child to participate in this research study. The following information is provided in order to help you to make an informed decision whether or not to allow your child to participate. If you have any questions please do not hesitate to ask.

Your child is eligible to participate in this study because your child is a student in an Omaha Public Schools urban elementary school.

The purpose of this study is to investigate how involvement in a tutoring/mentoring program affects behaviors of urban elementary students.

This study will last from February to May of 1999. In order to evaluate the affect of the tutoring/mentoring program, your child will be pretested in February, and posttested in May of 1999. The pretest and posttest consist of your child's classroom teacher completing The Child's Behavior Checklist. The principal investigator will use the information from these tests to compare and evaluate any change in behavior. Your child will also have the option of attending a tutoring/mentoring program during this time period.

There are no known risks associated with this research.

As a result of participation in this research, it is possible that your child may exhibit more improved behaviors in the classroom setting. The information obtained from this study may help us to better understand the impact of a tutoring/mentoring program for urban elementary students.

Any information obtained during this study which could identify your child will be kept strictly confidential. The information obtained in this study may be published in scientific journals or presented at scientific meetings, but your child's identity will be kept strictly confidential.

_____ Parent's
Initials

Your child's rights as a research subject have been explained to you. If you have any additional questions concerning your child's rights, you may contact the University of Nebraska Institutional Review Board (IRB), telephone 402/559-6463.

You are free to decide not to enroll your child in this study or to withdraw your child at any time without adversely affecting their or your relationship with the investigator or the University of Nebraska. Your decision will not result in any loss of benefits to which your child is otherwise entitled.

DOCUMENTATION OF INFORMED CONSENT

YOU ARE VOLUNTARILY MAKING A DECISION WHETHER OR NOT TO ALLOW YOUR CHILD TO PARTICIPATE IN THIS RESEARCH STUDY. YOUR SIGNATURE CERTIFIES THAT YOU HAVE DECIDED TO ALLOW OUR CHILD TO PARTICIPATE HAVING READ AND UNDERSTOOD THE INFORMATION PRESENTED. YOU WILL BE GIVEN A COPY OF THIS CONSENT FORM TO KEEP.

PLEASE CHECK ONE OF THE FOLLOWING:

_____ My child WILL be participating in testing,
and WILL be attending tutoring at the HOPE Center.

_____ My child WILL be participating in testing,
but WILL NOT be attending tutoring at the HOPE Center.

_____ My child WILL NOT be participating in testing,
and WILL NOT be attending tutoring at the HOPE Center.

**Signature
of Parent** _____

Date _____

IN MY JUDGEMENT THE PARENT/LEGAL GUARDIAN IS VOLUNTARILY AND KNOWINGLY GIVING INFORMED CONSENT AND POSSESSES THE LEGAL CAPACITY TO GIVE INFORMED CONSENT TO PARTICIPATE IN THIS RESEARCH STUDY.

Signature of Investigator

Date

PRIMARY INVESTIGATOR

Suzi Yokley

Office: 341-4673

Approved 2/5/99

APPENDIX B

***Tutor training**

Statistics state that 1-2 out of every 5 school children has difficulty reading.
How can we help?

Here is a list of realities shared by Lillie Pope in a book that she wrote on setting up tutorial programs.

"Most children in trouble, and many children who don't read...

- do not know a happy adult.
- are seldom alone with an adult.
- do not know an adult who TRUSTS them or whom they can trust.
- do not know a consistent adult who behaves the same way to them most of the time.
- do not know adults who are kind.
- do not know adults who LISTEN and don't question or pry.
- do not really know many adults.

Have you noticed anything that needs special attention about the child that you tutor? Does he/she have any special interests? Does he/she have trouble staying on task? Does he/she get frustrated easily? What do you have in common with the child you tutor?

Tutor training*“GOOD TEACHING”**

Here is a checklist of helpful and essential ideas, presented by Lillie Pope in her book “Tutor!”, for helping children in tutoring.

- Remember that each individual is different.
- The human being learns by doing.
- The interest of the student must be captured at all times.
- Plan for many activities within the period.
- Plan for each lesson, and keep notes.
- Try to make reading pleasurable to the student.
- Use tactile, colorful materials.
- Choose your words carefully.
- Be clear about your rules: about what is permitted and what is not permitted.
- Don't promise what you can't deliver.
- Focus on your goal; do not criticize irrelevancies.
- Keep your schedule of lessons regular and evenly spaced.
- Provide for much repetition and practice.
- Plan for success; if the student fails, your planning is poor.
- Reward success.
- Be patient; don't be rushed. This is a long haul.
- Respect the privacy of confidential information.
- Teach at the student's level.
- Be confident that your student will learn.
- Maintain a professional relationship with your students.
- Maintain a professional relationship with the teacher.
- Maintain a professional relationship with the parent.
- Maintain your professionalism at home.
- Maintain a professional relationship with the principal and other school personnel.
- Maintain an awareness of the child as an individual.

*Tutor training

HOW DO YOU TEACH READING?

*REMEMBER that your #1 goal is to build a safe, trusting relationship with the child that you tutor. This enables you and the child to work more comfortably! Here are many ideas to help you relate the words and stories to the children. Remember that children are often visual learners and they like to have FUN!

- journal (this gives opportunity for uninterrupted sharing)
- discuss, discuss, discuss
- the “W” family (who, where, why, what, when)
- tutor reads aloud while child follows along each word with finger
- dictation
- use phonics (the identification of words by their sounds)
- use semantics (the identification of words by the meaning of the text)
- use syntax (the order of the words in a sentence)
- use of the K-W-L chart
 - k=what I know
 - w=what I want to know
 - l=what I learned or still need to learn
- use of a story pyramid
 - line 1=one word name of a character in the story
 - line 2=two words that describe the setting
 - line 3=three words that describe a character
 - line 4=four words in a sentence that describe an event
 - line 5=five words in a sentence that describe another event
- present the parts of speech (noun, verb, adjective, adverb, etc.)

- use of story parts (setting, characters, problem, events, resolution)
- use of a Venn diagram (a 3 section diagram with aspects of one idea or event, another section with another ideas or event, and one section with their common aspects)
- use of a story map (a map of the story's events)
- echo reading

*Spelling is often a large part of learning to read. Try some of these ideas:

- the "Words" journals
- writing letters in the air, water, dirt, sand, jello, etc.
- cutting out letters to put words together
- making flash cards
- bending pipe cleaners into letters
- matching flash cards to the written words
- finding the spelling words in the text
- making illustrations to accompany the words
- writing the words on a paper, and then cutting it into syllables
- repetition, repetition, repetition

Using a multisensory approach to teaching anything is great...for children and for adults! This means teach to as many of the "senses" as you can. For example, when reading or teaching words: say the word, look at the word, and physically feel the word if possible, ALL AT THE SAME TIME!

I would guess that if you think back over some times in your life when you were taught something and you really got a good hold on the information, it was presented to you with the "multisensory" approach.

HAVE FUN READING!

***Tutor training**

Date _____

Name _____

Tutoring session _____

My reason for taking part in tutoring is

My background in working with children is

I have personal interests and/or talent in:

(mark with an x)

art _____

crafts _____

computers _____

foreign language _____ (please list _____)

*Tutor training

A successful tutor must chose compassion over pity or judgement.....

A TEACHER MAKES A DIFFERENCE

Jean Thompson stood in from of her fifth-grade class on the very first day of school in the fall and told her children a lie. Like most teachers, she looked at her pupils and said that she loved them all the same, that she would treat them all alike. And that was impossible because there in front of her, slumped in his seat on the third row was a little boy named Teddy Stoddard.

Mrs. Thompson had watched Teddy the year before and noticed he didn't play well with the other children, that his clothes were unkempt and that he constantly needed a bath. And Teddy was unpleasant. It got to the point during the first few months that she would actually take delight in marking his papers with a broad red pen, making bold X's and then marking the F at the top of the paper biggest of all.

Because Teddy was a sullen little boy no one else seemed to enjoy him either. At the school where Mrs. Thompson taught she was required to review each child's records and put Teddy's off until last. When she opened his file she was in for a surprise. His first-grade teacher wrote, "Teddy is a bright, inquisitive child ready to laugh. He does his work neatly and has good manners. He is a joy to be around."

His second-grade teacher wrote, "Teddy is an excellent student, well-liked by his classmates, but he is troubled because his mother has a terminal illness and life at home must be a struggle." His third-grade teacher wrote, "Teddy continues to work hard but his mother's death has been hard on him. He tried to do his best but his father doesn't show much interest and his home life will soon affect him if some steps aren't taken." Teddy's fourth-grade teacher wrote, "Teddy is withdrawn and doesn't show much interest in school. He doesn't have many friends and sometimes sleeps in class. He is tardy and could become a problem."

By now Mrs. Thompson realized the problem but Christmas was coming fast. It was all she could do with the school play and all until the day before the holidays began and she was suddenly forced to focus on Teddy Stoddard. Her children brought her presents all in beautiful ribbon and bright paper, except for Teddy's that was clumsily wrapped in the heavy brown a paper of a scissored grocery bag.

Mrs. Thompson took pains to open it in the middle of the other presents. Some of the children started to laugh when she found a rhinestone bracelet with some of the stones missing and a bottle that was one-quarter full of cologne.

She stifled the children's laughter when she exclaimed how pretty the bracelet was, putting it on and dabbing some of the perfume behind the other wrist. Teddy Stoddard stayed behind just long enough to say, "Mrs. Thompson, today you smelled just like my mom used to." After the children left she cried for at least an hour.

On that very day she quit teaching reading, writing and speaking. Instead, she began to teach children. Jean Thompson paid particular attention to one they all called "Teddy". As she worked with him his mind seemed to come alive. The more she encouraged him, the faster he responded. On days there would be an important test Mrs. Thompson would remember that cologne. By the end of the year he had become one of the smartest children in the class and well, he had also become the "pet" of the teacher who had once vowed to love all of her children exactly the same.

A year later she found a note under her door from Teddy telling her that of all the teachers he'd had in elementary school, she was his favorite. Six years went by before she got another note from Teddy. He then wrote that he had finished high school, third in his class, and she was still his favorite teacher of all time.

Four years after that she got another letter saying that while things had been tough at times, he'd stayed in school, had stuck with it and would graduate from college with the highest of honors. He assured Mrs. Thompson she was still his favorite teacher. Then four more years passed and yet another letter came. This time he explained that after he got his bachelor's degree he decided to go a little further. The letter explained that she was still his favorite teacher but that now his name was a little longer. The letter was signed, Theodore F. Stoddard, MD.

The story doesn't end there. You see, there was yet another letter that spring. Teddy said he'd met this girl and was to be married. He explained that his father had died a couple of years ago and he was wondering, well, if Mrs. Thompson might agree to sit in the pew usually reserved for the mother of the groom. And guess what, she wore that bracelet, the one with several rhinestones missing. And I bet on that special day Jean Thompson smelled just like the way Teddy remembered his mother smelling on their last Christmas together.

-author unknown

The moral: You never can tell what type of impact you may make on another's life by your actions or lack of action.

APPENDIX C

Data Collection

<u>Subjects</u>	<u>Frequency of Scores</u>			<u>Total</u>
	<u>0</u> <u>pre/post</u>	<u>1</u> <u>pre/post</u>	<u>2</u> <u>pre/post</u>	
<u>Experimental</u>				
#1	100/103	15/14	4/2	119
#2	67/74	34/33	18/12	119
#3	82/95	32/23	5/1	119
#4	119/119	0/0	0/0	119
#5	90/94	24/25	5/0	119
#6	99/95	17/18	3/6	119
#7	118/116	1/3	0/0	119
#8	118/119	1/0	0/0	119
#9	119/119	0/0	0/0	119
#10	102/112	17/6	0/1	119
<u>Control</u>				
#1	32/55	49/41	38/23	119
#2	85/97	13/10	21/12	119
#3	115/118	3/1	1/0	119