

Tips for BP tutoring:

Online or remote tutoring is similar to in-person tutoring, but there are also distinct differences. If you are unfamiliar with these differences or would like additional information about how to tutor effectively in a remote context, please check this resource: <http://www.fastrak-consulting.co.uk/tactix/features/tutoring/tutoring.htm>

1. Before being held accountable, students need to know:

- what they are to learn
- how they are to learn it
- why it matters—why the learning is relevant and beneficial to their lives
- how they are to demonstrate what they have learned
- how the quality of their learning will be evaluated

Set clear expectations: make sure the student knows exactly what's expected for each interaction. Let the student know that s/he must try in earnest, if positive change is going to happen.

2. Set specific, measurable goals with completion dates and make sure the student has those written down or input in a device where s/he can see them.
3. Follow-up, follow-up, follow-up on all agreements made. Have students SHOW you their progress, rather than telling you. (have them email their outline/thesis/essay draft...have them SHOW you their filled out planner, grades, etc.).
4. If a student is having difficulty following through with a task, focus on 3 areas
 - a. Check for understanding – If the student doesn't understand the "what", "how", and "why", s/he will not invest his/her time.
 - b. Find out why it didn't work. Have the student do the task with you. Assign again. Follow-up until it's done.
 - c. Troubleshoot—generate solutions with the student, if others are not working. Ask open ended questions to problem-solve creatively (what will work for *this* specific student?)
5. Have high expectations and provide encouragement, (in the form of specific compliments), when students try hard and are working effectively toward their goals.
6. Keep the focus on a goal orientation. If a student slips in his/her progress, focus on what s/he can do to move closer to his/her goals (rather than harping on what s/he should have done or didn't do).
7. You may need to help the student see the bigger picture--what fulfilling the goals can lead to in the future. Some students need to be reminded of this bigger picture frequently.
8. Messages you can give a student when excuses or explanations are starting to become habitual, rather than the new skills themselves:
 - We've worked on these skills for a while now and you don't seem to be using them. Is there anything you don't understand? If not, is there something about the systems we've come up with that you don't like? If yes, let's rethink them. If not, please explain why you're not using them.
 - You might be frustrated with me continuing to ask you about these things, but they're the building blocks of other skills we will work on. --Just like you

wouldn't want to build a house on a shaky foundation, we don't want to build new skills on top of shaky skills. We won't continue until I see you're making an effort and progress with these basic skills.

- How can we measure your usage of these new tools? (Let the student decide how to measure. Examples include counting the loose papers in the backpack, turning the binder upside down to see how many papers fall out, counting the number of completed/empty slots in the planner, etc.)
- The goal of these tools/strategies/systems is to make the time that you're working on schoolwork more efficient –accomplish more in the same or less time than before. You do have to invest the time initially to see this. If you're not willing, then the things that have been difficult for you in the past will continue to trouble you.
- How can you move yourself closer to achieving this goal?
 - What will it take for you to make more of an effort? Why will this be different than your prior efforts? Make sure there's a clear path that shows the different approach.