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THE EFFECTIVENESS OF A TUTORING PROGRAM:

AN IN-DEPTH STUDY

by

Ethel Kaiserman-Goldenstein

A thesis submitted in conformity with the requirements for the degree of Master of Arts
Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education of the
University of Toronto

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The Effectiveness of a Tutoring Program: An In-Depth Study
by: Ethel Kaiserman-Goldenstein

Masters of Arts, 1998

Department of Curriculum, Teaching and Learning

Ontario Institute for Studies in Education of the
University of Toronto

ABSTRACT

Let’s Learn is a tutoring program which matched children having problems with their
schoolwork with young women who had recently completed a post high school seminary year.
The program was evaluated at the end of its first year of operation utilizing a qualitative
approach. Parents, children, tutors and teachers were interviewed to determine the effectiveness
of the program. A number of parameters were used to establish satisfaction, communication,
benefits, and self esteem. As well, tutoring methods were investigated by studying the manner in
which errors were handled. The data established that the program was highly successful in that it
met the needs of the children, as well as those of the tutors adequately, except for the area of
communication where close to 40% of the respondents reported the need for increased
communication.
Acknowledgments

I would like to thank the parents, children, tutors and teachers who took the time and made the effort to respond honestly and openly to my queries. They often met with me at my convenience, putting off their necessary activities in order to give me input.

I owe a debt of gratitude to the many professors at the Ontario Institute for Studies in Education, who allowed me to grow and learn and especially to Dr. Gila Hanna, my primary advisor on this project. She truly went “beyond the call of duty,” meeting at odd times in the evening in order to accommodate my schedule. Her input and suggestions still allowed me to feel good about my work and my learning. Also, to Dr. Rina Cohen, who agreed to be my advisor, reviewed my work and made herself available whenever necessary.

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I could not have done this work without the help and permission of Bikur Cholim of Toronto whose tutoring program I evaluated. The organization and especially Mrs. Lilly Heller, trusted me, a relative stranger, to do a type of work within their midst, that they had never experienced before. Bikur Cholim, a very special thanks for your openness and backing.

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Chapter One

1.0 Introduction

1.1 Purpose of the Study

The general purpose of this research study was to investigate the effectiveness of and satisfaction with a new after school tutoring program, as reported by the teachers, parents, children and tutors.

1.1.1 Background of the Study

If one were to study the Jewish Talmud, one can see that the sages felt that learning should be passed on from father to son on a one-to-one basis. The reasoning was that each child is an individual with different needs. Therefore it was the responsibility of the father to know his son and to reach him and allow his learning to blossom in the most effective manner. The best form of learning was a tutoring type of relationship. It was only after many generations when fathers felt themselves unable to teach their sons that the concept of classroom teaching was developed. (Talmud, Gordon (1989), states that private tutoring has a long tradition dating back to ancient Greece where Socrates engaged each of his students in speculative dialogues. The tradition continued in the Roman era when Cicero taught his pupils the principles of rhetoric. In the Middle Ages the monks who preserved the written record of antiquity learned from tutors. Such Italian Renaissance scholars as Veltorino de Feltre, Guarino da Verona, Castiglione, and others first served as tutors at the courts of the Italian city states. The royal families of Europe used tutors to educate their children. This practice spread first to the nobility, then to the landed gentry, to the rising professional class, and finally to the mercantile middle classes.

Erasmus, Thomas More, Roger Ascham, Thomas Elliott, and others wrote extensive
works advocating the use of tutors as an alternative to the substandard schools of their day. John Locke, Francois Fenelon, Jean-Jacques Rousseau, and Maria Edgeworth, among others, regarded home tutoring as the ideal form of educating the individual child.

By 1850 more than 50,000 governesses and male tutors were teaching children in the homes of upper- and middle-class families throughout Great Britain. Queens College, the first college for women in England, was established in 1848 as an institution to prepare women to serve as governesses. (Gordon, 1989)

In Colonial America tutors and governesses were common. As the frontier opened up, itinerant teachers traveled from homestead to homestead for brief periods providing children with instruction in basic literacy on a one-to-one basis. Teachers in the thousands of one-room schools in rural areas practiced a form of tutoring by using older students to tutor the younger ones. The tutoring tradition continues today with teachers who work with home-bound children. In 1987 it was estimated that approximately one million children and adults are tutored annually, receiving educational services valued from $25 million to $500 million. (Gordon, 1989)

1.1.2 Need for Tutoring

Examination of the literature critical of the current education scene reveals such facts as: (1) American students have shorter school days than youth of other nations; (2) time is not spent effectively in school; and (3) schools do not do enough to help students develop in the basic study and learning skills required to master ongoing and successful learning. (Morton-Young, 1995).

The need for tutoring is not an indictment of the school. Such services are not in competition with the school. Rather, it is an acknowledgment that many students, for a number of different reasons, can profit from the one-to-one personal attention that tutoring can provide. The one-to-one student tutoring assistance provided, impacts upon areas of need that no school
system, no matter how effective, can reach. Tutors can analyze a student's learning needs (diagnosis) and can adapt the student's learning experiences (individualization). Tutoring at its best complements the work of the school. Students are individuals, each with a unique set of academic strengths and weaknesses. Tutoring meets the needs of the student, who may simply be weak in a certain academic area. In this instance, tutors provide the necessary support and extra help. The decision to use a tutor may be the most important one a parent can make for a child. (Gordon, 1989; Winer, 1982; Morton-Young, 1995).

1.1.3 Reasons for Studying This Tutoring Program

Bikur Cholim is a charitable organization that exists in many cities where there is a large Jewish population. The title of the organization is a transliteration from the Hebrew and it literally means visiting the sick. Here in Toronto, the organization began in 1951 with the main concern one of visiting sick individuals either in their own homes or in the hospital. Over the years, the services have expanded greatly. Today they include 300-500 volunteer women who are committed to the many projects and activities of the organization. Some of the ongoing programs are: visiting shut-ins, dial-a-ride for doctor's appointments, shopping for and with the frail elderly, hospital visitation, playgroups which serve three purposes; relief for the mothers, stimulation and socialization for the youngsters, as well as financial aid.

The general feeling among individuals is that Bikur Cholim is a place where they can connect when they perceive a need. They feel assured that whatever the issue, it will be addressed. Over the last number of years tutoring has been identified as a need among elementary school children. Though the costs are prohibitive for many of the families, a large number of parents were calling the office in relation to tutoring for their youngsters.

A committee was struck in order to come up with an action plan. Two groups could
potentially benefit from this new endeavor: 1) youngsters in elementary school who were in need of help related to skill development, and 2) young women who had recently completed a year or two of study in Teacher's Seminary and who are having a difficult time finding employment.

The purpose of this study was to evaluate this new program to ascertain if it met the parameters that were set originally. Those who put forward the money for scholarships; those who were involved in the training of the tutors; those who volunteered their time for the administration of this program and especially the parents, all wished to know whether this was a successful endeavor. Prior to repeating our work again next year we all needed to be certain that the program was effective. The compilation of the findings would also benefit other communities who were considering developing a tutoring service. The research would clarify what was most effective and would identify the limitations of such an undertaking.

2.0 Research Questions

In order to study the effectiveness of a tutoring program a study design that included pre- and post-test evaluation of the students in order to ascertain that they have indeed benefitted from having a tutorial relationship would be advantageous. However, since the students vary greatly in both the grade and subject matter that they were being tutored for, this represented an impossible task. Therefore, this project has studied effectiveness via stated satisfaction. Since there are a number of methods described as useful, this study also attempted to ascertain which method was thought to be most effective. Therefore, the general research questions are:

a) What is the perceived satisfaction of the participants with the tutoring program?

b) What tutoring strategy has been found to be most effective?
Specific Questions:

(I) Have the children increased their skill levels? (parental and school opinions)

(ii) Have the children exhibited enhanced feelings of self worth through the tutoring process? (parental and school opinions)

(iii) Have the tutors found the experience of tutoring satisfactory?

(iv) Did the tutors feel well supported in their work?

(v) Was there an improvement in communication between teachers and parents due to the existence of a tutor?

(vi) Which tutoring strategies in relation to the handling of errors were most often used and were found to be most effective?

3.0 Definition of Terms

Tutors: Young women who have completed either one or two years of training at a teacher’s seminary abroad and all completed a three day program set up by Bikur Cholim and given by a renowned specialist in special education.

Tutoring: One on one instruction of an elementary school child in his/her homework by a tutor within his/her home environment, whenever possible.
Chapter Two

4.0 Review of Related Literature

4.1 Options

All elementary schools have some students who fall behind or learn more slowly than the others. There needs to be a plan for continuous correction to provide additional support for students needing more time, encouragement or instruction to learn. This plan may require extending the school day, providing summer school or Saturday enrichment programs, specialized daily instruction, greater involvement of the home in learning activities, after-school tutoring programs, or tutoring on a one-to-one basis usually in the child’s home. (MacIver, 1991; Gordon, 1989; Bogart and Hirshberg, 1993).

According to MacIver (1991), private schools are more likely than public schools to assign extra work or homework to students who need remedial help and are much less likely to use a pull-out or summer school approach to remediation.

Today, as described above, many types of private tutoring services are available in most communities. The most common type of tutoring, and the one this paper will focus on, is the individual teacher who works with children after school at home or in the classroom for an hourly fee. Typically, these teachers function as homework helpers.

Rapoport, Yair and Kahane (1989) state that there are, hypothetically, three patterns of tutoring: 1) “professional” tutoring in which the contract is emphasized and trust is minimized focusing on time limitations, externally defined goals and institutional supervision; 2) “comradeship” tutoring in which personal trust flourishes but contractual elements are neglected; 3) “informal” tutoring in which contract and trust are equally salient; where the tutee is actively engaged in individually paced experimentation with a wide variety of activities which
are directed to the achievement of pre-defined goals. The arrangement is voluntary yet established on an accountable basis.

4.2 Controversy

The research indicates two types of controversies when looking at after-school tutoring. The first is whether this type of remedial help is effective and I clearly illustrate this issue in the following two paragraphs. The other issue is the use of computers as tutors. The literature review addresses this subject and then clarifies in a number of sections why the human tutor is superior.

MacIver’s (1991) studied the prevalence and antecedents of different types of remedial activities in the middle grades. Then, the effects of these activities on the achievement of students who had fallen behind were estimated. The results indicated that pull-out programs, after- or before-school coaching classes, peer-tutoring, and summer classes were the most common types of remedial activities. Several of the remedial activities that schools sometimes offer are effective in raising the achievement test scores of students who have fallen behind in math or reading. Approaches in which students are provided with a substantial extra dose of instruction (e.g., extra subject periods and summer classes) are particularly effective. As typically implemented, peer-tutoring programs, mentoring programs, and before- or after-school coaching classes are not reliably effective in increasing student achievement. MacIver postulates that this is due to the student’s need for a substantial “extra dose” which these methods do not supply. These approaches may not be helping enough students who have fallen behind to make significant strides toward catching up with their peers, and therefore the statistics are weak. MacIver himself felt that these conclusions must be viewed as tentative rather than definitive since many important variables were ignored.
There is a body of research which opposes MacIver's findings and agrees with Winer (1982) who, in her research, was able to demonstrate a 75-80% improvement rate achieved by the total of 5,700 students who received after school tutoring.

Today there are choices that parents can make for their children that were not available just a number of years ago. Computer tutors can capture the support and guidance of human tutors. It can focus the student's attention on the parts of solutions that need further work, prevent unnecessary floundering, and provide explanations that facilitate learning from their errors. This form of tutoring can be rigid and quite directive. (Merrill, Reiser, Ranney & Trafton, 1992). There has been much debate in the literature about whether computer tutors can be just as effective as human tutors. The proponents of the person-to-person connection stress the following as the important factors involved: Friendship/Support; Interaction; Problem Solving; and Feedback. The following sections will clarify why a human tutor is advantageous.

4.2.1 Friendship and Support

Tutorship relations envelope both instrumental, task-oriented goals and primary, affective elements of friendship. It is highly effective socialization in the direction of independence, coming of age, character training, and the acquisition of skills. This effect may be attributed to the duality of the relationship, that of intimacy and instrumentality. Also, a dyadic relation combining formal instruction and interpersonal support within a framework that is both demanding and caring enhances the learning process. This relationship is capable of coping with learning disabilities and other inadequacies such as low self-image, little self-confidence, low academic achievement and poor motivation. It is an intense, enriching form of socialization which complements, replaces, or even compensates for the failure of formal education. Students who gain the most combine knowledge acquisition with the acquisition of a friendship role. (Rapoport, Yair and Kahane,
The word "tutor" originally meant "one who protects, guards, cares for," thereby conveying the ascriptive aspect of the tutor's role and emphasizing the personal side of the tutorial relation. It is the co-existence of intimacy, care and personal commitment, on the one hand, with commitment to specific academic goals, on the other. Therefore the "ideal type" of tutoring is a unique relation heavily weighted with both ascriptive components characterizing friendship and family relations and task-oriented components characterizing teaching and work relations. (Rapoport, Yair and Kahane, 1989). Students who like their tutors usually describe a combination of personality characteristics and good teaching skills. (Fingeret & Danin, 1991).

Tutoring provides a positive and successful role model with which the student may easily identify. The tutor is able to demonstrate effective means of coping with pressures. Students find it more palatable to learn through example, rather than from adults just saying that it should be so. The problem may not be scholastic but rather it may be emotional. (Winer, 1982).

Therefore, one can agree with Rapoport, Yair and Kahane (1989) who state that tutoring consists of a dual relationship, one of personal trust and the other of social contract. Personal trust emerges when all parties concerned feel secure in the outcome of the agreement. A social contract is needed when one or more parties is unsure of the other's fulfillment of the agreement. Personal trust may be transformed into a social contract when one or more of the parties concerned can no longer anticipate the future. Under such circumstances, the contract emerges to assure the obligatory nature of the agreement. The change generally involves explicit statement of the terms of the agreement and of the sanctions of control. Conversely, social contract may be transformed into personal trust when the relationship proves to be valid for a long period of time.

Personal trust exists in the relationship when there is spontaneity, choice, legitimized
experimentation, fair exchange, and ad hoc interaction which is open to negotiation. A social contract is evident when there is accountability of the partners to an external agency, the existence of pre-defined goals, and the limited span of the relationship.

### 4.2.2 Socialization

Lepper et al., (1990) argue that tutors are highly interactive, yet intervene very indirectly during the learning sessions. Thus tutors help students solve problems successfully while minimizing their own apparent role in the success.

Tutorial sessions are highly interactive, with the student and tutor completing each other's sentences and making use of information channels such as pauses, pointing, tone of voice, and so forth. Therefore the student feels less like a subordinate being guided by an expert and more like a peer. (Merrill, Reiser, Raney and Trafton, 1992).

According to Winer, (1982) the tutoring experience for both tutor and tutee is usually a pleasant one. The relationship gives the child an individual to look up to and who can guide him during the year.

### 4.2.3 Problem Solving

An expert tutor has to satisfy two pedagogical goals that are potentially in conflict. One goal is to leave students in control, free to reason through problems for themselves, make mistakes, detect them, learn from those errors and work around impasses. If the system intervenes more than is necessary and is overly restrictive and guiding, it may interfere with the benefits of active learning by doing. (Merrill, Reiser, Ranney and Trafton, 1992).

A tutor also has the goal of preventing students from becoming confused and frustrated and ensuring that they learn from their problem solving. There are dangers in leaving students too free to explore. If a solution to a problem is obtained through excessive floundering, it may be
difficult for students to remember what path they took to the solution; hence it may be difficult for them to learn from that experience. There are clear advantages to both exploration and guidance. The most appropriate type of learning situation may depend upon factors such as the confidence and ability of the learners, whether the material is an early topic in the curriculum or advanced material, and how easily students can elicit information on their own to evaluate the success of their reasoning. (Merrill, Reiser, Ranney and Trafton, 1992; Fox, 1991; Leinhart & Ohlsson, 1990; Lepper et al., 1990; McArthur, Stasz & Zmuidzinas, 1990; Merrill, Reiser & Landes, 1992).

One-to-one assistance has the greatest chance to be effective since it can focus total attention on the unique needs of the student needing the help. (Winer, 1982).

Merrill, Reiser, Ranney & Trafton (1992) state that the support offered by the human tutors is both flexible and subtle. It supports the student’s reasoning and ensures that the problem solving remains productive. Errors are detected and repaired and the tutor ensures that students can work around any known impasses. Tutors offer their students the opportunity to explore the process of recovering from impasses which allows the students to feel more in control of the interaction.

By allowing the student to do most of the problem solving, tutors enable them to learn by doing. A central part of the learning process occurs when the student attempts to apply the instructional material to solve problems for himself. Important learning may occur when a student encounters obstacles, works around them, and explains to himself what worked and what did not. (Ohlsson & Rees, 1991; VanLehn, 1990). The assistance of a tutor enables a type of guided learning by doing, in which the student reaps the rewards of active problem solving while the tutor minimizes the danger.
Tutors manage to promote a sense of challenge, provoke curiosity, and maintain students' feeling of control. Tutors tended to emphasize the difficulty of the upcoming task, thus allowing failure to be attributed to something other than the students' lack of ability. This strategy was particularly effective for students who had already experienced difficulties in school. Expert tutors tended to draw the students' attention to an error and then provide a second chance at the solution rather than giving explicit corrective feedback. Furthermore, tutors usually ask the student questions instead of providing explicit direction. Students chose to solve more difficult problems when tutors used this indirect style than when tutors used a more direct style. It involves the use of subtle cues to guide and support students, thus maximizing their motivation to learn.

Fox (1991) adds that tutors provide a "safety net" during problem solving, so that student errors are kept to a minimum. Tutors provide subtle techniques to notify students that a step in the solution requires repair. They provide frequent feedback, typically indicating very briefly their agreement with each step. A short hesitation in responding with an "okay" typically leads students to assume that something is amiss with the current step. After this clue a student will frequently correct the mistake. When more explicit help is required, the tutor will focus the student's attention on the part of the solution that required modification or on information potentially useful for repairing the error. In Fox's view, tutors usually avoid telling students they are wrong or precisely how a step is incorrect; instead they lead students to discover the error themselves. The tutor provides information through hints, leading questions, verbal agreement, and other indirect methods.

McArthur et al. (1990) differ in opinion. They feel that tutors carefully structure the task the student is to follow, similar to the behavior of classroom teachers. The tutors make sure that the student is aware of the current solution at all times. They remediate errors upon occurrence,
including, not only pointing out where the error lay, but also, suggesting a technique for solving the problem. Impasses in problem solving present important opportunities for tutorial intervention.

Merrill, Reiser, and Landes (1992) find that a tutor’s policy on intervention seems to rely upon the context of the student’s error. When the error involved misunderstandings about the actual behavior of objects in the domain, the tutor often focuses the student on the features of the solution that are incorrect. In contrast, when the student begins working on an inappropriate plan or forgets an important goal, the tutor often helps reformulate the goal that the student should pursue. In still other cases, the tutors simply ignore certain errors, returning to them at a later more useful point. The tutors modulate their interventions depending on the potential learning consequences of the error. They quickly correct errors that would be distracting and might lead to floundering, quickly focusing the students on more serious problematic components of a solution so that they could fix them and, finally, withholding directive feedback about errors that might lead to productive learning later. Tutors provide only as much support as is necessary to help students overcome impasses, and withdraw the support as soon as it is no longer needed. Tutors appear to accomplish much of their interventions without making it obvious that they are directing the student. Therefore, tutored students feel very much in control of their own learning.

No matter which method is used, the tutor carefully monitors the student’s reasoning and quickly intervenes to make sure that the student’s problem solving remains on track. This intervention may be subtle, but it is clearly present. The focus of the tutor’s questions suggests that the tutor has indeed analyzed that student’s misconceptions, but their strategy is to use the analysis to focus the student on the erroneous situation rather than to communicate the reasons. The most important aspect of the support offered is helping the student detect and repair errors
and overcome impasses. The tutor strategically moderates their responses to an error. (Merrill, Reiser, Raney and Trafton, 1992).

Tutoring can be viewed as a collaborative problem-solving effort, with each party contributing to the solutions. This collaboration is particularly essential at impasses. The task of noticing, locating, and repairing an error is typically a mixture of the tutor's and the student's reasoning efforts. Tutors are highly interactive, giving feedback after almost every step, and also giving hints and suggestions upon errors. However, they try to leave as much of the error repair to the student as possible, while still providing as much assistance as necessary. (Merrill, Reiser, Raney and Trafton, 1992).

4.2.4 Feedback

The concept of feedback is inherent throughout the problem solving section. The method in which feedback is given can be quite different depending on the tutor. According to Merrill, Reiser, Ranney and Trafton (1992) there are seven methods utilized by tutors to provide feedback to the student:

1) A tutor will generate a situation where students are led to discover their own errors. Instead of directly informing the student that an error has occurred, the tutor constructs a situation in which the student realizes that the solution is partially incorrect, so the student can then take over the error correction.

2) The tutor conveys information by actually saying nothing. In other words, the tutor fails to respond to a step and thereby indicates that they are no longer on the right track. The student questions whether the step is correct and invites assistance.

3) The tutor verbally intervenes to alert the student to the error, after which the student takes over and repairs it with some additional assistance.
4) Instead of just telling the student that an error has occurred, the tutor points out the feature of the solution that is erroneous.

5) The tutor is even more directive. Feedback not only tells the student that an error has occurred, where it occurred, and what the erroneous feature is, but also offers a principle that explains why the feature is erroneous.

6) Another degree of guidance that can be provided upon errors or other impasses is setting a goal for the student. A tutor may tell the student not only where an error occurred and why it is wrong, but also may suggest how to repair it.

7) The tutor performs most of the error correction, telling the student that an error has occurred, where it lies, and suggesting how to repair it, leaving the student the responsibility for implementing the tutor's suggestion.

4.3 Tutoring Programs

Morton-Young (1995) in describing the purposes of a specific after school program stresses that the emphasis is placed on nutrition, self-development, and academics. In some cases, the program also works with parents of the children. The academic enrichment activities focus on basic learning skills and techniques in how to learn, homework assistance, and use of tools of learning.

Fingeret & Danin, (1991) in describing the Literacy Volunteers of New York City claims that there must be a partnership of students, tutors, and professional staff members who are firmly committed to student-centered learning. If able, students set up their own learning goals and choose materials related to topics of interest to them.

Biasotto (1993) describes Project ASSIST which is a tutoring service, utilizing volunteers, within the Delaware school system. In 1991-92 a pilot project was begun within one school
district. The tutors all received training prior to beginning as well as ongoing support. The tutoring was done at the schools, pulling the children out of class in order to work with them. There were pre- and post- evaluations and the project was such a success; in that the majority of students showed a marked improvement on post-evaluation; that it has been expanded to all the school districts of Delaware.

Cowen (1985) describes The Tutoring Network (TTN), of Cohasset Massachusetts, as a nonprofit organization that does not embrace any particular teaching doctrine, approach, or product. They find talented and experienced educational therapists and match their expertise with the academic needs of learning-disabled students. The number of requests has tripled since it began in 1983 and over 270 students have been placed with TTN tutors. It has become a comprehensive professional tutorial service throughout the greater Boston area.

Prospective tutors complete an application, submit a resume, provide official transcripts and three professional references, and then meet with a member of the screening board for an interview. Screening is a three-step process. Application materials are reviewed by the board and scored holistically. Those attaining a designated score are given interviews. The interviewer then reports back to the board, makes a recommendation, and the board takes a final vote. A set of predetermined criteria were developed and utilized in the selection process as a guideline for judging an applicant’s credentials and experience. Rigorous screening is necessary to instill confidence on the part of the referral sources, and to maintain a reputation for excellence. Also, TTN do not have the resources to provide ongoing supervision and so the tutor must be able to work independently to be accepted by the agency. Feedback forms are sent to all students asking for their candid assessment of both TTN and its registered tutors. (Cowen, 1985).

The majority of TTNs referrals come from clinics, hospitals, psychologists, private
evaluators, schools, public and private agencies, and by word of mouth. In matching students with tutors, TTN gives careful consideration not only to students' academic needs, but also to any personality or emotional factors that might affect the teaching/learning relationship. Information is obtained through phone interviews with parents/students, counselors, and psychologists, etc., and a review of any helpful reports. The student or parent is provided with the name and telephone number of the tutor and is encouraged to initiate the first contact, arrange an interview, and make the final choice. (Cowen, 1985).

Winer, (1982) in describing the Clarkstown Tutoring Service, stresses the need for a director of the tutoring service whose role is to arrange each job by telephone with the parent of the tutee by explaining the rules, selecting the appropriate tutor, calling the tutor, and having the tutor contact the parent. After that, constant contact is maintained between the tutor and the director of the tutoring service. Tutors must plan each lesson and establish and maintain contact with the teacher of the tutee. In addition, they must report any cancellations in the weekly schedule to the director immediately, and must submit a written report of each lesson which is ultimately sent to the teacher. The standards are high and the rules are strict. Cancellation and the changing of dates on either side must be accompanied by a valid reason. Reports must be handed in on time or the tutor will be contacted by the director immediately. The relationship between tutor and director is very strong and awards are given to exemplary tutors. There are mandatory training sessions prior to the hiring of a tutor as well as on an ongoing basis.

Eppolito, Pelcher and Wright (1995) describe a tutoring program based in an elementary school in Syracuse, New York. Success is demonstrated by the results of standardized testing which indicates that students show improvement in as little as two months. The methodology of the program consists of the teacher identifying children who are having problems and matching
those children with a well-trained and motivated tutor from the University undergraduate program. The tutors all receive an initial session of training, which proves quite adequate. The children receive about two hours of individual tutoring per week during the school day. The tutors help students work towards set goals in developing skills. Close tabs are kept on how the children are doing, using this information to fine-tune the program.

There are a few systems in place to assure the success of the program: 1) The Individual Tutoring Plan, or ITP, which specifies not only which strategies should be used but also for how long. The ITP is important because it is matched to the needs of a specific student and because it serves as the blueprint that the tutor follows when planning each tutoring session. 2) A Tutoring Log in which the tutor completes an entry after each tutoring session, recording what work was completed, how the student behaved, what progress was made, and other significant information. 3) A 10-item Checklist which is completed after each session and which reminds the tutor of the essential elements of the student’s ITP. These two logs provide a permanent record of each session. (Eppolito, Pelcher and Wright, 1995).

4.4 Processes in a Tutoring Program

Morton-Young (1995), states that the development of any program requires a goal setting process which results in a statement of purpose such as “To provide after-school tutoring and homework assistance to twenty children who live in Harshaw community.” The objectives will provide the guide to determine the scope and limitations of the program.

When a new program is beginning, it is important to get the word around. Publicity must be focused with intensity upon the target population. Publicity items and activities should include bright and attractive fliers, brochures, and announcements in local papers. (Morton-Young, 1995).
To begin an after school program just requires one individual to observe and identify the need for the service. That individual then talks to others and gets the ball rolling. An example of who to approach, are the teachers, who know which children who in need of additional academic help, or the counselors of the schools who know of children with problems that are both academic and social. (Morton-Young, 1995).

Topping (1995) had a wealth of research in and experience with tutoring by non-professionals. The following is his checklist of design criteria likely to maximize the success of a tutoring program:

1) Objectives and benefits of the program must be clearly articulated.
2) It must be made very clear to the tutor the degree of competence required.
3) Activities must be flexible to accommodate differences in student needs.
4) The sessions must be interactive in nature thus maintaining motivation.
5) Both student and tutor must gain satisfaction and have fun.
6) The tutee should control the tutoring process and the curriculum content and materials as well. He/she should have choice and initiative.
7) Instructions should be clear, simple, and above all specific.
8) Materials should be individualized according to the need of the student and must be readily available.
9) The tutor should accommodate the tutee’s pace, and provide swift, non-intrusive support without creating dependency.
10) The tutor must give specific verbal and nonverbal praise geared to the child.
11) Genuine discussion is essential to promote the student’s understanding.
12) The tutor should model both competence as well as more general desirable behaviors that the tutee may imitate or develop.

13) Training is essential.

14) An initial trial period should be specified, at the end of which feedback should be shared about the effectiveness of the system and improvements proposed.

15) Periodic checking of records by the coordinator of the program is a minimal form of accountability.

16) Continuing review and feedback of the tutoring sessions, and inclusion of further variety needs to be built into the system.

Allen (1996) also describes what she calls as the "Sullivan Report Format" which is a form that each tutor completes after each session. The report is divided into specific parts; the plan for the day which includes the various skill areas such as reading and writing, skill/strategy lesson, games or children’s choices, summary of the day, and questions such as what was learned by the child and by the tutor as well as what needs to be learned, and of course any concerns that exists. Through the use of such a report one can manage to complete many of the abovementioned criteria.

4.5 Guidelines for the Tutor

Bogart (1993) feels that tutors must be carefully trained to be open, approachable, encouraging, and goal directed. They must keep records on each student whom they tutor and have periodic conferences with the program leader about each student’s progress.

According to Allen (1996) there is a need to watch, listen and delight in the learner. Let the student become the teacher. In this way the proper techniques will be chosen for each
student.

Winer (1982) in looking at the gains for the tutors, states that the tutors became more responsible, confident, and patient, building ego strength and self-respect.

Allen (1996) and Morton-Young (1995), also give concrete tutoring advice. 1) One must prepare for the initial visit with the proper materials in hand. Keeping a special tote bag reserved for this purpose with all the essential materials stored within is highly recommended. 2) Complete a quick initial assessment by asking the child some aspects of language as well as number skills at their expected level. 3) Monitor progress by dating everything and keeping a journal and a record of each session. 4) Plan for the coming lessons and the progress that is hoped to be made. 5) Direct lessons to the child's interest but remain firm yet flexible in managing behaviors. 6) Be confident in your ability as a tutor and you will succeed as a tutor. 7) Introduce self to student in a relaxed manner. 8) Let the student know that the tutor is interested in him by asking about personal items. 9) Give the student full attention. 10) Set an example by being courteous and respectful. 11) Build the student's self-confidence. 12) Use voice well. 13) Communicate with program leader regularly. 14) Be prepared. 14) Look for ways to motivate the student by involving him/her in activities and by being creative. 15) Keep lesson moving. 16) Show student that reading can be fun. 17) Do not tell the student, "This is easy." He will then feel defeated if he fails in the task. 18) Ask for help from the program leader if a problem arises that the tutor is unsure of how to handle. 19) Gently redirect negative statements that the student may make about self and others like himself. 20) Indicate immediately whether a student's answers are right or wrong. Let the student know you are pleased with a right answer. If the student is wrong, do not show disapproval but, instead, look at the mistake as a challenge. 21) The less work the tutor does for the student the better.
Chapter Three

5.0 Method

5.1 Research Design

As Patton (1983) states, we are out to find out what is on someone else's mind. We wish to access the perspective of the interviewee to elicit information we cannot observe. Patton (1983) describes three choices of interview techniques: (1) Informal conversational interview -- nothing is prepared; the interviewer goes with the flow and the interviewee does not know the purpose of the meeting. (2) General interview approach -- outlining a set of issues that are to be explored prior to the interview. Issues are not placed in a particular order and the actual wording of questions is not determined in advance but rather a basic checklist of relevant topics is utilized. This format allows for other topics to emerge. (3) Standardized open-ended interview -- a set of questions carefully worded and arranged with the intention of taking each respondent through the same sequence essentially asking identical questions with essentially the same words.

Merton, et al. (1990) describe the focused interview as an unstructured question which does not fix attention on any specific aspect of the stimulus situation or of the response. It is, so to speak, a blank page to be filled in by the interviewee.

For this study, the process of a focused interview has been chosen. According to Merton, et al (1990) this allows for the following: (1) A wider range of responses; (2) Increased specificity in the reports; (3) Affective, cognitive and evaluative information; and (4) Interviewee's attributes and prior experience. This method gives an interviewee an opportunity to express him/herself about matters of significance to him/her rather than those that are presumed important by the interviewer.

The researcher began the interviews with fully unstructured questions. More specific
questions were used only to bring out certain topic areas and to elicit as much information from the respondents as possible.

In this manner, the researcher yielded as many anticipated and unanticipated responses as is possible within a limited time, without putting off a promising lead before it has been fully developed. The interviewer ferreted out the meaning of different phases of the occurrence being studied. Depth varied from the superficial indicator of affective attitudes, to expressive and detailed accounts of feelings which were aroused by the situation. The interviewer controlled the shifting planes of depth.

Patton (1993) very clearly states that the fundamental principle of qualitative interviewing is to provide a framework within which respondents can express their own understanding in their own terms.

Therefore, for this study, the researcher has chosen both a general guide (Appendix I) as well as focused interviews (Appendix II) to allow for the greatest scope and the most information.

5.2 Description of the Participants

All parents of the children being tutored were approached for consent to participate in this research project. They were required to sign a form which clearly delineated who was to be approached and allowed them to refuse participation without any adverse consequences. Those to be interviewed were approached after at least one month had elapsed from the start of the tutoring sessions. Those interviewed were a parent (both, if possible), the teacher, the tutor and the child him/herself. All who have joined the tutoring service were approached (approximately 12 families). Since there were a limited number of families involved, all were invited to participate. All were interviewed privately in order that the answer of one would not affect the thinking of others.
5.3 Description of the Instruments

The researcher developed 4 questionnaires each consisting of two parts: (1) demographic data, and (2) semi-structured questionnaires which were utilized for the interviews; one for the parents; one for the teachers; one for the children and one for the tutors. (Appendix II) Most of the questions were the same, but, for each questionnaire, there were questions specific to that group. The researcher also outlined a set of issues that were to be explored (interview guide). (Appendix I) At times, the important information elicited led the interview off topic. This allowed for depth of information. Once a topic was fully explored, the guide allowed the researcher to return to the next set of questions and topics to be explored.

5.4 Procedures

(1) The researcher developed questionnaires with the help of material from the literature.

(2) A letter was sent to every family who had joined the tutoring service which requested consent to interview the four different individuals involved. This was followed by a phone call to set the interview with the parent. The consents were picked up by the researcher at the time of this interview.

(3) A private appointment was made with the parent. The procedure was explained once again. It was also clearly stated that they could refuse to participate with no adverse consequences. If they were in agreement, the parent was then interviewed.

(4) Permission to interview the child was then sought. If agreed to, the parent signed the consent form and the child was interviewed.

(5) A letter then went out to the teachers involved which asked for their permission to be interviewed. The teachers proved to be the most difficult group to gather responses from, and a number of methods were utilized. Some teachers requested forms and completed them and
returned them in stamped self-addressed envelopes while others agreed to be interviewed on the phone. None had time for a face-to-face interview due to their end-of-year responsibilities.

(6) The tutors had extremely busy schedules and agreed to be interviewed on the phone. This was done utilizing the appropriate questionnaire.

(7) All responses to questions were written out as the individual spoke. Tape recorders were not used, so as to elicit as much material as possible without the inhibition that may have been associated with the fear of recording.
Chapter Four

6.0 Findings and Analysis

Both Patton (1983) and Yin (1991) discuss the most effective method of data analysis. Yin (1991) states that much depends on the investigator’s own style of rigorous thinking, along with the presentation of sufficient evidence and careful consideration of alternative interpretations. Patton (1983) describes inductive analysis as meaning that the patterns, themes and categories of analysis come from data; they emerge out of the data rather than being imposed prior to data collection and analysis.

First, the researcher used categories directly related to the original questions on pages four and five of this thesis. Then, the researcher looked for categories or patterns for which there were no labels or terms coming from the research questions. She then developed terms to describe these inductively generated categories. In this way, any variations and contrasts in activities and participants elicited a topology which described patterns. The researcher “fished out” the categories through extension (building on items known), bridging (making connections among different items) and surfacing (proposing new information that ought to fit and then verifying it). It was the wish of the researcher to uncover patterns, themes and categories.

Since the purpose of this study was to examine a tutoring service and to ascertain its benefits as well as its shortcomings the research focused on these areas. The results will allow the service to improve and will allow those planning such an endeavor to learn and gain from our experience.

The study also examined which of the different methods used to respond to errors that are described in the literature were used more prevalently by the tutors.

The researcher attempted to compare some of the figures to look at issues that arose.
Due to the small number of participants and the fact that the teachers who gave input did not necessarily teach the students who provided input, there was little that could be cross analyzed. An attempt was made to see if the opinions of the children varied with their age. This was not the case. Whether a child was very young or a bit older they used the same words to describe their feelings about their tutor. Five teachers gave nine reasons when they suggested tutoring, but, when they described how they saw the tutoring helped, they tended to expound on the subject and gave more than one benefit that didn’t exactly fit with the original reason given. For example: A teacher’s reason for suggesting tutoring was “organizational skills are very, very weak.” When asked what the child gained from the tutoring, the response was: “a sense of responsibility and accountability.” Whether she was better organized or not was not mentioned.

6.1 Demographics

Though each family who was part of the tutoring program was approached regarding participation in the study, two refused. They felt it was their right not to participate and would not elaborate as to why they did not wish to be interviewed. There were also two or three families who approached “Let’s Learn,” but whom, for a variety of reasons could not be accommodated. Therefore we had ten families who agreed to be part of the study. In only one instance did the father join the mother during the interview. In a number of situations there was more than one child in the family that was being tutored. Therefore, the number of children was 16, of which 12 were interviewed by agreement of the parents. All 11 of the tutors were willing to spend time talking with the interviewer and readily supplied their information. As shown in Table 1, though 18 teachers were approached, responses came from 11.
Table 1

<table>
<thead>
<tr>
<th>Number of participants</th>
<th>Family</th>
<th>Teachers</th>
<th>Children</th>
<th>Tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in the program</td>
<td>12</td>
<td>18</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Number in the study</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>11</td>
</tr>
</tbody>
</table>

Though we anticipated that all of the children would be of elementary school ages, this did not prove to be the case. The parents responses to questions 2, 3, and 5 indicated that there were a few at the junior high level and even two in high school. Table 2 demonstrates the division of boys and girls.

Table 2

<table>
<thead>
<tr>
<th>Age in Years</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - 8</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>9 - 10</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>11 - 12</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>13 - 14</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>15 - UP</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>10</td>
</tr>
</tbody>
</table>

6.2 Satisfaction

One of the key reasons for doing the evaluation was to discover if the individuals involved were satisfied with the services received. This was explored in a variety of manners. Every one of the parents when responding to question 8 and every child when answering questions 3 and 4, reported that they were pleased with the tutoring. In exploring further and asking in what way the program was successful, the comments were cited with emotion and were
positive. Some of the comments made by the parents included: "it seemed to work;" "school work improved;" "good rapport;" positive and inspirational;" "flexibility of the tutors;" "go the extra bit." The children's comments included: "from failing to the 80s;" "an extra push;" "I'm doing better;" "I talk up more."

Another measure of satisfaction is whether the parents felt that there were enough hours allotted to their children for tutoring. On this issue, the opinions were split in half. When responding to question 11 five parents stated that the time was adequate while 5 stated that they felt more was needed.

In answering question 6 the children gave their opinions of their tutor. Table 3 shows that not one said they disliked her/him. The most negative comment was that she was "funny/weird." All of the others felt their tutor was a positive person in their lives, and often used more than one favorable descriptive. This confirmed the literature that the child looked up to the individual and felt that she/he could guide them during the year.

Table 3

<table>
<thead>
<tr>
<th>Number of children using these descriptives about their tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>My friend</td>
</tr>
<tr>
<td>Really nice</td>
</tr>
<tr>
<td>Ok</td>
</tr>
<tr>
<td>Big sister</td>
</tr>
<tr>
<td>Funny/weird</td>
</tr>
<tr>
<td>No answer</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

For the tutor there were a number of different questions asked to probe into their happiness with the tutoring service. The first related to the initial seminar that was held in August
prior to the commencement of the program. Though, within the literature there is support for an initial training session so that feelings of cohesion could take place, the responses to question 4 proved that this did not seem to be the case with our group. Table 4 indicates that though the tutors did attend the session, of those who attended fully, only half felt the seminar was useful or informative. Four only attended for part of the seminar.

Table 4

<table>
<thead>
<tr>
<th>Number of tutors who rated the initial seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting/informative</td>
</tr>
<tr>
<td>Appropriate/useful</td>
</tr>
<tr>
<td>Refresher</td>
</tr>
<tr>
<td>Not helpful/Didn’t fully attend</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

All of the tutors when answering question 6, indicated that they felt well supported although they went to different individuals when requiring advice or an ear to listen. In most situations, as exhibited by Table 5, they felt they would connect with the teacher, if necessary.

Table 5

<table>
<thead>
<tr>
<th>Number of tutors reporting on from whom they would seek support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
</tr>
<tr>
<td>Agency</td>
</tr>
<tr>
<td>Friend</td>
</tr>
<tr>
<td>Parent of the child</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Also both parents and tutors were asked who they would contact if they had a problem. All the parents in responding to question 10 claimed that they felt that they had someone that they could turn to with an issue and were quite clear that they would either speak with the teacher or
the agency, depending on the nature of the problem. Answers to Question 5, indicated that if an issue arose, most of the tutors were very clear that they would know whom to contact and some even defined different individuals depending on the situation. Table 6 also indicated that two of the tutors felt that they would need no one since they would not run into any issues. This type of arrogance did not concern those that ran the program since each tutor was called monthly for a progress report, and the parents were clear on who they would contact if an issue arose.

Table 6

<table>
<thead>
<tr>
<th>Whom the tutors would contact if an issue arose</th>
<th>Primarily</th>
<th>Secondarily</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Agency</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Someone knowledgeable</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Parent</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>No one</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>8</td>
</tr>
</tbody>
</table>

Two other parameters that were used to define satisfaction among tutors, pertained to the relationship the tutor had with the child and the relationship the tutor had with the parents. It is clear from the responses to question 9 that in all cases but one, positive words were used to describe the connection between tutor and student. As can be seen in Table 7 eight of the tutors used more than one term to describe this relationship. As for the parents, answers to question 10 indicated that all but two of the tutors used positive words to describe the relationship with the parents (see Table 8). For one of these, the tutoring occurred in the school and therefore, there was no contact with the parents, but, rather, information traveled between tutor and teacher and then teacher and parent.
One of the tutors felt that she was dealing with both a difficult child and a difficult parent. This was confirmed by the head of the program who had spoken to both parent and teacher prior to the onset of the tutoring. Overall, there was a sense of comfort and ease when each individual answered the questions. In speaking about the relationship with the children some of the comments were: "I was someone to talk to;" "We became friends;" "I felt close to her;" "It was exciting." In speaking of the relationship with the parents, some of the comments were: "The parent really cared;" "She was appreciative;" "We had a good relationship."

Table 7

<table>
<thead>
<tr>
<th>Number of tutors who described the relationship with child</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone to talk to/a friend</td>
<td>4</td>
</tr>
<tr>
<td>Close/good/respectful</td>
<td>4</td>
</tr>
<tr>
<td>Open/exciting</td>
<td>2</td>
</tr>
<tr>
<td>Difficult child</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
</tr>
</tbody>
</table>

Table 8

<table>
<thead>
<tr>
<th>Number of tutors who described the relationship with parents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good/helpful</td>
<td>7</td>
</tr>
<tr>
<td>Involved/caring/appreciative</td>
<td>2</td>
</tr>
<tr>
<td>Difficult</td>
<td>1</td>
</tr>
<tr>
<td>Did not relate</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
</tr>
</tbody>
</table>

When answering question 7 and describing the positives about the job, all of the tutors did not hesitate to tell the interviewer the aspects that pleased them. They used many words to describe the positive attributes of the job. As can be seen in Table 9, it definitely answered their
needs for experience, but it also did much more. They felt good about: “Helping someone;” “Watching them grow;” “Working with kids.” One even stated that it increased her own feelings of self worth.

When responding to question 8 about the negatives of the job, there was much hesitation and a need to really think before relating the factors given. Five of the tutors could not think of one negative item. Out of the six that did respond to this query, three responses related to communication factors. Two of the tutors found that cancellation of sessions were a problem to them since they had planned for that time. This issue again seems to be one of communication.

Table 9

Rewards of tutoring as described by tutors

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Additional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to help someone</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Increased experience</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Enjoyed watching growth</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Loved working with kids/connection</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Increased self-esteem</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>9</td>
</tr>
</tbody>
</table>

The teachers, on the other hand, presented a much less unified picture. For instance, when responding to question 3 about contact prior to the commencement of tutoring nine out of 11 felt there had been none or very little communication. Only one classified the communication prior to the commencement of tutoring as worthwhile. When answering question 5 about input into the tutoring process, most of the teachers felt it to be inadequate and in five cases their input was not even requested (see Table 10). More than half of the teachers felt strongly that due to a lack of communication, the tutoring was not as effective as it should have been. Their dissatisfaction was
quite clear. Their comments included: "If I had known about the tutoring, I may have been able to help it be more effective;" "No one told me until I received this evaluation;" "A waste of time and energy if the tutor did not connect;" "Ziltch contact."

Table 10

<table>
<thead>
<tr>
<th>Number of teachers describing their input into tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
</tr>
<tr>
<td>Adequate</td>
</tr>
<tr>
<td>Very little</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

6.3 Communication

In reviewing Table 11 which illucidates the responses of all of the participants in relation to how they heard about the tutoring program for the first time you can see the disparity among the groups. The parent, in responding to question 7 indicated that in searching for a tutor for their child, they approached those whom they felt could be of assistance to them; family, friend or teacher. A few became aware of the program from the agency itself. The tutors answers to question 3 indicated that they were all connected through the agency, either by mail or by direct contact. The children's responses to question 2, indicated that they heard through a number of different avenues., In most situations their parents gave them the news, but some were told by their teacher and two even approached their parents themselves.

There were two opinions when it came to the teachers. They felt either well connected or felt that they were kept totally in the dark. The first group were those when responding to question 2 stated that they suggested tutoring for the child. If the teacher did not suggest tutoring
it appears from the responses to questions 4 and 5 that they then were never communicated with in an effective manner.

Table 11

<table>
<thead>
<tr>
<th>Ways in which the children, teachers, parents and tutors heard about the tutoring program</th>
<th>Children</th>
<th>Teachers</th>
<th>Parents</th>
<th>Tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family/friend</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My idea</td>
<td>2</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agency/ flyer</td>
<td></td>
<td>2</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Don’t remember</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The evaluation</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

When exploring communication throughout the process, as opposed to at the start of it, only four teachers felt that communication was adequate. Five stated that it was obvious there needed to be increased communication, some of whom never even heard about the tutoring until they received information about the evaluation. Two did not respond to this query.

Though Table 10 relates to satisfaction, it is also indicative of feelings related to communication. Approximately half of the teachers told the interviewer in many different ways that communication was inadequate and that they felt that the students would have succeeded even more had this aspect been handled differently. Comments included: “The tutor should have connected with me;” “Need support of the teacher to be effective;” “Part of the child’s problem is not remembering her work, so leaving it totally to her and not connecting to the teacher meant that less was accomplished than could have been.”
6.4 Benefits

As indicated by Table 12 many different responses were elicited from the parents, teachers and the children themselves, when asked about the benefits of tutoring for the children.

Table 12

<table>
<thead>
<tr>
<th>Benefits of tutoring according to the parents, children and teachers</th>
<th>Parents</th>
<th>Children</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary</td>
<td>Secondary</td>
<td>Primary</td>
</tr>
<tr>
<td>Increased self esteem/ self confidence</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Skill development</td>
<td>6</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Increased organizational skills/ study habits</td>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Help with homework</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Increased understanding</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Someone to turn to</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased participation</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>No appreciable benefit</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>12</td>
<td>7</td>
</tr>
</tbody>
</table>

The information gathered indicated that the two groups that benefitted from the tutoring program were the children and the tutors themselves. Table 11 and the analysis of the information within the satisfaction section that relates to the attributes of tutoring clearly indicates the benefits for the tutors. When the parents, by responding to question 9, the children, through their answers to questions 3 and 4, and the tutors by responding to questions 7, 8, 9 and 10 were asked to describe the benefits of the tutoring, they used many positive terms. The parents comments included: “Encouraged them to do well;” “She wasn’t teased at school any longer;” “A good role model;” and “Animated, gets her to focus.” The children’s statements included: “Helped with my attitude;” “She was there for anything I needed help with;””I know more;” and “Got me to sit and
study.” The tutors described the benefits in this manner: “I helped them and they even won prizes;” “I really enjoyed it;” “I love working and connecting to kids;” “Learned how to deal with difficult situations;” “Gave me experience;” “What I did made a difference;” and “Developed some child psychology skills.”

Only one teacher felt that there was no appreciable benefit for the child. It is interesting to note that even though half of the teachers were unsatisfied and felt communication was lacking they still felt that there was benefit to the child. Their descriptives in answering question 6 included: “Increased participation;” “Increased self esteem;” “Help with homework;” and “Skill development.

6.5 Self Esteem/ Self Worth

Three of the parents when responding to question 9 and eight of the teachers when responding to question 6 used the words “self esteem” and “self worth” to describe the benefits of the tutoring. Another way of describing this attribute as seen in the classroom, would be if the child participated more in class. Two of the teachers used that term in answering question 6 to describe the benefits of tutoring in relation to a specific child.

The children responses to question 5 indicated that they told their friends that they were being tutored. As seen in Table 13 the children were quite clear that they had no problem sharing this information. Only one child said she would not tell anyone she was being tutored. Her Mother appeared to feel the same way. Approximately half of the children spoke with pride in their voice when asked this question. The reason that more people were not told was because they did not ask. If the subject had come up, it was clear that they would have discussed it without reservation. Two of those who stated that they told only close friends, also said they told no one else because no one else asked. This factor appears to confirm that the tutoring
contributed to good feelings about themselves.

Table 13

<table>
<thead>
<tr>
<th>Childrens' revelations about being tutored</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Told close friends</td>
<td>4</td>
</tr>
<tr>
<td>Told everyone</td>
<td>3</td>
</tr>
<tr>
<td>Would not tell</td>
<td>1</td>
</tr>
<tr>
<td>Were not asked</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

6.6 Tutoring Methods Utilized

In attempting to explore the area of tutoring methods this study looked at the manner in which errors were handled. The literature clearly indicated the need for flexibility so that the child felt in control of the situation. There were a number of articles which discuss the different methods used in tutoring. This study attempted to gage these differences by inquiring into how mistakes are handled. When the tutors were asked directly with question 12 if they always handle mistakes in the same way, Table 14 indicates that almost half felt that they did and half said it depended on the situation.

Table 14

<table>
<thead>
<tr>
<th>Number of tutors reporting their handling of errors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Always the same way</td>
<td>5</td>
</tr>
<tr>
<td>Depends on the situation</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
</tr>
</tbody>
</table>

Question 11 asked the tutors and question 7 asked the children to describe what is said and done when a mistake is made. From Table 15 one can deduce that both the tutor and the child agreed as to how mistakes were managed. We can also see that many different methods
were utilized. Most of the tutors in responding to this query told the interviewer that how they handled a mistake depended on the child and on the individual situation. Also in spite of the earlier response of "handling mistakes always the same way," most of the tutors gave more than one response to the question. It is clear that even if the tutor believed she/he handles mistakes in the same manner at all times, further questioning found this not to be true. Even those who claimed to be intransigent, related instances where they treated an error in a different manner.

In studying Table 15 the tutors and children were in agreement as to how this occurred. None of the children recognized an explanation as a correction but they all picked up on the verbal cues the tutor claimed to be using: "Try again;" "Repeat the item;" and the direct approach of "This is incorrect."

Table 15

| How mistakes are handled as reported by the children and the tutors |
|-------------------------|-------------------------|-------------------------|
|                        | Children                | Tutors                 |
|                        | Primary | Secondary | Primary | Secondary |
| Directly               | 2       | 3         | 1       | 3         |
| Repetition of item     | 4       | 1         | 4       |
| Try again              | 3       | 1         | 5       | 2         |
| Think about it         | 1       | 1         | 1       |
| Mark it on a page      | 1       | 1         |
| Explanations           |         | 3         |
| You did well, but..... | 1       | 1         |
| Total                  | 12      | 6         | 11      | 10        |

Continuing with this exploration, the children were then asked in question 8, if the tutor had a way of letting them know that they made a mistake without using words. The tutors had a great deal of trouble with this query and basically felt that they used the spoken word and had
good control of their body language. It is quite clear from Table 16 that children are always looking for cues as to how they are doing. They watch their tutors very carefully and in spite of the tutor feeling that she gives off "no vibes," the children report head movements, taps, facial expressions and body movements.

Table 16

<table>
<thead>
<tr>
<th>Non verbal cues given by the tutors</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facial expression</td>
<td>4</td>
</tr>
<tr>
<td>Shake of the head</td>
<td>1</td>
</tr>
<tr>
<td>Taps on the table</td>
<td>1</td>
</tr>
<tr>
<td>Just know from movement</td>
<td>4</td>
</tr>
<tr>
<td>Words only</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

As the literature indicated, the tutors enabled the children to explore the process of recovering from impasses and to feel more in control of the interaction. Important learning occurred as they managed to respond to those non verbal cues and correct errors by themselves.

The children saw the tutor as a friend and as a helper. She/he gave feedback on a regular basis and kept mistakes to a minimum. The tutor was flexible, trying to meet the needs as presented, and offer the support required.

6.7 Improvements

Each individual interviewed was asked if he/she could share with the interviewer any ideas for improving the tutoring program. As can be seen from Table 17 the item that generated the most responses was communication. Out of the 44 participants in the study 17 felt that increased
communication was desirous. Even though the teachers when responding to question 7 were the most vocal group, some of the parents when answering question 12 and the tutors when responding to question 13 felt the same way. As one of the teachers said: "The child gained but she would have gained so much more if the tutor and I had worked together." They felt strongly that without regular teacher input the tutors worked on homework, and possibly preparation for tests but not on the underlying issues and concepts. The teacher could have given that insight to the tutor and therefore learning could have had broader implications. Also, the tutor based the work on what the child claimed was her or his homework, but often the child forgot their books and/or did not recall what the work to accomplish was and so even when concentrating on homework help alone, a lot was missed.

The next item of note drew 16 responses and that was the null response. Those individuals could not think of anything negative about the program. Ten of the children, in responding to question 9, felt the program to be extremely positive.

Two of the tutors felt their communication with the parents was not good enough and one of the parents felt the same way. The lack of perceived interest on the part of the parents, damaged the relationship between the parents and the tutors.

Five parents, two children and one tutor felt extra tutoring time would have helped. Due to the manner in which this program was set up with the agency picking up the bulk of the costs, a limit of twice a week was set. More would have had to be paid for by the parents themselves and they felt they could not do so. Therefore, the benefit to the child may have increased with extra tutoring, but this was not a wish that could have been fulfilled.

Some of the other ideas for improvement came in as ideas and not as criticism: "The tutors should speak other languages;" "More male tutors;" and "Each child should have a program set
out for them.”

Table 17

<table>
<thead>
<tr>
<th>Increased communication between:</th>
<th>Parents</th>
<th>Children</th>
<th>Tutors</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Teacher &amp; tutor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B) Parent &amp; tutor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More tutoring time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutoring jobs available</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshops for tutors</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>None needed</td>
<td>1</td>
<td>10</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>12</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>
Chapter Five

Discussion

The tutoring program began in September of 1997 and had a very slow start. This allowed the organizers to plan and work hard at connecting the right tutor to each child. These efforts proved to be worthwhile, since we can look at the first year as a definite success. Of all 44 individuals who gave input into the evaluation only one could see no benefit to the program. The parents, children and tutors felt very positively and described the benefits explicitly, either for themselves or for the children.

As we move more and more into the technical age, computerized tutoring is being held up as an alternative to the human connection. In this study, it became obvious that the relationship between the tutor and the child was of prime importance. The fact that they liked each other and respected each other appeared to allow learning to take place, and seemed to aid with feelings of increased self-worth and self-esteem. Due to the small numbers, this could not be proven definitively. Therefore, further research in this area, with increased numbers of subjects may prove of great value.

Satisfaction was very high among the parents, children and tutors. There was a strong feeling of benefit from the tutoring program from all perspectives. They talked with animation and in glowing terms when describing “How it helped.”

The only major issue was communication. A good number of the teachers were unhappy, their prime reason being a lack of communication; especially between the tutors and themselves. In asking how the program could be improved, this issue came up, not only from the teachers, but also, from the parents and tutors as well. The organizers of “Let’s Learn” feel that the evidence points to a need to set up some rules in relation to communication for the next year of
the program.

In spite of the literature but based on our findings, it was decided to not have a seminar at the start of this coming year but, to attempt to have a number of sessions throughout the year. Each session will cover a different topic and time will be set aside to allow for exchange of information and experience among the tutors. We believe this will be supportive of their efforts and will increase cohesion among the tutoring group.

As we completed our first year, it became obvious that word of our success began to spread. Communication about the program itself and how to access it, does not seem an issue. The schools, teachers and many parents are now aware and are passing the information on to others.

As the literature indicates, a successful tutor uses different methods to provide feedback to the child, depending on the situation and the child’s ability to accept direction. This proved to be the case with our program. The tutors were flexible and met the needs even as they changed. They handled errors giving the child a sense of control and the ability to learn and grow.

Conclusion

The “Let’s Learn” program was evaluated at the end of its first year of operation. It obviously was a success, meeting the needs of the children, as well as, the tutors. Only one issue requires attention and that is communication.

One of the controversies described at the start of the thesis was the question of whether after school tutoring is of benefit at all, or would remedial help in school be adequate. A good number of these children have remedial help already and this help is inadequate to meet their needs. The others are in schools where remedial help is not available. Therefore the study supports the contention that after school tutoring is of benefit even with a remedial program in
The researcher believes that further studies on tutoring programs will clearly show the strong benefit of the human, as opposed to, the automated tutor, which was the second controversy mentioned. As this study shows, feelings of self worth, self esteem and accomplishment comes with human contact.

Bikur Cholim of Toronto looks forward to its continued success with this program and to its expected growth. The summer has been spent considering the outcome of this report and moving to better ourselves for the next year.
References


Appendix I
Interview Guide

Satisfaction
Improvement in skill level
Feelings of self-worth
Feeling supported
Improved communication
Tutoring methods utilized
Appendix II
Questionnaires

Parent:

1) Name:__________________________________________________________

2) Child’s Name:____________________ 3) Age:_____ 4) Grade:_____ 

5) School:________________________________________________________

6) How Long Has the Child Been Tutored?___________________________

7) How did you hear about the tutoring service?_______________________

8) Are you happy with the tutoring that your child has received? Yes__ No__

   Please describe more fully.____________________________________________

   ________________________________________________________________

9) In which ways did the tutoring help your child?______________________

   ________________________________________________________________

10) If you had any concerns did you feel there was someone who you could speak to?

    Yes__ No__

    If yes, who?__________________________________________ If no, why not?_____________________________

11) Comment on the amount of time allotted to your child for tutoring?____________________

   ________________________________________________________________

12) How do you feel we can improve the tutoring service?__________________

   ________________________________________________________________
Teacher:

1) Name: ________________________________________________________________

2) Did you suggest tutoring to the parent? Yes____ No____
   If yes, why? ____________________________________________________________
   If no, when did you find out that tutoring was being planned? ______________

3) Were you contacted initially when a child was to begin tutoring? Yes____ No____
   How do you view this communication? ______________________________________
   ________________________________________________________________________

4) Did you and the tutor connect at any time? Yes____ No____
   How do you view this communication? ______________________________________
   ________________________________________________________________________

5) How much input do you feel you had in the tutoring? __________________________
   ________________________________________________________________________
   Was this adequate? (elaborate, please) ______________________________________
   ________________________________________________________________________

6) Please comment on the benefits, if any, to the child of the tutoring program? ______
   ________________________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________

7) How do you feel we can improve the tutoring service? _________________________
   ________________________________________________________________________
   ________________________________________________________________________
Tutor:

1) Name: ____________________________

2) Child's Name: _____________________

3) How did you hear about the tutoring service? ______________________

4) Please comment on the initial seminar that you attended prior to registering as a tutor: ____________________________

                                                                                                                                   ____________________________
                                                                                                                                   ____________________________
                                                                                                                                   ____________________________

5) What would you do if you had an issue that you did not know how to handle? ________________________________

                                                                                                                                   ________________________________
                                                                                                                                   ________________________________

6) Do you feel that you have had the support that you require? Yes____ No____

Describe more fully: ____________________________

                                                                                                                                   ____________________________

7) Describe the positives about this job: ____________________________

                                                                                                                                   ____________________________

8) Describe the negatives about this job: ____________________________

                                                                                                                                   ____________________________

9) Describe your relationship with the child: ____________________________

                                                                                                                                   ____________________________

10) Describe your relationship with the parents: ____________________________

                                                                                                                                   ____________________________

11) Please think back to a specific time when the student made an error—what did you do?

Describe fully: ____________________________

                                                                                                                                   ____________________________
12) Did you always handle errors in the same manner? Yes____ No____
If no, describe other methods, and why there are differing methods: ______________________
_________________________________________________________________________________
_________________________________________________________________________________
13) How do you feel we can improve the tutoring service? ________________________________
_________________________________________________________________________________
Child:

1) Name: ____________________________

2) How did you find out you were going to have a tutor? ________________________

3) Do you feel the tutor helped you? Yes____ No____
   Describe more fully: __________________________________________________________
   __________________________________________________________

4) What effect did having a tutor have on your schooling? ________________________
   __________________________________________________________

5) Do your friends know that you have a tutor? Yes____ No____
   Why? __________________________________________________________

6) How do you feel about your tutor? _________________________________________

7) When you make a mistake, how does your tutor let you know that you’ve made the mistake? __________________________________________________________

8) Sometimes, can you tell when the tutor feels you’ve made a mistake even when she does not say so out loud? Yes____ No____ If yes, How? ________________________________
   __________________________________________________________

9) Can you suggest anything that might make this a better tutoring service? ______
   __________________________________________________________
Appendix III
Information Letter

Date
Mr./Mrs./Ms. J. Doe

Dear Mr./Mrs./Ms. J. Doe:

A research study is being conducted to determine the value of the ‘Bikur Cholim Let’s Learn Program’. We are approaching parents, tutors, teachers, as well as the students, to ask if you would agree to participate in the assessment of the program. You are free not to participate, without fear of there being any consequences to you regarding any program at Bikur Cholim.

The study involves an interview between yourselves and the investigator, conducted at your convenience and in your home. There will be no tapes or film. Rather the researcher will take notes as the two of you speak together. This may take an hour of your time.

Prior to the interview with the student, the parent will be able to see the appropriate questionnaire and can ask for any clarification from the investigator. The interview itself will be conducted in private so as to allow for free unbiased opinions from the interviewee.

There are no apparent risks in participating in this study, and you can choose to drop out at any time during the process. All information provided will be treated as confidential and it will be analyzed and reported in terms of groups so that identification will never be possible.

Although these interviews will not provide you or your child with any direct benefit, it is anticipated that the findings will help others by resulting in an improved tutoring program.

You will be called in the next few days to discuss your participation in the study. If you decide to take part in the research, please sign the enclosed consent form. I will collect it from you at the time of your interview. Please sign for your child, as their guardian, after it has been discussed with them and they also consent.

Thank you for considering participating in this study. If you have any questions about the study, please don’t hesitate to telephone the Principal Investigator, Ethel Kaiserman Goldenstein (Ettie), at 783-7983 or 789-7790.

Yours sincerely,

Ethel Kaiserman Goldenstein, B.OT., O.T.
Principal Investigator
CONSENT FORM

I have read the information sheet provided about the "Bikur Cholim Let's Learn Program" study. I understand that I have agreed to participate (or have my child participate) in an interview at my convenience and at my setting.

I understand that I am free not to participate in this study or to withdraw at any time and that as a result there will be no consequences in terms of any current or future Bikur Cholim Program.

__________________________________________  __________________________________________
(print name)                                  (print guardian name)

__________________________________________  __________________________________________
Signature                                    Signature

__________________________________________
Date