

**Kids In the Tutor Seat: Building School's Capacity
to help Struggling Readers through a
Cross-Age Peer-Tutoring
Program**

“Listening-while Reading”

Description:

Listening-while-reading is an evidence-based strategy for building reading fluency. Listening-while-reading is an approach that allows the less-skilled reader (tutee) to “rehearse” a passage by first following along silently in the text while the more accomplished reader (tutor) reads it aloud. Then the tutee reads the same passage aloud, receiving help and corrective feedback on difficult words as needed. This is a peer-tutoring intervention used to improve on the fluency of delayed readers. Both tutors and tutees can show increases in reading fluency during the program.

Materials:

- Tutor-training and program-implementation materials

Preparation:

- Training of site coordinators: Site coordinators are trained in a series of three, 3-hour sessions covering topics such as issues connected with tutoring, including recruiting students, matching tutors to students, and locating space in the building for peer-tutoring sessions to take place.
- Training of peer tutors: Once peer tutors are recruited and parent permission is obtained for their participation, site coordinators provide tutors with a four-session, scripted training in peer tutoring. Sessions are scheduled during the school day and last about 40 minutes each.
- Determining the initial reading rate of tutors and tutees: Prior to the start of the tutoring program, each tutor and tutee are administered a survey-level assessment, using CBM oral reading fluency probes.
- Tutors meet with the tutees individually for two 20-minute sessions per week.

Steps in Implementing this Intervention:

Step 1: Reader #1 (Tutor) reads aloud from the book for about 2 minutes while Reader #2 (Tutee) reads silently.

Step 2: If Reader #1 commits a reading error or hesitates for longer than 3–5 seconds, Reader #2 tells Reader #1 the correct word and has Reader #1 continue reading.

Step 3: Have Reader #2 read aloud the same material read by Reader #1 for up to 5 minutes.

Step 4: If Reader #2 commits a reading error or hesitates for longer than 3–5 seconds, Reader #1 tells Reader #2 the correct word and has Reader #2 continue reading.

Step 5: Repeat steps 1 through 4 until the students have finished the selected passage or story.

Step 6: After the reader completes one page (1st through 3rd grade materials) or paragraph (4th grade materials), the tutor provides the tutee with positive reinforcement.

Step 7: At the end of the session, students praise each other for a job well done (e.g., Good job! Super! Awesome!).

Tips:

- Sit in a quiet location without too many distractions.
- Position the book for selected for the reading session so that both students can easily follow the text.

Reference:

Wright, J., & Cleary, K.S. (2006). Kids in the Tutor Seat: Building Schools' Capacity to Help Struggling Readers through a Cross-Age Peer-Tutoring Program. *Psychology in the Schools*, 43(1), 99-107.