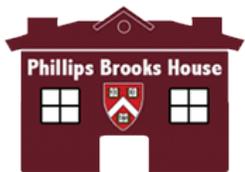


Buttenweiser Public Service Academy Presents...

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Phillips Brooks House

Center for Public Service and Engaged Scholarship

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How to complete this pre-work

1. What you learn here will form the basis for discussion during the live session, making it more interactive and deepening new tutors' understanding.
2. You will need [this pdf full packet of information and visuals](#) to accompany the pre-work and the live session
3. When you see a volume symbol,  read the presenter notes for that slide to get the written version of the narrator (audio listening functionality is not active yet)
4. Take the quiz as you go, leaving it open for the succession of topics, rather than all at the end. Here's the link: https://harvard.az1.qualtrics.com/jfe/form/SV_blu3pVpKvwsBvMx

The Pygmalion Effect and Understanding Your Student Using the Asset Based Approach

Definition:

- ▣ The Pygmalion Effect refers to situations in which some students perform better than other students simply because they are expected to do so.

The Pygmalion Effect and Understanding Your Student Using the Asset Based Approach

Objective:

- ▶ Understand the connection between expectations and performance



The Pygmalion Effect and Understanding Your Student Using the Asset Based Approach





The Pygmalion Effect and Understanding Your Student Using the Asset Based Approach

Something to Ponder

A student will rise to the expectations that are set for them. As a tutor, you must hold each student to high expectations, regardless of your preconceived notions of their ability.

- ▶ Can you think of a time when you met someone's expectations of you?
- ▶ Were they high expectations?
- ▶ How did that make you feel?



The Pygmalion Effect and Understanding Your Student Using the Asset Based Approach

Definition:

- ▶ The Asset Based Approach is used to understand students from a lens of abundance, not deficit. For example, you should not think “What are the **problems** and how can I **fix them**?”. Instead you should approach a student thinking “What are the **strengths** and how can I **build on them**?”

The Pygmalion Effect and Understanding Your Student Using the Asset Based Approach

Objective:

- ▶ Approach a student's learning journey by identifying their assets, not their deficits
- ▶ Be able to recognize a student's internal and external assets



The Pygmalion Effect and Understanding Your Student Using the Asset Based Approach

Take a look at worksheet entitled “40 Developmental Assets for Middle Childhood”. As you look at this list, think about the following:

- ▶ What assets do you think helped you get to a four year college?





The Pygmalion Effect and Understanding Your Student Using the Asset Based Approach

Key Takeaways

- ▶ Tutor expectations can influence a student's performance
- ▶ Having a negative outlook on a young person and their community can be detrimental to their growth and development
- ▶ When identifying assets, be sure to look for the positive, even if negative aspects are prevalent



Scaffolding

Definition:

- ▣ Scaffolding is process in which teachers model or demonstrate how to solve a problem and then step back, offering support as needed.

Scaffolding

Objective:

- ▶ Define scaffolding
- ▶ Describe the “I do, We do, You do” teaching strategy
- ▶ List and describe the four steps to scaffolding



Scaffolding



Scaffolding

Scaffolding uses four simple steps

1. Establish a baseline of understanding and knowledge
2. Help the student set goals for their learning
3. If the student is stuck, ask leading questions
4. Once the student has reached their learning goal(s), praise them for correct answers, but focus more praise on the process





Scaffolding

1. Establish a baseline of understanding and knowledge

- ▣ Identify your student's strengths and level of understanding in order to find a proper starting place for your scaffolding.





Scaffolding

2. Help the student set goals for their learning

- ▣ Set clear expectations about the learning outcome and deliverables





Scaffolding

3. If the student is stuck, ask leading questions

- ▣ Ask questions that will guide a student to the correct answer





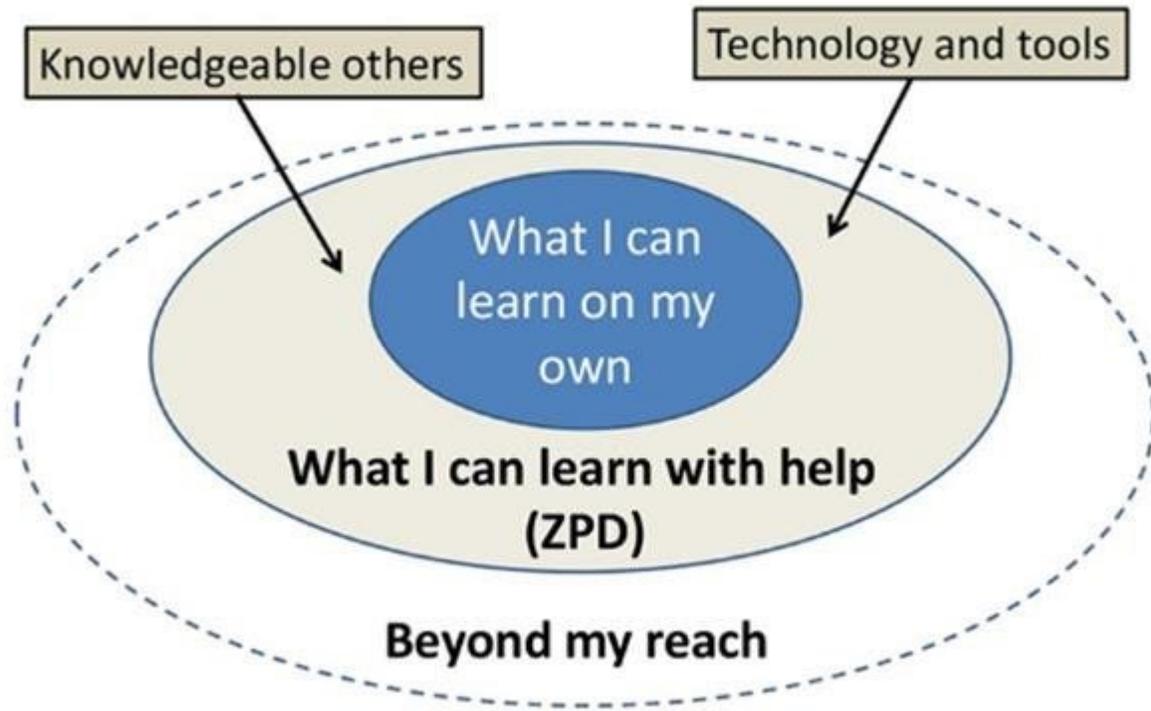
Scaffolding

4. **Once the student has reached their learning goal(s), praise them for correct answers, but focus more praise on the process**
 - ▢ Emphasize the importance of following a process using tools, such as graphic organizers, to help students learn new material
 - ▢ Create positive and uplifting learning environments to encourage students





When we get scaffolding right...



...skills AND confidence grow.

Scaffolding

Quiz Questions:

- ▶ What are the four steps of scaffolding?
- ▶ Describe the “I do, We do, You do” strategy.

Scaffolding

Something to Ponder

- ▶ Can you think of a time when you were learning something new? How did your teacher teach you the new information? Did they utilize the “I do, We do You do” strategy? If not, do you think that would have been helpful?



Scaffolding

Key Takeaways

- ▶ Scaffolding is a way to help students progress beyond their current understanding of the material without giving them the answer
- ▶ In order to scaffold, you must first determine the strengths and areas for improvement for each of your students



Metacognition

Definition:

- ▣ Metacognition is the awareness of the process of learning or “thinking about thinking”. It consists of monitoring your progress while you learn while also making changes and adapting strategies if you perceive that you are not doing so well.

Metacognition

Objective:

- ▶ Define Metacognition
- ▶ Describe three strategies to help a student develop metacognitive skills



Metacognition



Metacognition

Question

- ▶ As a good student, what do you do? For example, what are some techniques that help you learn material or help you check yourself when you're learning a new concept?



Metacognition

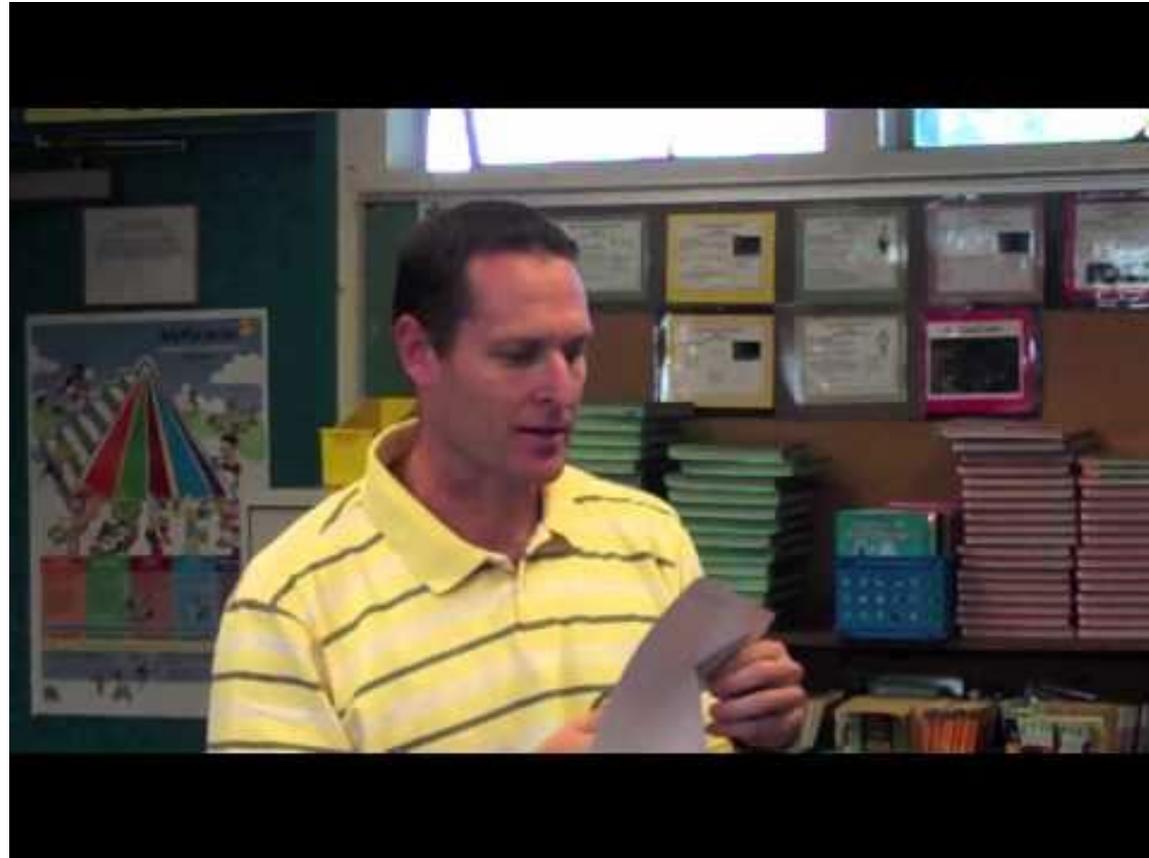
Answer

- ▶ Good students commonly do the following:
 - ▶ Check to see if they've learned the material before moving on
 - ▶ Underline while reading
 - ▶ Take notes in the margins
 - ▶ Read difficult passages out loud
 - ▶ Take notes while watching instructional videos or lectures





Metacognition



Metacognition

Something to Ponder

- ▶ How does the open door/closed door concept help a student think about their own thinking?

Metacognition

Something to Ponder

- ▶ Imagine that you're working with a student who is able to easily solve a problem. You ask him how he knew the answer and he responds, "I just know." How could you explain metacognition to him and what strategy would you use to help him understand his own thought process.
- ▶ On the flip side, imagine that you're working with student who insists on doing all of the work in their head and is struggling to get the correct answer. How would you assist this student?





Metacognition

Key Takeaways

- ▶ Metacognition is “thinking about thinking”
- ▶ Students should be equipped with multiple metacognitive strategies to help them figure out all types of problems. If one strategy doesn’t work with a particular student, be prepared to try another.





Intuition meets Restorative Practices

- ▶ As a tutor, you will be responsible for managing young people in order to create a safe, fun, and effective learning environment. The purpose of restorative practices is to be able to build a strong community where all students feel welcomed and cared for by one another, even if harm occurs. In a restorative community, members are viewed for their holistic selves.



Intuition meets Restorative Practices

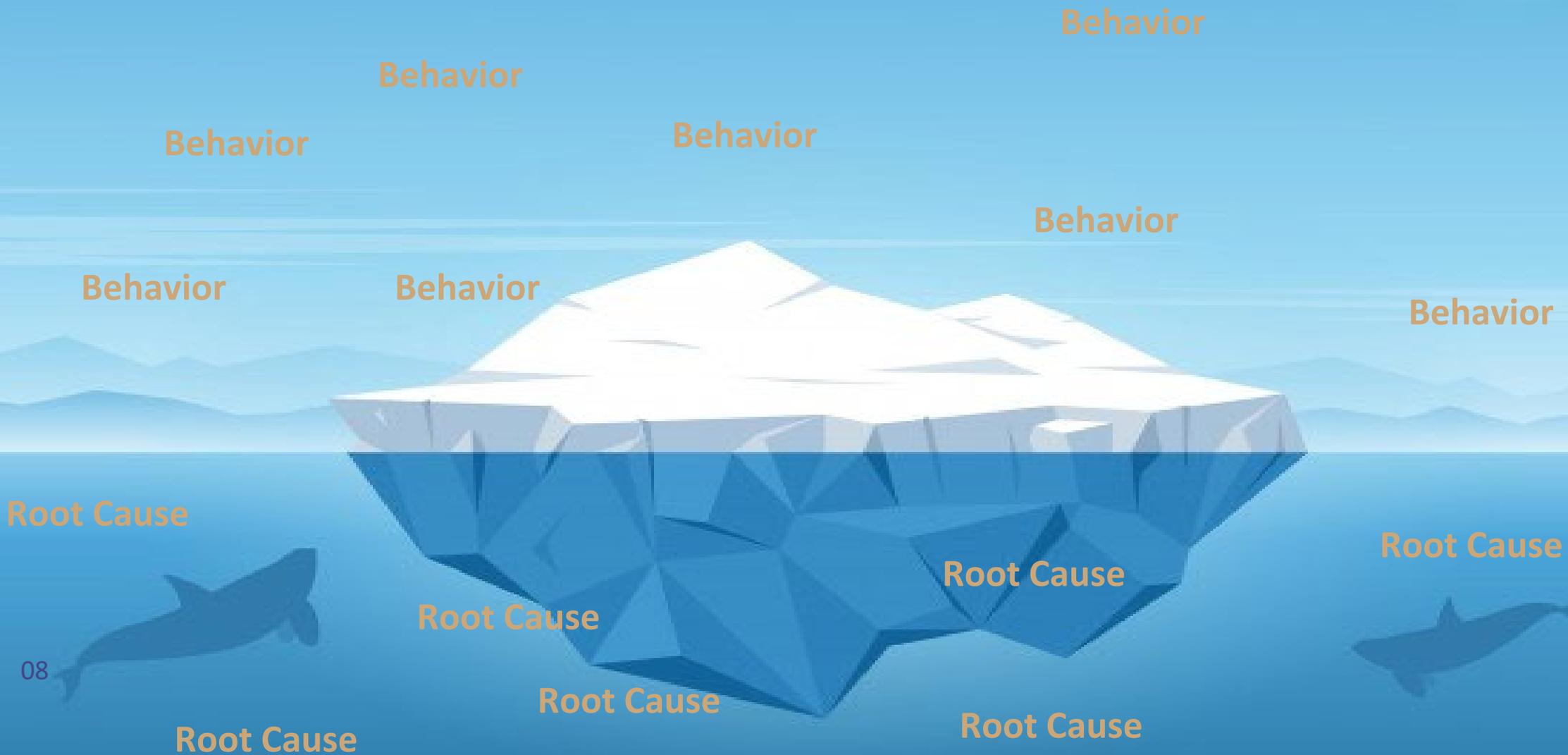
▶ Consider the following:

- ▶ How did my school at x age build both community and belonging?
- ▶ How did adults in my early life talk about good vs. bad behavior? (on quiz)

Tiers of Holistic Leadership Framework

- -A majority of our time and effort should be spent towards building community
- -Healthy relationships are the key to any restorative environment
- -If we invest in building relationships amongst all members of our community we can prevent situations where challenging behaviors will occur







Misbehavior

- -fear of failure
- -need for power
- -need for revenge (something bad happened and they are striking out at you even though you have nothing to do with it)
- -need for attention (only know how to get neg. attention)



Misbehavior is a symptom of an underlying cause.

- misbehavior is a symptom of an underdeveloped skill

Behavior is communication.

- students' actions are purposeful in their attempt to solve a problem

Behavior has a function.

- kids misbehave when they feel that they get something out of it

Behavior occurs in patterns.

- habits are hard to break

Behavior can be changed.

- students need to be taught the underdeveloped skills in order to improve behavior

***Be INTENTIONAL and TRANSPARENT
about what is happening in your
classroom.***

“From Holistic Leadership and Restorative Ecosystem” on page 10

1. Challenging behaviors signal lack of SEL skills
2. Authentic relationships and cultural competence will help you get to the bottom of the iceberg. Youth who are less comfortable with you will show
3. Empathetic listening to recognize root of action allows mindful response



SEL Teachable Moments



In the live session, you will be getting into partners to demonstrate SEL Teachable Moments Language. In demonstrating, consider language such as:

1. "Here's what I noticed... did you notice that?"
2. "I feel..." statement, then a behavior to "start"
3. "You did..." or "Let's plan to reach... 'SEL goal'."

RESTORATIVE QUESTIONS

WHEN THINGS GO WRONG:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

WHEN SOMEONE HAS BEEN HARMED:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



What about SEL Teachable Moments needs clarification?

- ▣ Social and Emotional Learning (SEL) is the process through which children and adults **acquire** and **effectively apply** the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain **positive relationships**, and make responsible decisions.
- ▣ One of the most important things you can do as a tutor is remain clear, calm, and consistent.



Restorative Justice

Something to Ponder

- ▶ Think back to when you were the age of your students. In your classroom, did you feel capable, connected, and contributing? If not, how did you feel as a student? As a tutor, how can you help foster a sense of community between individual students?

Restorative Justice

Next Steps

- ▶ In the in-person training session, you will learn how to recognize underlying causes of challenging behaviors and the proper techniques to intervene after a challenging situation occurs.

PBHA-Wide Rules

Overview:

- ▶ The PBHA-Wide rules are in place to ensure a safe and transformative experience for all students, families, tutors, and staff.



PBHA-Wide Rules

- ▶ Safety is **everyone's concern**
- ▶ Children should never be **unsupervised**
- ▶ You should never be **alone** in a room with a child
- ▶ Communicate! If something happens, **tell your director**
- ▶ Always remember the **mom rule**. Ask yourself “If a student’s mother were here, would they approve of my actions as a tutor?”



Mandated Reporting

Overview:

- ▶ As a tutor, you will have an opportunity to get to you know your students very well. Infrequently, you will encounter situations with your student that requires immediate attention and can result in a support request to the State Department of Children and Families.



Mandated Reporting

Signs of Abuse and Neglect

Physical Abuse	Sexual Abuse	Physical Neglect
<ul style="list-style-type: none">• Inexplicable injuries	<ul style="list-style-type: none">• Early, overt sexual knowledge• Extreme withdrawal	<ul style="list-style-type: none">• Consistent hunger• Poor hygiene• Frequent absences from program



Mandated Reporting

If you suspect abuse:

1. If you encounter signs of abuse or neglect, **make a record**
2. Talk to your **director** (and no one else) about your suspicions
3. You and your director will **work with PBHA professional staff** to decide whether there is sufficient evidence to warrant a report to DCF (Department of Children and Families)
4. If a call is made, DCF will investigate and **provide support to the family**

Mandated Reporting

If your tutee tells you they are being abused or neglected

- ▶ Inform the child that you **cannot keep the information a secret**
- ▶ Don't ask **leading questions**
- ▶ Don't try to be a **psychiatrist**
- ▶ **Affirm** their feelings and emotions



Conclusion

Next Steps

- ▶ Complete the Final Review and Input for live discussion at the end of the quiz:
https://harvard.az1.qualtrics.com/jfe/form/SV_blu3pVpKvwsBvMx
- ▶ Reach out to your director to confirm your training completion and to discuss logistics about beginning tutoring
- ▶ If you have not yet registered, go to <https://publicservice.fas.harvard.edu/tutor-certificate> or email sdcpbha.org to sign up for a live Tutor Certificate date

