Informative Research Student name:

Find a minimum of FOUR sources for your speech. Place the citation in APA or MLA format for each article. Your citation must be complete meaning it is more than a web address. This page must be TYPED in order to be graded.

For each source, your summary needs to answer ALL FOUR of the following questions:

1. Summarize the main idea in three or four sentences.

2. Relate the material found in the source to your research topic using an additional 2-3 sentences. Point out the source's potential usefulness to your research.

3. Add data, stats or quotes that you may want to use in your final paper.

4. Evaluate the background of the author, website or organization

SPEECH GOAL: (compete the sentence below)

To inform my audience: How children in the elementary years of their lives can benefit more from one on one sessions with paraprofessional and/or peer tutors and mentors, rather than parents or guardians.

(1.) APA or MLA Reference:

Cohen, Peter A. "Educational Outcomes of Tutoring: A Meta-analysis of Findings." *Educational*

*Outcomes of Tutoring: A Meta-analysis of Findings*. American Educational Research Association, 2012. Web. 03 Feb. 2014. <http://aer.sagepub.com/content/19/2/237>.

1. Summary: In this study at Florida Atlantic University, scholars found that in today’s world most students are tutored by paraprofessionals and peers. This has dramatically effected the accessibility of tutoring programs around the nation. Scholars found that students that these tutoring programs that were using paraprofessional and peer tutors provided academic growth the attending students.

2. The material relates to my research topic because the students that I work with consider me as a peer. The students that I tutor have also seen academic growth throughout the few short months I have been working with them. This source will be useful in my research because it is a valid source which has performed studies about how peer tutoring can help students succeed.

3. Of a study of 65 studies of elementary students tutored by peers and paraprofessionals

--Eight studies reported results on student attitudes toward the subject matter that they were being taught. In all eight of these studies, student attitudes were more positive in classrooms with

tutoring programs.--Tutoring effects were larger in more structured programs, and in tutoring programs of shorter duration. -- A total of 52 of the 65 studies reported results on academic achievement

of tutored students

4. Peter A Cohen: MD at Dartmouth College, Chief Resident of Internal Medicine at St. Vincent’s Hospital in New York.

(2.). APA or MLA Reference:

Vaughn, Elbaum B. "How Effective Are One-to-One Tutoring Programs in Reading for Elementary Students at Risk for Reading Failure? A Meta-Analysis of the Intervention Research." *National Dissemination Center for Children with Disabilities*. NICHCY, 2000. Web. 03 Feb. 2014. <http://nichcy.org/research/summaries/abstract3>.

Summary: In this article, studies were performed to accurately show the effectiveness of one on one tutoring by adults. Also this study was performed to answer how comparable are the results from students tutored individually opposed to students tutored in small groups. These studies were to be run on children who were at risk of failing elementary reading levels.

This artivle can relate to my research topic because there are a few children that I work with that have difficulties passing the elementary reading level due to learning disabilities. Most of these children strive to learn quickly and become frustrated when they see their classmates succeeding so quickly. This information can be useful to me because of the relevance it has to my situation.

--Small group instruction along with paraprofessionals and volunteer tutors are recommended. –One on one reading instruction contributed to improved performance for many students who were struggling to read. – Studennts taught in small groups of 2-6 students were able to make some small gains in reading performance. – Teachers and trained volunteers were equally able to help struggling readers in both one on one and group settings. – Below average readers may eventually be reading at grade level with proper tutoring.

Elbaum B Vaughn: Leader of Instructional Grouping for Reading for Students with LD, studies group practices and reading outcomes for students with disabilities.

3. APA or MLA Reference:

Rabiner, David L. "The Impact of Tutoring on Early Reading Achievement for Children With and Without Attention Problems." *The Impact of Tutoring on Early Reading Achievement for Children With and Without Attention Problems* (2004): 1-20.*Journal of Abnormal Child Psychology*. Conduct Problems Prevention Research Group, June 2004. Web. 3 Feb. 2014. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2754166/>.

Summary: Inattentive elementary students have benefitted from one on one tutoring. Studies have shown that inattentive students that are tutored by a paraprofessional or a peers develop basic reading skills faster that inattentive students who are taught in a classroom or large group setting

Students without pronounced early reading disabilities receive great benefits from one on one tutoring, and enhance their reading skills which in many cases puts them above their grades average reading level.

This article relates to my research topic because within the children that I tutor, many of them have the tendency to not pay attention and run of to whatever they see in the room that interests them. Few actually have attention problems, but most seem to. This research will be very useful in my research because it describes some of the tendencies of the children when they lose attention and how to get their attention back.

--Early year teacher rated attention problems were the strongest predictor of low academic achievement. – students in the top 15% of the teachers ratings (out of the 620 students tested) were four to seven times more likely to fall below grade level reading throughout the year. – attention problems in first grade predicted the development of reading difficulties that were still present in fifth grade.

David L. Rabiner earned his PHD at Duke University in 1987. He also earned his A.B. at Brown University. He frequently researches ADHD, Program Evaluations and Youth Violence Preventions.

4. APA or MLA Reference:

Garcia Vazquez, Enedina. "Kids as Reading Helpers: A Peer Tutor Training Manual."*Response to Intervention*. Intervention Central, 1992. Web. 04 Feb. 2014. <http://www.interventioncentral.org/academic-interventions/reading-fluency/kids-reading-helpers-peer-tutor-training-manual>.

Summary: Peer tutors differ from just reading teachers. They do not teach new reading skills but motivate and encourage struggling readers to practice the skills they have already been taught by their teachers. Peer tutors can give immediate corrective feedback which is very helpful and insures that the tutee is not practicing the wrong skill. Peer tutoring rehearses simple reading techniques, with corrective feedback, this type of tutoring has shown to increase reading fluency.

This article relates to my research topic because as a high school student, to these children I’m considered more of a peer that anything else. When I tutor these children I’m not teaching them anything new. I’m just reiterating what their teacher has already shown them. I’m there for encouragement and to correct them if they slip up.

It has been proven that young children find the opportunity to read aloud to an older peer tutor/mentor to be reinforcing, which gives them motivation to succeed and show the tutor how well they are able to read.

Dr. Enedina Garcia Vazquez is a professor at New Mexico State University. She’s in the counseling and educational psychology department. She earned her PHD in school psychology at the University of Iowa, her M.A. in bicultural/bilingual studies at the University of Texas at San Antonio, and finally her B.S. in elementary education at Texas State University.