

## Scenario 1

J is a 6<sup>th</sup> grade student who loves math. He has 2 younger siblings that attend tutoring with him and you've seen him look after them with an impressive amount of maturity for a 12 year old. He is a verbal processor, and likes talking and socializing with his peers. Something that often happens during tutoring is he gets up to chat with friends. He will dance over to them, talk loudly, and call over other friends. You've tried yelling across the room for him to come back and going over to where he is and telling him to come back. You're frustrated that this happens every tutoring session and not sure what to try next.

Think about the strategies we discussed tonight and come up with several things you might try. Some questions you might consider: How can you leverage J's strengths in thinking about solutions? Is there anything about the environment you could change? Is there a proactive way to accommodate J's need for movement and interaction?

## Scenario 2

M is a 2<sup>nd</sup> grade student with a fast-moving imagination. She has notebooks filled with drawings of faraway places. She asks tons of questions and approaches learning from a place of natural inquiry. She also likes to help other students when they are stuck on something. Math is her least favorite subject and whenever you ask her to take out her math homework it's like pulling teeth. She's been even more negative about it over the last month, so you've started to avoid pushing her to do it. Recently, you found out she's in the bottom 15% of her grade level when it comes to math proficiency so you feel the pressure of getting her back into doing math at tutoring.

Think about the strategies we discussed tonight and come up with several things you might try. Some questions you might consider: How can you leverage M's strengths in thinking about solutions? How might you change up the flow of the tutoring session? What can you do to help her find confidence and experience math in a different way?

### Scenario 3

G is a 9<sup>th</sup> grader who loves theatre, singing and dancing. She has been part of the drama and dance clubs at school this year. She is a B+ student and works hard. G's been coming to tutoring at your center for 5 years, and has a good relationship with the Supervisor. G can be hard to work with sometimes because she shuts down when she gets a problem wrong or when she doesn't know how to do something. She can become hostile and even lash out at her tutor when this happens. If she shuts down, she usually storms out of the tutoring center.

Think about the strategies we discussed tonight and come up with several things you might try. Some questions you might consider: How can you leverage her strengths and interests during tutoring? How can you plan ahead for the next time this happens? What can you do to help her build resilience and see mistakes as opportunities?

### Scenario 4

B is a 3<sup>rd</sup> grader who loves reading. He gets deeply immersed in the books he reads and loves to talk about them. He is a kinesthetic learner and does well when he can move around or use manipulatives. When he's doing anything but reading, B has a short attention span. He has a hard time staying focused on an activity for more than 5 minutes. You constantly find yourself telling him to stay on track and trying to get him to sit down. It's frustrating that so much time is lost asking him to stay focused.

Based on the strategies shared tonight to set up the conditions for learning, how might his tutor approach future sessions and leverage B's strengths? What techniques would you recommend the tutor try?

Strategy	Notes
Get to know your students	
Plan for Attention Span	
Pay Attention to the Physical Space and Plan for Movement	
Specific Praise and Compliments	
Choose Proactive Phrasing	
Reframe the Behavior	
Unwanted Behaviors	