

Using Peer Tutoring in Limited Resource Environments to Include Students
with Disabilities: What Do Teachers Think?

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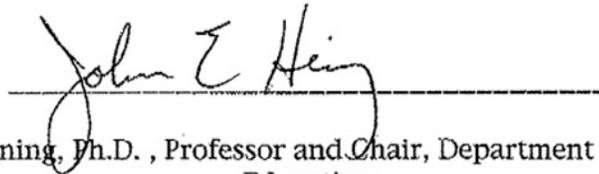
Alison Morris, Masters Degree in Special Education

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This Master's Research Project has been approved
for the Department of Teacher Education

A handwritten signature in cursive script that reads "Marta A. Roth". The signature is written in black ink and is positioned above a solid horizontal line.

Marta A. Roth, Ed.D. Associate Professor Special Education

A handwritten signature in cursive script that reads "John E. Henning". The signature is written in black ink and is positioned above a solid horizontal line.

John Henning, Ph.D. , Professor and Chair, Department of Teacher
Education

Abstract

Peer tutoring is a method used to enhance inclusive classroom environments through the use of students with and without disabilities teaching and learning from each other. There is much research on various peer tutoring programs and their effects, although there is little research on teacher views that have and have not used peer tutoring. This study explored the views of teachers in three districts in Athens County Ohio in relation to knowledge and willingness of using peer tutoring, barriers of using such a method, perceptions of social and academic benefits provided through peer tutoring, and perceptions of parent/administrative support of using this method. A 13-item survey was given to general education elementary school teachers in the three districts in order to discover teacher views as well as determine if there is a relationship between these views with district wealth. Possible topics for teacher in-service related to peer tutoring were established for these cluster items on peer tutoring. District differences were not visually significant. A larger randomized sample of teachers' perceptions and more sophisticated analyses of data are required to make judgments as to district wealth and teachers' peer tutoring perspectives.

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Chapter 1: Introduction and Statement of the Problem

Statement of the Problem

Inclusion of students with all types of disabilities into regular schools and general education classrooms is practiced more and more in today's schools. Therefore, it is important for general educators as well as special educators to be aware of methods that they can use in the classroom to enhance and improve these inclusive environments. Peer tutoring is one of the methods used to do this (Bensted & Bachor, 2001). Peer tutoring allows more individualized instruction for the students in an inclusive class (Carter & Kennedy, 2006). This approach also allows students with disabilities to not only be physically present, but also, through structured interactions with their peers, be more socially and academically engaged (Martella & Marchand-Martella, Young, & Macfarlane, 1995). A fundamental reason for students with disabilities, especially those with severe disabilities, to be included in a regular education classroom is for the very purpose that they may learn from their peers (Collins, Hendricks, Fetko, & Land, 2002).

There are many ways of describing the process of peer tutoring. The basic premise is that a peer tutor is a student that has higher understanding or has already developed a skill who assists in teaching another student (Lewis & Doorlag, 2003; Turnbull, Turnbull, Shank, Smith, & Leal 2002). Typically the purpose of peer tutoring is to achieve academic goals; however, it is also used for social purposes and could be used for vocational skills as well. Some believe that peer tutoring consists of the tutees being students who have some type of disability (McDonnell, Mathot-Buckner, Thorson, & Fister, 2001), while others believe that its purpose is for the tutors to learn how to instructionally teach and tutor their peers (Haring, Breen, Pitts-Conway, Lee, & Gaylord-

Ross, 1987). Further, peer tutoring can also involve more than one peer being the tutor or the tutee; there are times when there are two or more tutors or tutees involved in the experience (Carter, Cushing, Clark, & Kennedy, 2005).

Forms of peer tutoring have a long history in education. They can be traced back to times before mandated public school systems were even put in place. Families would have older siblings teach younger siblings or schools were so large that teachers had to rely on older or brighter students to teach others (Ehly & Larsen, 1980). According to Goodlad & Hirst (1989), Andrew Bell was the first documented educator to use a systematic approach to tutoring. In 1789, he was selected to be superintendent of a charity school for orphaned sons of soldiers (Topping, 1988). Bell used student monitors in the school to ensure that some of his nontraditional teaching methods were useful. Throughout this experience, he came to the realization that the effects of the process of using children to teach other children were effective (Goodlad & Hirst, 1989). Bell created a school in which each student in every class had an assigned role of either being a tutor or pupil. The classes also contained assistant teachers to oversee and help train the tutors (Goodlad & Hirst, 1989).

In 1801, Joseph Lancaster wanted to provide education to children who could not afford it, and therefore opened a school with 350 underprivileged students (Goodlad & Hirst, 1989). According to Ehly & Larsen (1980), because Lancaster was the only teacher in the school, he created the arrangement of a “monitoring system” which had children teach other children. Lancaster also discovered that students who played the part of the tutor were benefiting as much, if not more, than the tutees (Goodlad & Hirst, 1989).

Another educator, William Bentley Fowle, used the peer teaching approach in his school in 1866 (Ehly & Larson, 1980). He believed that children were able to learn subject matter more through the process of teaching the material than through the process of just memorizing. Fowle believed that children were able to better communicate with each other, and therefore thought that children could be better teachers for their peers than adults would be (Ehly & Larsen, 1980).

In early rural America there would be only one teacher in charge of an entire town or school. Ehly and Larsen (1980) claimed that Bell, Lancaster, and Fowle's method of peer-to-peer teaching was a wide spread process during this time. According to Topping (1988), peer tutoring has continued to gain popularity throughout the twentieth century. 'Individualization of instruction' became a goal for educators around the 1960s. Peer tutoring as a method to realize this goal gained interest once again (Topping, 1988).

The basic structure of peer tutoring has been used in many different ways such as Class Wide Peer Tutoring, Peer-Assisted Learning Strategies, and Reverse-Role tutoring (Bensted & Bachor, 2001). Class Wide Peer Tutoring (CWPT) consists of every student in the classroom pairing up to work together (Utley, Reddy, Delquadri, Greenwood, Mortweet, & Bowman, 2001). The principle of classwide peer tutoring is to direct shared learning between all students while not revealing which students in the classroom have disabilities or lower skill levels (Barfield, Hannigan-Downs, & Leiberman, 1998). Classwide peer tutoring involves the role of the tutor and tutee alternating between students who are paired up together (Bond & Castagnera, 2006). Peer-Assisted Learning Strategies (PALS) was developed by Vanderbilt University and involves students of all ages paired up with a partner in their classroom and has the main purpose of students

becoming better readers (Mastropieri, Scruggs, & Berkeley, 2007). Role-Reverse tutoring involves the student with the disability playing the role of the tutor rather than the tutee (Tournaki & Criscitiello, 2003). Other methods that are also similar to peer tutoring include peer buddy programs and peer intervention. Peer buddy programs typically consist of a peer spending time with another peer (with or without a disability). Sometimes the peer buddies will focus on academic activities and other times the program is in place for the sake of students having someone to look up to or a role model. Peer interventions can be based on a variety of things such as academics and behavior, as well as social and communication skills (Haring et al., 1987).

Although peer tutoring has a long history of being used, there is little information regarding teachers' outlooks relating to using peer tutoring in inclusive settings. Much of the literature includes information about how to implement peer tutoring programs as well as the results of using peer tutoring. Though those findings are crucial when deciding to implement a peer tutoring program, this research aims to answer the question of what educator's views and perceptions are to using peer tutoring with students who have disabilities in inclusive classroom environments. Further, as many school districts struggle with limited resources, it is expected that many will adopt methods to increase academic and social learning for students with disabilities. Teachers' views are therefore most crucial to its successful use.

Chapter 2: Review of Literature

Peer tutoring has a variety of aspects. This chapter contains a literature review of when to use peer tutoring, various peer tutoring processes, how peer tutors are selected, how peer tutors are trained, how students are monitored and who does this, the effects of peer tutoring, how the effects of peer tutoring have been measured, and lastly, teacher views and issues with peer tutoring.

When to use Peer Tutoring

Students with moderate to severe disabilities are still not always included in general education classes, may not have access to the general education curriculum, and may have limited opportunities to interact with their typically developing peers. Even when students with disabilities are included in general education classrooms, they may still rarely have meaningful interactions with their peers (Copeland, Hughes, Carter, Guth, Presley, Williams, & Fowler, 2004). However, students with moderate to severe disabilities are increasingly being included in general education classrooms and the positive interactions that come from peer tutoring may be exactly what is needed to effectively integrate greater numbers of students (Martella et al., 1995). Peer tutoring has been shown to be a successful instructional approach to use with students with a variety of disabilities (Turnbull, et al., 2002) and subject areas (Mastropieri & Scruggs, 2007). The method of peer tutoring has been implemented in a variety of diverse settings. The type of peer tutoring program that is implemented into a classroom or school may depend upon the population (students with or without disabilities), types of disabilities, situations, and teaching unit (Barfield et al., 1998). It has been shown that peer tutoring

can be effective for students of all ages and abilities (Heron, Villareal, Yao, Christianson, & Heron, 2006).

Peer tutoring may be used in a variety of classrooms and under many different circumstances by educators. Many students with moderate to severe disabilities who are in a general education classroom have a paraprofessional that works with them for at least part of the day. While paraprofessionals can be incredibly helpful in supporting students with disabilities' access to general education, research has shown that paraprofessional supports have the possibility of actually getting in the way of students from participating in the entire general education curriculum (Carter & Kennedy, 2006). Studies have shown that students with disabilities may be more motivated to learn from their peers, particularly those they admire (Collins et al., 2002). Greater use of peer tutoring may be one way to decrease dependency on the use of costly paraprofessionals and increase learning for those students with disabilities who do not easily learn from them.

Peer tutoring also generates an arrangement that allows educators to provide increased amounts of individualized instruction to students with disabilities (McDonnell et al., 2001). In inclusive classrooms, teachers are often busy working to help students with a broad range of instructional needs. Using the process of peer tutoring gives occasions for students with disabilities to learn valuable information both related and unrelated to the instructional program (Collins et al., 2002).

Peer support methods are suggested to increase the interaction between students with disabilities and students without disabilities in general education classrooms (Copeland et al., 2004). When implementing a peer tutoring program in a school or classroom with students with disabilities, opportunities to view their peers as role models

and partners are provided (Collins et al., 2002). Partnering students with disabilities and students without disabilities may also provide a more natural way to achieve social goals for the student with disabilities (Carter, et al., 2005).

Peer tutors can also be used in classrooms or schools when a student with disabilities is just beginning the process of inclusion into general education classrooms. The peer tutor can help students learn the routine of the day or help locate lockers or new classes, take notes, provide basic modifications, and answer questions as they arise (Bond & Castagnera, 2006). Peer tutoring is sometimes used when one or more students in a classroom finish their work early and are assigned to help other students in the class who are having difficulties with an assignment (Heron et al., 2006). There are multiple ways in which peer tutoring can be used in an inclusive classroom for students with and without disabilities.

Peer Tutoring Processes

There are also a variety of types of peer tutoring processes available for various needs and types of classrooms. The term START coined by Miller et al., in 1994, stands for the basic order of events when implementing a peer tutoring program. It stands for “Select a tutoring format, Train the tutors, Arrange the environment, Run the program, and Test for effectiveness (Heron et al., 2006). Although these are steps that should be involved in all peer tutoring programs, they may vary based upon the purposes of peer tutoring or the specific methods used.

The processes of implementing peer tutoring are also diverse. In a peer support program that Carter & Kennedy (2006) developed, paraprofessionals played the role of training, supervising, providing feedback, monitoring students’ progress, and supplying

help to peer tutors. Peer tutors can emphasize concepts, help the tutee practice specific skills, help with projects, encourage problem solving, or challenge the tutee's way of learning (Gordon, 2009). In another program, peer support interventions taught peers to help students with disabilities by adapting class activities in order to support student participation, supplying lessons related to the student's individual education program goals, applying applicable behavior intervention plans, offering feedback to the student, and lastly, supporting communication between the student with disabilities and others (Carter et al., 2005).

Furthermore, there are specific and varied methods and materials for use during peer tutoring outlined in the literature. Some believe for a program to thrive one must use flash cards (Barifled, et al., 1998). Flashcards provide the tutor with the appropriate response to the tutee's answer from feedback on the other side of the flash card (Utley,Reddy, Delquadri, Greenwood, Mortweet, & Bowman, 2001). The PALS peer tutoring program, (Mastropieri et al., 2007), involves one student reading a passage aloud for five minutes while the other student follows along and appropriately corrects the student when necessary. Next, the other student reads the same passage for five minutes as the first reader now acts as the corrector and at the end they have a short discussion to retell what they read.

According to Utley et al. (2001), Class Wide Peer Tutoring (CWPT) has four major parts to it. First, the educator must decide what material to teach students so that they may practice skills. Secondly, all students in the classroom will be working in pairs. Third, if the tutee gives the incorrect response the tutor must be prepared to give immediate corrective feedback. Lastly, individual and team reinforcement and praise

should be used when tutees make accomplishments. Other tutoring methods such as CWPT provided training for tutors with specific procedures such as instructional cues, praise, and error corrections (McDonnell et al., 2001). According to Heron, et al. (2006) peer tutoring arrangements should include active student response (ASR), opportunities to respond (OTR), feedback, and reinforcement.

Peer buddy programs are similar to the peer tutoring processes. In a study by Copeland, et al. (2004) students without disabilities were peer buddies to students with disabilities in order to aid their partners in social and academic skills in the general education classroom. These peer buddies felt they had taken the lead in communication opportunities, advocated for students, represented acceptance of peers with disabilities, and improved support skills. Some participants believed that obtaining knowledge about their partner's disability was crucial in boosting their ability to support their partner (Copeland et al., 2004). Students also believed that receiving direction and assistance from the special educator at the beginning of the program made them feel more confident in supporting their partners with disabilities (Copeland et al., 2004).

Using response-promoting procedures, according to Collins et al. (2002), demonstrated that students with moderate to severe disabilities responded likewise to their peer tutors using response-promoting procedures as they did to the special educator. These students with disabilities were able to learn as fast and as much from their peers when compared to learning from just the special education teacher.

Additionally, an important part of creating a peer tutoring program not addressed in many programs and studies is contacting the parents of the students to inform them of the process and obtain permission for their child's participation (Barfield, et al., 1998).

Parents tend to know very little about the role their son or daughter assumes in the peer tutoring process, and the potential benefits (Gordon, 2009). It is important that parents are knowledgeable about and are in full support of peer tutoring.

Studies on peer tutoring vary on the amount of time and configuration of the tutoring session. One study used Class Wide Peer Tutoring sessions two times a week for only fifteen minutes at a time (McDonnell et al., 2001). A different study on CWPT involved students having tutoring sessions three times a week for thirty minutes at a time (Utley et al., 2001). Another peer tutoring program offered twenty five minute tutoring sessions three days a week (Mastropieri & Scruggs, 2007). Peer tutoring can also take place before or after school hours.

Using the PALS method, students worked together for three-forty minute sessions a week while both students were given the chance to be the tutor within each session (Bond & Castagnera, 2006). Another study that used the PALS program had students work together for three days a week and for thirty five minutes each day (Mastropieri, et al., 2007). Upper Canada College implemented a peer tutoring program Tuesdays and Thursdays during lunch time that was run by seniors. Students could casually drop-in when they needed academic help (Foran & Longpre, 2007). There are many different timetables for peer tutoring as it depends upon the particular program, its purpose, and the specific school or classroom.

Lastly, a crucial part to any tutoring program is providing the teacher, students (tutors and tutees) and parents with evaluation forms, surveys, or interviews at the end of the process in order to critique the program and identify strengths and weaknesses (Barfield, et al., 1998).

How Peer Tutors are Selected

Teachers also go about various ways of selecting peer tutors or deciding which classmates to partner for CWPT. Carter & Kennedy (2006) state that educators should think about the student with disabilities' preferences, educational goals, and individual support needs when choosing a peer tutor. The lessons in which students will engage, the peer's interests and the academic needs of the prospective tutors should also be kept in mind. Peer tutors should also be accountable, considerate, and reliable students or those who is expected to develop these traits. It is also important to be careful to not choose all tutors of the same gender, race, or same social class (Bartlett et al., 2002). Instead of choosing the tutors, teachers could also pass out flyers and wait for student volunteers or allow adults in the school to nominate students they see fit to fulfill a peer tutoring role.

Research has shown that the tutoring experience for the tutor and the tutee is educationally beneficial when the tutor is more advanced in the subject matter when compared to the tutee (Mynard & Almazouqi, 2006). However, in Role-Reversal peer tutoring the student with the disability becomes the tutor. This type of peer tutoring was found to decrease inappropriate classroom behaviors and provide the tutors with an opportunity to assume responsibility (Tournaki & Criscitiello, 2003).

When it comes to CWPT an educator uses the entire class, as each student becomes the tutor and tutee. The teacher does need to decide if students will change partners each week, if they remain with the same partner for a long period of time, or even change partners each session. However, according to Bond & Castagnera (2006) a student who is academically advanced should be partnered with a student with lower academic ability when using the CWPT method.

Matching personal interests is another approach to select potential peer tutors. This approach is most effective when pairing students with moderate to severe disabilities as the tutee to a typically developing peer. To facilitate long term relationships pairing students who are fascinated by the same things, e.g. music, art, sports, books, etc., can be effective. Class surveys are one way of determining a student's interests in order to match personal interest pairs (Barfield, et al., 1998).

How Peer Tutors are Trained

Training peer tutors has been done in many different ways within various programs. Some provide the tutors with an explanation as to why providing peer support is important and an outline of teacher expectations. Information related to their tutee's communication, interaction with their environment, and how they learn best are as important as teachers showing tutors fundamental approaches for assisting their peers (Carter, et al., 2005).

In a high school setting, students who had volunteered as peer tutors were given social interaction training in order to assist in improving and increasing initiations with their peers with disabilities (Staub & Hunt, 1993). Other approaches to training included educators training peer tutors to use error correction, reinforcement strategies, cuing, and prompting (Martella, et al., 1995). Sometimes peer tutors are trained more specifically in how to instruct the individual tutee within the pair (Bond & Castagnera, 2006). Elements of peer tutor training may also involve disability awareness, clear instructions, teaching strategies, role play, feedback for tutors, and even tutor quizzes (Barfield, et al., 1998).

Bond & Castagnera (2006) implemented a more structured training session for the peer tutors in their study. They held five training sessions led by special educators during

the overall period of time the students were peer tutoring. The sessions each had specific curriculum and homework for peer tutors. The first training session included teachers and tutors discussing inclusive education, special education laws, and People First Language. Straightforward teaching approaches and ideas of how to create modifications and accommodations were taught at the second lesson. The third lesson consisted of teaching the peer tutors about disabilities, behavior, and communication. Friendships and the importance of these relationships was the focus of the fourth lesson. Lastly, peer tutors discussed what they and their tutee's had learned over the peer tutoring period.

Barfield, et al. (1998) offered a different method of peer tutor training involving training the student before they begin tutoring. The student is trained to tutor through the least prompts (consisting of cueing, modeling, and physical assistance when needed) and positive feedback. The trainer meets with the tutor during their free time before or after school or during recess or study hall for training sessions. Disability awareness exercises as well as role play are involved in this training.

Utley, et al. (2001) suggested that the educator begin training about two weeks before the class was going to start using the CWPT method. The lessons centered around curriculum-based measures, classroom structure, peer tutoring procedures, and the teacher's role during the process. Students in the entire class were trained for fifteen minutes a day for three days in a row to learn how to use CWPT procedures. Role playing by the teacher and then students was used in the training sessions as well.

How Students are Monitored & Who Does This

Some peer tutors receive support, monitoring, and feedback from paraprofessionals, special educators, and general educators. At times, paraprofessionals

may be the only monitors of peer tutors. Therefore, their role changes from previously being one-on-one with a student to now offering help as needed for peer tutors in the general education classroom (Carter, et al., 2005). These important people consistently monitor in order to be sure that peer tutors are modifying, adapting, assisting, and interacting properly with their tutees (Carter & Kennedy, 2006).

Another method of monitoring students is to reward bonus points to the tutors who are following appropriate tutoring procedures and display quality tutoring behaviors (Maheady, Harper, Mallette, & Karnes, 2004). Tutors also may keep records of the tutee's best work in order for the teacher to see the progress made through peer tutoring (Mynard & Almazouqi, 2006). An additional way that was used to monitor included grading the tutors on quality of their support, their positive interaction skills, work habits, and other identified behaviors (Bond & Castagnera, 2006).

In a program described by Bond & Castagnera (2006), peer tutors met quickly with the special educator before peer tutoring began to gain a better understanding of how to help the tutee for the specific activities of that day. Daily journals written by the peer tutors contained lessons that took place in class, their tutee's participation, and any homework assignments. The tutee's areas of weakness were included in the journal as well as the support they required from their tutors. A few minutes before the class was over the peer tutor returned to the special educator to share any major events.

Effects of Peer Tutoring

Additional research with peer tutoring has been shown to have positive effects not only on the student who is being tutored, but also on the tutee involved (Bensted & Bachor, 2001). Another benefit for all of the students involved with peer tutoring is that

now students with disabilities as well as students without disabilities have the chance to interact and learn about each other in more social ways (Staub & Hunt, 1993). Peer tutoring may also be valuable for students who are inattentive, low-achieving or at-risk. Data shows that when these students have tutored their peers, it had positive effects such as taking part in more helpful and appropriate behaviors during class as well as some of the students experiencing higher levels of self-esteem and homework achievement (Bensted & Bachor, 2001).

Middle school and high school students with disabilities sustained high levels of engagement during instructional activities in the general education classroom when receiving help from one or two peer supports (Carter, et al., 2005). Furthermore, including supervision and advice from a paraprofessional along with the peers, continued to boost the amount of individualized instruction, chances for response, corrective feedback, and instant reinforcement for students with disabilities (Carter & Kennedy, 2006).

Tutors have shown the tutoring experience to be incredibly positive to their growth as a student. Research has shown that tutors gain an optimistic attitude toward the content they are tutoring and in some instances, even school (Mastropieri & Scruggs, 2007). Other benefits include increased academic, social maturity, and self-confidence along with a stronger admiration of diversity, new friendships, a sense of achievement, and the attainment of new skills (Bartlett, et al., 2002; Carter & Kennedy, 2006). Additional positives to being involved in a peer tutoring program include boosting team-working skills and increasing leadership skills (Mynard & Almazouqi, 2006).

Typical peers who worked with peers with severe disabilities even found that they started to spend more time helping others on their own after being involved in such a program (Staub & Hunt, 1993). Some tutors found that their attitude had changed dramatically at the end of the program when compared to the attitude they had before the program had been implemented. In one study, the tutors were students who would at times laugh or even make fun of students with disabilities. But, by the time the program was over they were defending the same students. Student tutors involved in this same study also began to look upon themselves as role models to other students in their school who did not have disabilities. (Copeland, et al., 2004).

According to Ehly & Larsen (1980), Andrew Bell made the statement that 'he who teaches learns,' just as John Comenius, who is often considered the father of modern education, also would recommend that students who wanted to excel in a subject area should give lessons to other students in that same subject area. Therefore, an academic benefit to becoming a peer tutor is that students who tutor significantly further their knowledge of the information they are teaching. Along with academic improvement, peer tutors also may increase their understanding of concept skills, creative thinking, and problem solving (Gordon, 2009). Other studies have shown that development and enhancement of self-concept, social cognition, tolerance of other people, and reduced fear of human differences have been experienced by peer tutors (Staub & Hunt, 1993). This approach allows students who are not used to being around and interacting with those who have disabilities, especially severe disabilities the opportunity to gain comfort in and become familiar with those situations. Students without disabilities who have served as

peer tutors have raised expectations for their peers with disabilities as well as made new friends (Carter & Kennedy, 2006).

The original goal of the peer tutoring approach was to help the student who is being assisted by the peer tutor. The approach has been discovered to be a successful tool in teaching students with severe disabilities academic, community, and social skills (Martella et al., 1995). Research has also shown similar benefits for students without disabilities, as students with disabilities, have had higher rates of academic responses after the peer tutoring process (McDonnell, et al., 2001). According to Bond & Castagnera (2006) students with disabilities experienced improved grades in general education classes with the help of their peers.

While studies have shown the academic benefits of peer tutoring, peer tutoring can also focus on the social achievement and behavior for personal growth of students with disabilities. One study demonstrated that the use of peer tutoring increased the target social behaviors of the tutees with severe disabilities (Staub & Hunt, 1993). Like the tutors in other peer tutoring programs, students with disabilities also believed that through the peer tutoring experience, they made new friends and enjoyed higher levels of social acceptance (Mastropieri, & Scruggs, 2007). Students with disabilities typically felt more support from their peers without disabilities in peer tutoring situations.

According to Carter, et al. (2005) students with disabilities who had peer support engaged in lower levels of problematic behavior, increased progress in academic performance, and gained achievement related to functional skills. Tutees may also experience increased motivation and an improved sense of empowerment as a learner (Gordon, 2009).

McDonnell, et al. (2001) found that not only levels of academic responding were enhanced, but also that the amount of competing behaviors were reduced when including CWPT in a junior high program for students with moderate to severe disabilities. Peer support interventions have shown elevated levels of active engagement and an increase in amount of social interactions for students with and without disabilities (Carter, et al., 2005). Role Reversal tutoring showed increased behaviors by students with disabilities because they had the role as tutor and the responsibilities that went along with it (Tournaki & Criscitiello, 2003).

Teachers are able to benefit from peer tutoring as well because students with disabilities in general education classes receive more individualized instruction through their peers rather than through the teacher alone (Copeland, et al., 2004). General education teachers may experience difficulty when attempting to provide each student with the amount of attention they require. Similarly, the special educator in the school will benefit along with the general education teacher because they have limited time to offer for individual students with disabilities in the school. Peer tutoring provides students with disabilities in inclusive settings additional attention with academics and/or social skills. Using peer support for students with disabilities is also an attractive method because it may be an economically beneficial solution for a school, educators, and the students (Bond & Castagnera, 2006).

According to Heron, et al. (2006) peer tutoring meets the standard for best practice, has a solid theoretical base and concurrence with existing literature, consistently generates ideal results, and shows confirmation of social validity.

Measuring the Effects of Peer Tutoring

The effectiveness of peer tutoring on students with and without disabilities has been measured in various ways. One way of discovering such findings is requiring students who are tutors to observe the tutees and record student learning (Gordon, 2009). Other studies have measured effectiveness through pre-post test measures (Bond & Castagnera, 2006). When using the CWPT process, task cards or checklists were used to measure a students' progress. Rubrics were suggested for assessing academic growth as well (Barfield, et al., 1998).

If an educator is hoping to affect a student's behavior or social goals, they may use rubrics to establish a tutee's baseline before the tutoring begins and then use the same rubric to compare the students' accomplishments as tutoring progresses or as a summative measure at the program's end (Barfield, et al., 1998). When it comes to behavior, baseline data may also be measured through frequency, duration, intensity, time intervals, and more (Tournaki & Criscitiello, 2003).

General educators or special educators may also use ABA or BAB designs to compare the effects that peer tutoring or support has on a specific student. This way of measuring the effectiveness of a program includes having one or more set times that tutoring will take place as well as set times that tutoring will not take place and recording the students' achievement during each time to compare (Utley, et al., 2001). Other ways of testing the process of using peers as tutors are giving pre-tests and post-tests to all students involved in the program (Mastropieri & Scruggs, 2007). In an incidental tutoring approach, students were tested at the end of a learning period but with systematic

tutoring, students were tested directly after each tutoring session to discover academic growth (Heron, et al., 2006).

Teacher Views & Other Issues with Peer Tutoring

Although peer tutoring appears to be a successful method to promote inclusion, teachers who have used it share different views. There are also other issues involved as well. Problems may occur when students with disabilities display inappropriate or aggressive behaviors that affect the interaction they have with their peer tutor. Behaviors such as these may cause additional isolation for the student from their peers (Martella, et al., 1995). Behavior issues may also prevent teachers from allowing tutors to work with students who present such problems.

Other issues that teachers or administration may have with peer tutoring programs are that training can be time consuming (Barfield, et al., 1998). Training is a necessary step in the peer tutoring process. However general educators and special educators have many responsibilities. The issue of time can be a major barrier to implementing a peer tutoring program. Other concerns with using a peer tutoring program include tutors possibly giving or covering wrong information to tutees, holding different expectations for the tutee, as well as assuring regular attendance (Mynard & Almazouqi, 2006).

McDonnell, et al. (2001) studied the satisfaction of three teachers who implemented a peer tutoring in their classrooms. They all stated that they would continue to use the program. Furthering positive teacher perceptions of peer tutoring, Utley, et al. (2001) stated that the teacher who used CWPT was satisfied with the program and would continue to use it because it was easy to put into practice, cost effective, and that her students achieved improved academic gains. Other research has stated that educators,

students, and parents, have all preferred peer tutoring when compared to other academic programs (Heron, et al., 2006). However, in another study two of 20 teachers were unsure of using CWPT again when compared to the 18 teachers who stated they would definitely use the program again. In the same study a total of 15 out of 207 students declared that they did not like CWPT and 92% of the students said they would use CWPT if they were teachers (Maheady, et al., 2004).

Other educators who were interviewed believed that teachers should be more involved with peer tutoring programs by directing tutors or providing further materials for the tutor to use to support the tutee in more individual ways (Mynard & Almazouqi, 2006). Although there are a variety of ways of approaching and creating a peer tutoring program, it appears that most of these programs provide positive results. While this is the case, it is a wonder why peer tutoring programs are not used more often as a means to deliver instruction in inclusive settings.

Overall, there are a variety of aspects that are involved in creating a peer tutoring program. There are different reasons to use peer tutoring programs, various processes to use in addition to ways of selecting, training, and monitoring peer tutors. These types of programs appear to be beneficial when used in an inclusive setting of students with and without disabilities as it has been measured in different ways. Teacher views of peer tutoring vary. Understanding more about teacher perspectives of using a peer tutoring program, may help to discover ways in which they can be more informed as to the many benefits that come out of implementing such a program in an inclusive setting.

Chapter 3: Methodology

There is little information in the literature regarding general education teachers' views who have and who have not used peer tutoring in inclusive settings. Because many school districts struggle with restricted resources, it is imagined that peer tutoring programs would be put into action to increase academic and social growth for students with disabilities with very little expense. However, it is important to discover the perspectives of teachers in these schools to determine if peer tutoring will be used and teachers' knowledge of the possible benefits and barriers to using such a program. The setting, subjects, study design, instrument, procedures of data collection, and analysis of data used to determine the perceptions of teachers about the use of peer tutoring are included in this chapter.

Setting and Subjects

The setting for research is in elementary schools located in a rural county in Southeastern Ohio. Athens County is located in the Appalachian area of the United States and has a total of 506.8 square miles. According to www.quickfacts.census.gov, the estimated population of Athens County in 2008 was 63,255. This same census outlines the racial makeup of the county as 93.3% Caucasian, 2.7% African American, 2.2% Asian, 1.5% reporting two or more races, 1.3% Hispanic or Latino, and 0.3% American Indian and Alaska Native. According to www.quickfacts.census.gov, in 2000 82.9% of people who are age 25 and older living in Athens County are high school graduates, 25.7% have their Bachelor's degree or higher. There are 9,739 persons with a disability who are above the age of five. The 2007 census states that 29.4% of the residents were below the poverty level. According to www.ohio.gov, in 2006 the unemployment rate

was 5.9% in Athens County compared to the unemployment rate of 4.6% in the United States. As current figures were not available, it is estimated given the economic downturn in 2008, this unemployment figure is much higher. According to www.odod.state.oh.us Athens County schools have an average student-teacher ratio of 16.8:1 and a 93.5% graduation rate. The website also states that Athens County has 22 public schools serving 8,270 students. Ten of the 22 public schools are elementary schools in the five different school districts. Table 1 describes the expenditure per pupil for each of the five school districts in Athens County from the year 2008.

District	Expenditure Per Pupil in 2008
Alexander Local Schools	\$8,795
Athens City Schools	\$10,758
Federal Hocking Local Schools	\$10,070
Nelsonville-York City Schools	\$8,993
Trimble Local Schools	\$10,239

Table 1

Table 2 provides the number of elementary general education teachers in each of the schools, districts, and the grand total for Athens County.

Elementary School / District	Number of General Education Teachers
Alexander Elementary School	35
Alexander Local Schools Total	35
Chauncey Elementary School	14
East Elementary School	17
Morrison Elementary School	17
The Plains Elementary School	21
West Elementary School	15
Athens City Schools Total	84

Amesville Elementary School	14
Coolville Elementary School	14
Federal Hocking Local Schools Total	28
Nelsonville-York Elementary School	29
Nelsonville-York City Schools Total	29
Trimble Elementary School	20
Trimble Local Schools Total	20
Athens County Total	196

Table 2

Procedures of Survey Development

A survey was designed to determine elementary teachers' knowledge and views of peer tutoring. The survey content was developed through extrapolating the processes involved with peer tutoring found in literature. Content was also derived by considering ways in which teachers could express their opinions of using peer tutoring in inclusive classrooms such as their own. Demographic information on teachers, such as years of teaching, the grade levels, if students with disabilities are included in their classroom, and if they have ever used peer tutoring before was included.

Survey content contained 13 statements using a Likert scale in which the teacher rated their perceptions of agreement on a scale of one to five (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree). The statements relate to their knowledge of and willingness to implement a peer tutoring program, (item #s 1, 13) possible barriers to using peer tutoring, e.g. time and selection, learner behaviors, and monitoring issues (item #s 2, 3, 4, 12), teacher's perceptions of benefits to all children's academic and social gains (item #s 5, 6, 7, 10, 11), and their perceptions of how others would or would not support such a program (item #s 8, 9). See appendix A for a copy of the survey. The survey content was selected based upon findings found in the literature to

include possible negative perceptions or barriers to using peer tutoring as well as findings that related to possible positive benefits of using a peer tutoring program with students who have disabilities.

Study Design

The design of the study was a descriptive one. The survey's purpose was to describe the current perceptions of those elementary teachers within a specific area and whether or not they held positive beliefs about peer tutoring and were knowledgeable about the possible benefits to their students. The contents held an additional purpose to discover if teachers thought they would receive parent or administration support with using peer tutoring and if students with and without disabilities would experience improved relationships and self-esteem and confidence. Further, as some objection to the use of peer tutoring in previous research was found to be potentially problematic due to behavior problems of students with disabilities (Martella, et al., 1995), survey content included an assessment of teacher's concerns in this respect. A descriptive design provides information upon which needs or recommendations can be based.

Procedures for Data Collection

Permission to distribute the surveys was requested through letters (see Appendix B) to the 10 principals of the elementary schools explaining the purpose and securing their formal agreement to allow access to teachers at that specific elementary school. Principals were asked to return a signed approval form and/or provide permission through a follow up phone call. Simultaneously, approval from the Institutional Review Board (IRB) at Ohio University was initiated and secured. Once principal approval and IRB approval were granted, surveys were brought to schools (color coded by the five districts)

and distributed according to the principal's wishes. Teachers received a cover letter (see Appendix A) with the survey explaining the details as well as informed consent. A clearly marked folder was available for teachers to return completed surveys in a sealed envelope located in the office, mailroom, or another location of the principal's choosing.

Directions on the survey were designed to protect confidentiality and to provide informed consent. They further explained to teachers how and where to return them. An envelope was provided in which teachers were instructed to place and seal their survey before returning it to the school folder. On the due date, schools were visited to collect folders.

Data Analysis

Once all surveys were collected, overall percentages were calculated to describe 1) overall demographic information; 2) overall responses to the 13 survey items. To determine if patterns existed between districts, data were separated by each of the five districts. Further breakdown of data included content-item clustering by 1) knowledge and willingness (items # 1, 13); 2) Barriers to using peer tutoring (items # 2, 3, 4, 12); 3) Perception of academic and social benefits (items # 5, 6, 7, 10, 11) and; 4) perception of support from administration/parents (items # 8, 9).

Chapter 4: Results

In order to discover teacher views related to peer tutoring, surveys were created to give to general education elementary school teachers in Athens County, Ohio. This chapter provides results of the data collection from the districts in which surveys were distributed, return rates of schools, demographic information for each of the districts involved and the county as a whole as well as the results of the questions and item clusters from the individual districts and county all together. Finally, districts responses in relationship to their per pupil expenditures were provided.

After letters asking for permission were sent to the principals of each district, and a five-day lapse, permission to distribute surveys was granted by three of the five districts in Athens County. The Athens City School District required and approved the application for research to use the teachers as part of the research. Participating schools in the Athens City School District and principals who granted permission included signed permission from West, East, The Plains, Morrison, and Chauncey Elementary. Written permission was received from the principal of Nelsonville-York Elementary, the only elementary school in Nelsonville-York City School District, and from the principals of Coolville Elementary and Amesville Elementary in the Federal Hocking School District. An e-mail from the principals from Alexander Elementary School (the only elementary school in Alexander Local School district) was received denying permission to distribute surveys due to the fact that the teachers were too busy. Lastly, Trimble Elementary denied permission via telephone due to teachers having too much to do. Signed permission slips from each of the participating schools are on file with the researcher.

All of the elementary school principals in three of the five school districts in Athens County granted permission to distribute surveys to the general education teachers. The three school districts were Athens City Schools, Federal Hocking Local Schools, and Nelsonville-York City Schools. A total of 141 surveys were distributed within the eight schools within the three school districts. A total of 47/141 surveys were returned, yielding an overall rate of 33%. Surveys were given to five elementary schools in Athens City School District totaling 84 and, of those, 28 were completed or a 33% return rate. Federal Hocking Local Schools had a total of 28 surveys distributed to two elementary schools with a total of nine surveys completed. The return rate of Federal Hocking Local Schools was 32%. Nelsonville-York City Schools had a total of 29 surveys distributed to one elementary school with 10 surveys returned. The return rate for Nelsonville-York City Schools was 35%. All three districts had a similar rate of return.

In Table 1 below, the overall demographic information from all 47 surveys that were collected from all three of the districts and the percent in each area are provided.

Years in Teaching:	(#) / %
5 years or less	(8) / 17%
6-15 years	(17) / 36%
16 years or more	(22) / 47%
Grades Taught:	
Kindergarten	(8) / 17%
First Grade	(10) / 21%
Second Grade	(8) / 17%
Third Grade	(5) / 11%
Fourth Grade	(5) / 11%
Fifth Grade	(6) / 13%
Sixth Grade	(6) / 13%
If students with disabilities have been or are included in their classroom:	
Yes	(45) / 96%
No	(2) / 4%

Average number of students with disabilities who have been included in their classroom per day:	4.8
Number of teachers that have used peer tutoring with students who do not have disabilities:	(18) / 38%
Number of teachers that have used peer tutoring with students with and without disabilities:	(36) / 77%
Number of Teachers who have never used peer tutoring:	(11) / 23%

TABLE 1: Overall Demographic Information for Athens County

The demographic information from all of Athens County revealed that most teachers who responded had six or more years of teaching experience and the highest percentage of teachers who responded had 16 years or more of teaching experience. There was a higher number of respondents that teach younger grades such as kindergarten through second grade; although, there were at least five teachers from each grade who completed surveys. Almost all of the teachers in Athens County who responded have students with disabilities included in their classroom with an overall average of 4.8 students per day. Most teachers had used peer tutoring before and the majority of those teachers had used peer tutoring with students who did and did not have disabilities.

The demographic information is disaggregated by the three districts in Table 2.

Demographic Information	Athens City Schools	Federal Hocking Local Schools	Nelsonville-York City Schools
Years in Teaching:	(#) / %	(#) / %	(#) / %
5 years or less	(4) / 14%	(1) / 11%	(3) / 30%
6-15 years	(11) / 39%	(1) / 11%	(5) / 50%
16 years or more	(13) / 46%	(7) / 77%	(2) / 20%
Grades Taught:			
Kindergarten	(5) / 18%	(1) / 11%	(2) / 20%

First Grade	(5) / 18%	(2) / 22%	(3) / 30%
Second Grade	(4) / 14%	(1) / 11%	(3) / 30%
Third Grade	(5) / 18%	(0) / 0%	(0) / 0%
Fourth Grade	(4) / 14%	(1) / 11%	(0) / 0%
Fifth Grade	(2) / 7%	(2) / 22%	(2) / 20%
Sixth Grade	(4) / 14%	(2) / 22%	(0) / 0%
If they have students with disabilities in their current classroom:			
Yes	(28) / 100%	(9) / 100%	(8) / 80%
No	(0) / 0%	(0) / 0%	(2) / 20%
Average number of students with disabilities who have been included in their classroom per day:	3.5	3.3	7.5
Number of teachers that have used peer tutoring with only students without disabilities:	(10) / 36%	(5) / 55%	(3) / 30%
How many teachers have used peer tutoring with students with and without disabilities:	(20) / 71%	(9) / 100%	(7) / 70%
Number of Teachers who have never used peer tutoring:	(9) / 32%	(0) / 0%	(2) / 20%

TABLE 2: Overall Demographic Information for the Three Districts

The demographic information had similarities and differences across the three districts. The majority of respondents had more than five years of teaching experience. Athens City Schools had a variety of teachers from each grade complete the survey while Federal Hocking Local Schools had a variety among the grades but no returned surveys from any third grade teachers. Nelsonville-York City School teachers were spread out among grades kindergarten, first grade, second grade, and fifth grade with no surveys from teachers of grades 3, 4, or 6. Almost all teachers involved in the survey had students with disabilities in their current classroom. The majority of teachers across all districts have actually used peer tutoring with students who do and do not have disabilities.

Federal Hocking School District was the only district with all teachers reporting the use of peer tutoring and all teachers used it with students who do and do not have disabilities.

Teachers were also asked to rate their level of agreement to 13-items in the survey. Table 3 lists the questions, the actual number of responses by each rating, and the percentages for Athens County as a whole and then by each of the three districts. In addition, items measuring similar content topics were clustered into four areas. The four areas were 1) Knowledge and willingness (items # 1, 13); 2) Barriers to using peer tutoring (items # 2, 3, 4, 12); 3) Perception of academic and social benefits (items # 5, 6, 7, 10, 11) and; 4) Perception of support from administration/parents (items # 8, 9). The results for Athens County are shown first. Following Athens County total results, each district, in order of highest (Athens City School District) to lowest (Nelsonville-York City Schools) per pupil expenditure are presented to determine if there may be differences in the use of peer tutoring perceptions based on district wealth.

All statements below relate to using peer tutoring WITH students who have disabilities in YOUR class.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I know how to implement a peer tutoring program.	(3) / 6%	(5) / 11%	(14) / 30%	(21) / 45%	(4) / 9%
2. I would have enough time to implement a peer tutoring program.	(3) / 6%	(5) / 11%	(21) / 45%	(17) / 36%	(1) / 2%
3. I would easily know how to select students to be peer tutors.	(1) / 2%	(8) / 17%	(5) / 11%	(29) / 62%	(4) / 9%
4. I would be able to easily monitor students if or when peer tutoring takes place.	(1) / 2%	(12) / 26%	(16) / 34%	(18) / 38%	(0) / 0%
5. Students with disabilities would experience positive social/behavioral gains through a peer tutoring program.	(1) / 2%	(1) / 2%	(9) / 19%	(22) / 47%	(14) / 30%
6. Students with disabilities would experience positive academic gains through a peer tutoring program.	(1) / 2%	(2) / 4%	(11) / 23%	(25) / 53%	(6) / 13%
7. Students without disabilities would experience positive academic gains through peer tutoring.	(0) / 0%	(3) / 6%	(9) / 19%	(25) / 53%	(9) / 19%
8. The parents of my students would support the use of peer tutoring.	(1) / 2%	(1) / 2%	(23) / 50%	(16) / 35%	(5) / 11%
9. The school administration would support the use of peer tutoring.	(1) / 2%	(3) / 7%	(11) / 24%	(23) / 50%	(8) / 17%

10. Students with & without disabilities would experience improved relationships through peer tutoring.	(1) / 2%	(1) / 2%	(2) / 4%	(27) / 57%	(16) / 34%
11. Peer tutoring would increase confidence & self-esteem in students.	(1) / 2%	(1) / 2%	(6) / 13%	(30) / 64%	(9) / 19%
12. Students with disabilities have too severe behavior problems to implement peer tutoring.	(10) / 23%	(22) / 50%	(11) / 25%	(1) / 2%	(0) / 0%
13. I have in the past or would in the future use peer tutoring.	(0) / 0%	(1) / 2%	(10) / 21%	(28) / 60%	(8) / 17%

TABLE 3: Survey Item Results from Athens County

The survey item results for Athens County show that just over half of the teachers felt they know how to implement a peer tutoring program in their classrooms. The majority of teachers, 45%, were unsure if they would have enough time to implement a peer tutoring program while 38% agreed that they could. Seventy-one percent agreed that they would easily be able to select students to be peer tutors in their classrooms. Teachers had varying views related to being able to easily monitor students during peer tutoring. A little over one third felt that they could, a little over one third also felt neutral about monitoring students, and just over one fourth of the teachers disagreed that they could easily monitor students during peer tutoring in their classroom. The majority of teachers agreed that students with disabilities would experience positive social/behavioral and academic gains through the method of peer tutoring. The majority of teachers in Athens County also agreed that students without disabilities would experience positive academic gains through the use of peer tutoring.

Half of the teachers in Athens County were unsure if the students of their parents would support peer tutoring in their classroom, while most of the rest of the teachers agreed that they think parents would support peer tutoring. About two thirds of the teachers agreed that the school administration would be supportive of peer tutoring. Most of the teachers also agreed that through peer tutoring students with and without disabilities would experience improved relationships. Most of the teachers also agreed

that peer tutoring in their classroom would increase the confidence and self-esteem of their students. The majority of the teachers in Athens County disagreed that students with disabilities would have too severe behavior problems to be able to implement peer tutoring. Lastly, most of the teachers agreed that they have in the past or would in the future use peer tutoring with students who have disabilities in their general education classrooms.

Item clusters, those requesting similar information are reported for the three districts of Athens County as a whole. The first cluster of items relate to the teachers' knowledge of peer tutoring and willingness to use it. Fifty-three percent agree they know how to implement a peer tutoring program while 17% disagree and 30% are neutral. Seventy-seven percent of teachers agree they have in the past or would in the future use peer tutoring while 2% disagreed and 21% were neutral. This data demonstrates that just over half of the teachers in these three districts know how to implement a peer tutoring program, and over 75% have or will implement such a program. This shows this group of teachers to have an overall positive view of peer tutoring because of the high number who have or will use it.

The next item cluster relates to barriers when using peer tutoring. Thirty-eight percent of teachers agreed they would have enough time to implement a peer tutoring program in their classroom while 17% disagreed and 45% of teachers felt neutral. 70% of teachers agreed they would easily know how to select students to be peer tutors while 19% disagreed and 11% were unsure. 38% of teachers agreed they would easily be able to monitor students during peer tutoring while 28% disagreed and 34% responded neutrally 73% of teachers disagreed that students with disabilities would have too severe

of behavior problems to implement peer tutoring while two percent agreed they would and 25% were unsure.

This shows that most of the teachers were unsure if they would have the time required to create a peer tutoring program. Most of the teachers in this group have confidence to select the students who would be the peer tutors. Teachers pretty evenly felt they would, would not, or were unsure of being able to monitor students during peer tutoring. Most teachers in this group also believed that behavior would not be too severe to use peer tutoring. Overall teachers were most confident in having the ability to select students to be peer tutors and behavior not being an issue while they were least confident in having enough time to implement peer tutoring or being able to monitor students during this time.

Teachers' perceptions of academic and social benefits for both students with and without disabilities constituted the next items clustered. Seventy-seven percent of teachers agreed students with disabilities would experience positive social/behavioral gains through peer tutoring while four percent disagreed and 19% felt neutral. Sixty-nine percent agreed students with disabilities would experience positive academic gains through the use of peer tutoring, while seven percent disagreed and 24% were neutral. Seventy-four percent agreed students without disabilities would experience positive academic gains through the use of peer tutoring while seven percent disagreed and 19% were neutral. Ninety-two percent of teachers agreed students with and without disabilities would experience improved relationships through peer tutoring while only four percent disagreed and four percent were neutral. Eighty-three percent agreed peer tutoring would increase confidence and self-esteem in students with four percent disagreeing and 13%

falling neutral. The data suggest that most of the teachers in these three districts combined have very positive perceptions of gaining academic and social benefits through the use of peer tutoring.

The last item clustered relates to perceptions of support from administration and parents. Forty-six percent of teachers agreed the parents of their students would support the use of peer tutoring with four percent disagreeing and 50% being unsure. Sixty-seven percent agreed the school administration would support peer tutoring in their classroom, while nine percent disagreed and 24% were neutral. This shows that teachers in these three districts mostly felt either unsure or positively about parent support of peer tutoring. Most of the teachers believe they would receive support from school administration as well.

Results disaggregated by each of the three districts are provided to determine if there were any differences between them in relation to teachers' perceptions of peer tutoring. An additional reason to separate results by each district is to view any possible differences that may appear as a function of district wealth measured by per pupil expenditure.

Table 4 includes percentages of responses by the 28 surveys that were returned from the five elementary schools in Athens City Schools, the highest per pupil expenditure district.

All statements below relate to using peer tutoring WITH students who have disabilities in YOUR class.	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. I know how to implement a peer tutoring program.	(1) / 4%	(5) / 18%	(8) / 29%	(12) / 43%	(2) / 7%
2. I would have enough time to implement a peer tutoring program.	(1) / 4%	(5) / 18%	(12) / 43%	(10) / 36%	(0) / 0%
3. I would easily know how to select students to be peer tutors.	(0) / 0%	(6) / 21%	(4) / 14%	(16) / 57%	(2) / 7%

4. I would be able to easily monitor students if or when peer tutoring takes place.	(0) / 0%	(7) / 25%	(12) / 43%	(9) / 32%	(0) / 0%
5. Students with disabilities would experience positive social/behavioral gains through a peer tutoring program.	(0) / 0%	(1) / 4%	(6) / 21%	(13) / 46%	(8) / 29%
6. Students with disabilities would experience positive academic gains through a peer tutoring program.	(0) / 0%	(1) / 4%	(6) / 22%	(16) / 59%	(4) / 15%
7. Students without disabilities would experience positive academic gains through peer tutoring.	(0) / 0%	(2) / 7%	(5) / 19%	(14) / 52%	(6) / 22%
8. The parents of my students would support the use of peer tutoring.	(0) / 0%	(1) / 4%	(14) / 52%	(10) / 37%	(2) / 7%
9. The school administration would support the use of peer tutoring.	(0) / 0%	(2) / 7%	(9) / 33%	(12) / 44%	(4) / 15%
10. Students with & without disabilities would experience improved relationships through peer tutoring.	(0) / 0%	(1) / 4%	(2) / 7%	(15) / 54%	(10) / 36%
11. Peer tutoring would increase confidence & self-esteem in students.	(0) / 0%	(1) / 4%	(2) / 7%	(20) / 71%	(5) / 18%
12. Students with disabilities have too severe behavior problems to implement peer tutoring.	(6) / 22%	(16) / 59%	(5) / 19%	(0) / 0%	(0) / 0%
13. I have in the past or would in the future use peer tutoring.	(0) / 0%	(0) / 0%	(7) / 25%	(16) / 57%	(5) / 18%

TABLE 4: Survey Item Results from Athens City School District

The percentages for the various responses by each question for Athens City Schools when compared with the percentages for Athens County were very similar. When comparing the four item clusters, knowledge and willingness, barriers to peer tutoring, perceptions of academic and social benefits, and perceptions of support from parents and administration were all similar between Athens City Schools and Athens County.

Below are the survey questions with number of responses for nine surveys that were returned from the two elementary schools in Federal Hocking Local Schools, the next highest per pupil expenditure district.

All statements below relate to using peer tutoring WITH students who have disabilities in YOUR class.	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. I know how to implement a peer tutoring program.	(0) / 0%	(0) / 0%	(3) / 33%	(5) / 56%	(1) / 11%
2. I would have enough time to implement a peer tutoring program.	(1) / 11%	(0) / 0%	(5) / 56%	(3) / 33%	(0) / 0%

3. I would easily know how to select students to be peer tutors.	(0) / 0%	(1) / 11%	(0) / 0%	(7) / 78%	(1) / 11%
4. I would be able to easily monitor students if or when peer tutoring takes place.	(0) / 0%	(4) / 44%	(3) / 33%	(2) / 22%	(0) / 0%
5. Students with disabilities would experience positive social/behavioral gains through a peer tutoring program.	(0) / 0%	(0) / 0%	(0) / 0%	(7) / 78%	(2) / 22%
6. Students with disabilities would experience positive academic gains through a peer tutoring program.	(0) / 0%	(0) / 0%	(3) / 33%	(5) / 56%	(1) / 11%
7. Students without disabilities would experience positive academic gains through peer tutoring.	(0) / 0%	(0) / 0%	(2) / 22%	(6) / 67%	(1) / 11%
8. The parents of my students would support the use of peer tutoring.	(0) / 0%	(0) / 0%	(5) / 56%	(3) / 33%	(1) / 11%
9. The school administration would support the use of peer tutoring.	(0) / 0%	(0) / 0%	(1) / 11%	(6) / 67%	(2) / 22%
10. Students with & without disabilities would experience improved relationships through peer tutoring.	(0) / 0%	(0) / 0%	(0) / 0%	(7) / 78%	(2) / 22%
11. Peer tutoring would increase confidence & self-esteem in students.	(0) / 0%	(0) / 0%	(2) / 22%	(6) / 67%	(1) / 11%
12. Students with disabilities have too severe behavior problems to implement peer tutoring.	(1) / 13%	(3) / 38%	(4) / 50%	(0) / 0%	(0) / 0%
13. I have in the past or would in the future use peer tutoring.	(0) / 0%	(0) / 0%	(0) / 0%	(9) / 100%	(0) / 0%

TABLE 5: Survey Item Results from Federal Hocking Local School District

Item clusters results for Federal Hocking Local School district show for the first cluster of knowledge and willingness, 66.6% of teachers agreed they knew how to implement a peer tutoring program while the rest of the teachers felt neutral about it. This was 12% higher than the teachers in the county who agreed. One hundred percent agreed they have in the past or would in the future use peer tutoring, which is 23% higher than teachers agreeing in the entire county. This shows that most of the teachers in the Federal Hocking district felt they knew how to use peer tutoring and all have or will continue to use it.

Twenty-two percent of teachers agreed they would be able to easily monitor when peer tutoring took place compared to the 38% that agreed in the county, while 44.4% disagreed compared to the 26% that disagreed in the whole county. There were no teachers that agreed students with disabilities have too severe behavior problems to

implement peer tutoring, while 50% disagreed and the other 50% was neutral compared to the 73% of the overall county disagreeing and only 25% being neutral. This shows that most of these teachers do not see barriers in selecting students to become peer tutors or behavior problems being too severe to use peer tutoring. However, having enough time to implement peer tutoring and being able to easily monitor students are seen as potential barriers. This pattern was similar when viewing overall county data.

Perceptions of academic and social benefits are related to the next cluster of statements. All teachers agree students with disabilities would experience positive social/behavioral gains through a peer tutoring program compared to the 77% agreement from the county. The percentage of teachers responses for the other questions related to academic and social benefits is similar to the percent of the county. This shows that most teachers in the Federal Hocking Local School District have very positive perceptions of academic and social benefits when related to using peer tutoring in their classroom.

The last cluster represents the teachers' perceptions related to the support that would be given to them when using peer tutoring in their classrooms. Similar percentages were shown for Federal Hocking Local School teachers when related to perception of parent support as the percentages were for the overall county. Eighty-eight percent of teachers agreed the school administration would support the use of peer tutoring compared to the county's 67%. These percentages demonstrate that teachers within this group of teachers have very positive perceptions of the support they would receive from administration and parents.

Lastly are the survey questions with number of responses for the ten surveys that were returned from the one elementary school in Nelsonville-York City Schools, the district with the lowest per pupil expenditures of the three districts.

All statements below relate to using peer tutoring WITH students who have disabilities in YOUR class.	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. I know how to implement a peer tutoring program.	(2) / 20%	(0) / 0%	(3) / 30%	(4) / 40%	(1) / 10%
2. I would have enough time to implement a peer tutoring program.	(1) / 10%	(0) / 0%	(4) / 40%	(4) / 40%	(1) / 10%
3. I would easily know how to select students to be peer tutors.	(1) / 10%	(1) / 10%	(1) / 10%	(6) / 60%	(1) / 10%
4. I would be able to easily monitor students if or when peer tutoring takes place.	(1) / 10%	(1) / 10%	(1) / 10%	(7) / 70%	(0) / 0%
5. Students with disabilities would experience positive social/behavioral gains through a peer tutoring program.	(1) / 10%	(0) / 0%	(3) / 30%	(2) / 20%	(4) / 40%
6. Students with disabilities would experience positive academic gains through a peer tutoring program.	(1) / 11%	(1) / 11%	(2) / 22%	(4) / 44%	(1) / 11%
7. Students without disabilities would experience positive academic gains through peer tutoring.	(0) / 0%	(1) / 10%	(2) / 20%	(5) / 50%	(2) / 20%
8. The parents of my students would support the use of peer tutoring.	(1) / 10%	(0) / 0%	(4) / 40%	(3) / 30%	(2) / 20%
9. The school administration would support the use of peer tutoring.	(1) / 10%	(1) / 10%	(1) / 10%	(5) / 50%	(2) / 20%
10. Students with & without disabilities would experience improved relationships through peer tutoring.	(1) / 10%	(0) / 0%	(0) / 0%	(5) / 50%	(4) / 40%
11. Peer tutoring would increase confidence & self-esteem in students.	(1) / 10%	(0) / 0%	(2) / 20%	(4) / 40%	(3) / 30%
12. Students with disabilities have too severe behavior problems to implement peer tutoring.	(3) / 30%	(3) / 30%	(2) / 20%	(1) / 10%	(0) / 0%
13. I have in the past or would in the future use peer tutoring.	(0) / 0%	(1) / 10%	(3) / 30%	(3) / 30%	(3) / 30%

TABLE 6: Survey Item Results from Nelsonville-York City School District

Item cluster results of the general education elementary school teachers in the Nelsonville-York City School District are presented. Results revealed for the first cluster of knowledge and willingness that teachers in this district and in the county have overall similar agreements and disagreements with having knowledge to create a peer tutoring program. Seventeen percent more teachers in the county agreed they have in the past or would in the future use peer tutoring compared to the number of teachers that agreed with

the statement in Nelsonville-York City Schools. This shows that only about half of the teachers in this group felt that they have the knowledge or willingness to use peer tutoring, although one third felt neutral on the matter.

The second cluster is related to the barriers of using peer tutoring. Fifty percent of teachers agreed they have enough time to implement peer tutoring, compared to the 38% in the county. The percentage of teachers who had different agreements and disagreements related to selecting students to be peer tutors was similar to the county's percentages. Seventy percent agreed they would easily be able to monitor students when peer tutoring took place compared to the low number of 38% of teachers who agreed with that statement out of the whole county. There was a smaller percentage of teachers who disagree that students with disabilities have too severe behaviors to use peer tutoring compared to the county. The overall results in this section show that 50% or more of the teachers in this district do not see barriers to using peer tutoring.

The next cluster is related to the teachers' perceptions of academic and social benefits when using peer tutoring in their classrooms. Sixty percent of teachers agreed students with disabilities would experience positive social/behavioral gains through the use of peer tutoring compared to the 77% of teachers who agree with this in the county. Fifty-five percent agreed students with disabilities would experience positive academic gains through the use of peer tutoring, compared to the 66% in the county, while 22% disagreed, compared to the six percent of teachers who disagreed in the county. Seventy percent agreed tutoring would increase confidence and self-esteem of students compared to the county's 83%. These results suggest that over half of the teachers' perceptions of academic and social benefits for students when using peer tutoring were positive.

Teachers had the most positive perception of students with and without disabilities gaining improved relationships and the least positive perception of students with disabilities experiencing positive academic gains.

Perception of support from administration and parents is the last cluster related to teacher views within the Nelsonville-York District. The percentage of teachers who agreed and disagreed with the parents of their students supporting the use of peer tutoring in their classroom was similar to the percentages of the teachers in the whole county. Twenty percent of teachers disagreed the school administration would support the use of peer tutoring in their classroom, compared to the county's nine percent. This shows that at least half of the teachers in this group have a positive perception of peer tutoring support from school administration and parents.

When comparing results between all three districts relative to their per pupil expenditures, it appears that many of the districts had similar agreement levels despite the varying levels of district wealth. Although the Federal Hocking Local School District is between Athens City Schools and Nelsonville-York City Schools when comparing the expenditures per pupil, it had the highest percentages of teachers who had used peer tutoring with and without students with disabilities. Teachers in Nelsonville-York City Schools, the lowest per pupil expenditure district, believed to have more time to create a peer tutoring than both of the other districts.

Although percentages were fairly similar for each district relating to teachers having knowledge to create a peer tutoring program, the Federal Hocking district had the highest percent of teachers who agreed that they were knowledgeable in this area. Teachers in the Federal Hocking District also had higher agreement percentages of

knowing how to select peer tutors. The teachers in Nelsonville-York had the highest agreement percentages with being able to easily monitor students during peer tutoring.

The Federal Hocking District teachers had the highest percentage of agreement with students with disabilities experiencing positive social/behavioral gains when using peer tutoring, with 100% agreement. Although percentages were very similar, Athens City School teachers had the highest agreement levels with positive academic gains as well as with increased confidence and self-esteem of students using such a program. Teachers in the Athens City School District also had the highest percentages of disagreement with students with disabilities having too severe behavior problems to use peer tutoring. Federal Hocking District teachers had the highest percentage agreement with administration supporting peer tutoring. This same group of teachers also had the highest percentage of agreement with using peer tutoring in the past or in the future with 100%.

Overall, there were varying results when relating specific districts to the county's general data. Some data is very similar and other data suggest some differences. A discussion of these findings, limitations of the study, and recommendations follow in the next chapter.

Chapter 5: Discussion, Recommendations, & Conclusions

This chapter contains the discussion in which the results from the pervious chapter are explained. Limitations to this study as well as recommendations for future research are included.

Discussion

Overall results from all teachers responding to the survey provide some general trends. Slightly over half of the teachers who responded, only a 33% response rate, agreed that they knew how to implement a peer tutoring program into their classroom. However, over three fourths of the teachers agreed that they have in the past or would in the future use peer tutoring. This shows that about 75% of the teachers who answered the survey either have the knowledge needed to create such a program or are perhaps interested in learning more to use peer tutoring in their classrooms.

When viewing total results by specific item clusters, most of the teachers were unsure if they would have the time required to create a peer tutoring program. Most of the teachers in this group have confidence of being able to select the students who would be the peer tutors. Teachers pretty evenly felt they would, would not, or were unsure of being able to monitor students during peer tutoring. Most teachers in this group also believed that behaviors would not be too severe to use peer tutoring. Overall, teachers were most confident in having the ability to select students to be peer tutors and behaviors not being an issue. They were least confident in having enough time to implement peer tutoring or being able to monitor students during this time. This suggests that teachers' time to implement and monitor such programs may be barriers to actually

doing so. Time issues may imply that they do not view peer tutoring as a priority support strategy for learners.

Overall teachers' perceptions of the item clusters of benefits to students were of interest. There were exactly the same percentage of teachers across all three districts in Athens County that had agreed that they have in the past or would in the future use peer tutoring as the percentage of teachers who had already used peer tutoring in the past. This, along with the high percentages of teachers who see the positive benefits for all students could suggest that most of the teachers who had used peer tutoring before found it to be a successful method for students in their inclusive classrooms. This could also suggest that the teachers who disagreed or felt neutral about the statements of potential benefits maybe those same teachers who had no experience using peer tutoring.

Considering that only 33% of the teachers in three of the five districts responded to the survey, those that did not respond may not hold the same perceptions as to the benefits of peer tutoring. In fact, those not responding may hold very opposite views.

The last item cluster for the results of the survey from teachers in all three districts is perception of support from administration and parents. This data shows that teachers in these three districts mostly felt either unsure or positively about parent support of peer tutoring. Most of the teachers believe they would receive support from school administration as well. This shows that the 33% of teachers who responded to the survey appeared to have positive support from administration and parents of their students, respectively. However, the majority of respondents are not sure if this support is positive.

When comparing districts teacher responses to their per pupil expenditures, it appears that the expenditures per pupil for each of the districts does not relate in any one way to the knowledge or willingness, barriers of peer tutoring, perception of benefits, or perception of support of using peer tutoring. It appears that teachers who had previously used peer tutoring had more positive perceptions and that could be more likely related to the results rather than particular districts using peer tutoring intentionally as a cost cutting measure to address supports for learners with disabilities.

Limitations to Study

There are various limitations that need outlined related to this research study. First, as is with any type of self-reporting survey, the validity of responses even with assurances of anonymity can be questioned. Did these teachers answer in ways that were true or did they respond in what can be considered socially acceptable ways?

Secondly, if the data reflects the needs for possible in service, the response rate within those districts that agreed to participate was low. So the data collected may not represent the true needs or interests of teachers in Athens County. Some things that could have been done differently were providing motivation to complete surveys through a gift of some kind or through principals encouraging their teachers to take the time to complete it. Interestingly, principals in two districts did not see this survey as an opportunity to gather potential professional development information but more of an infringement on teachers' time.

Third, all of the teachers surveyed were from Southeast Ohio, in a rural part of the state. This could be seen as useful to make assumptions about themselves but may not be useful to certain needs of other districts. Another limitation to the study was not gaining

permission to distribute surveys to the elementary schools in the other two districts within Athens County. That could have potentially provided additional surveys for comparison between all the districts in Athens County. It would have been useful to compare teacher views of peer tutoring between districts in all of Athens County, because each district has various needs in providing quality supports for learners with disabilities. All districts have limited monetary resources to do so. Gaining access to these other schools could have been provided through creating a shorter, even simpler survey for teachers to fill out, creating an online survey for teachers so that it could all be done electronically or through visiting the school to talk to the principal in person and emphasizing the potential professional development information that could benefit the school. If there were more teachers who responded to the survey there would be an even better understanding of the overall views of peer tutoring that teachers have not only in Athens County, but also within each of the districts that make up Athens County. Further, collaboration in sharing professional development opportunities across districts that have similar interests and needs may have provided yet another avenue for sharing limited resources. The low rate of response must be considered in drawing conclusions or in suggesting teachers' needs and interests. More complete information about what teachers know, believe, and where they may need help or specific information for professional development could be determined.

Recommendations for Future Research

A recommendation for future research would be to discover general education teacher perceptions in other areas of the state of Ohio or country. This would provide more information of what teachers know and believe with a larger population, which is

important because peer tutoring can be done anywhere, is cost-effective, and can provide a more successful inclusive classroom (Bensted & Bachor, 2001). Discovering views of teachers in different areas such as urban settings, suburban settings, or others to compare to its use in rural areas may shed light on important information to facilitate greater adoption of the strategy or unique features that apply across districts of different sizes.

Interviewing teachers could be the next step in learning more specifically why they agreed, disagreed, or felt neutral about various statements in the survey. This approach may provide more truthful or accurate information from teachers and alleviate the problems with self-reporting. Honest appraisal of their perceptions, beliefs, and knowledge may provide accurate information upon which to develop ways in which to demonstrate how peer tutoring can be implemented to benefit academic and social gains for all learners.

Further research may also focus on the best and preferred ways in which teachers learn about new strategies and those that particularly have a research basis of support. Through this type of questioning, knowledgeable teachers who use peer tutoring may be able to provide other teachers with tips on best ways to learn more, try out techniques, and test to see if they are working.

Administrative support may also be crucial to teachers adopting such a strategy. Directly surveying principals about their knowledge and views and possible concerns may be necessary for successful program implementation and effectiveness.

Most teachers surveyed were also unsure about the parent support that they would receive from using peer tutoring in their classroom. Research could be done to see how parents of students with and without disabilities would feel about their child participating

in peer tutoring within a general education classroom. Further, those parents with children who had positive experiences can share these with other parents, teachers, and principals.

Visually, differences in the three districts' wealth were minimal and did not appear to display significant differences in relationship to the survey results. To determine if district wealth is a factor in adoption of peer tutoring as a cost effective approach, a much larger sampling of districts throughout the state would need to be done. Research and analyses employing correlation statistics may possibly show a relationship.

Conclusions

As school districts continue to lose funding, it is important that they look to cost effective teaching methods. Inclusion for students with disabilities is also becoming more universal, which means methods for including this population are incredibly important. Peer tutoring has been demonstrated to be an effective method to use as a solution to meet each of these needs (Bensted & Bachor, 2001). Peer tutoring has also shown to be an effective technique to enhance learning for students with disabilities as well as for students without disabilities (Carter & Kennedy, 2006; Bensted & Bachor, 2001).

It has been shown that many general education elementary school teachers who responded to the survey in Athens County do have positive views of peer tutoring, although some could use more information or training on how to create such a program in their classrooms or schools. Information related to how to select students to be peer tutors and how to monitor students during peer tutoring sessions is the most important information related to barriers of using peer tutoring that can be provided to teachers.

How to implement a peer tutoring program (going over all of the steps involved) would be the most helpful information for all teachers.

Ways in which to engage general educators' involvement with needed information are many. They can simply do research through reading articles related to peer tutoring or speaking with other teachers who have more experience. Principals or other school administrators can offer information through various types of in-service activities and supporting teacher attendance at seminars or conferences. A special educator at the school may also be someone who could create an informational session about peer tutoring for the general education teachers.

The results from the survey also show that time is a resource that many teachers are lacking. The results demonstrated that many teachers surveyed were unsure about having enough time to implement a peer tutoring program. Devoting in-service time or thinking about ways in which to collaborate may spur some onto giving it a try. Teachers may work with the special educator or with other teachers who teach the same grade. If they are still unable to create a program of their own, a cross-tutoring program could be developed in the school where multiple educators who feel they have the time can be in charge of it. Administrators or parents could also help set the program up or even monitor it.

Communication with parents is also important as most of the teachers surveyed felt they were unsure whether parents of their students would support peer tutoring in their classroom. Parents need to be educated about peer tutoring, how it works, and the potential benefits to using it in an inclusive classroom environment. Parents' views also

need to be voiced so that all concerns are addressed and all are aware of any possible objections.

All in all, teachers who responded to the survey in the three districts in Athens County, Ohio believe peer tutoring is a positive method to use in order to create a more inclusive environment and to enhance academic and social gains and relationships of students who do and do not have disabilities. Steps such as training, collaboration, and gaining support still need to take place. Overall, it has been shown that most of the teachers who responded to the survey in this county already have or will in the future use peer tutoring in their general education classrooms. Next steps include providing opportunities for them to enhance their skills and share experiences to implement this support strategy into their classrooms and schools.

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APPENDIX A:**Peer Tutoring Survey Cover Letter & Survey**

October 19, 2009

Dear General Education Teacher,

Hello, my name is Ali Morris. I am a grad student at Ohio University studying to become a special education teacher. For my Master's Research Project I am looking to discover the perceptions of elementary school teachers in Athens County related to using peer tutoring in an inclusive classroom with students who have disabilities. Your views of implementing a peer tutoring program are crucial to its success.

This is where you come in. I would really appreciate it if you could take about five minutes of your time to fill out a simple survey about you and your thoughts on peer tutoring in an inclusive classroom environment. The survey applies to every teacher whether you have used peer tutoring before or not or have students in your classroom with disabilities or not.

Your privacy is important to me, so in order to preserve confidentiality, do not write your name anywhere on the survey. When finished, please fold the survey and seal it in the envelope attached to this. Then please return it to the folder in the office area that has the same label on it as the envelope does by Friday October 23rd. Feel free to complete the survey during whichever time of day and in whatever area you chose. You must be 18 years or older to complete this survey. Completing the survey is voluntary and can be stopped at any time. There will be no penalty if you do not decide to complete a survey. Choosing to do this survey presents no risk to you as it is anonymous and by completing it, you are demonstrating your consent to participate in this research study.

I know that teachers are incredibly busy so I really appreciate the time that you took to read this letter and complete the survey. Thank you so much for your time. If you would like to receive the results of this survey please contact me through email using my address: am135004@ohio.edu. Thanks again and have a wonderful day!

Sincerely,

Ali Morris

Your participation in completing this 5-minute survey is voluntary and anonymous (no names please). When finished, please return it in the sealed envelop to the colored folder (in the office or mail room) labeled “Peer Tutoring Surveys” on the top by Friday, October 23rd. This will insure your privacy. Thank you so much for your time & participation!

Please appropriately circle your answers below.

1. I have been teaching for: 5 years OR under 6-15 years 16 years or more
2. I teach grade(s): K 1 2 3 4 5 6
3. Students with disabilities have been or are included in my classroom. Yes No Approximate # per day _____
4. I have used some form of peer tutoring:
 -with students who do not have disabilities -OR- I have not used any form of peer tutoring
 -with students who do & do not have disabilities

Please circle the number that represents your beliefs for each statement below.

All statements below relate to using peer tutoring WITH students who have disabilities in YOUR class.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I know how to implement a peer tutoring program.	1	2	3	4	5
2. I would have enough time to implement a peer tutoring program.	1	2	3	4	5
3. I would easily know how to select students to be peer tutors.	1	2	3	4	5
4. I would be able to easily monitor students if or when peer tutoring takes place.	1	2	3	4	5
5. Students with disabilities would experience positive social/behavioral gains through a peer tutoring program.	1	2	3	4	5
6. Students with disabilities would experience positive academic gains through a peer tutoring program.	1	2	3	4	5
7. Students without disabilities would experience positive academic gains through peer tutoring.	1	2	3	4	5
8. The parents of my students would support the use of peer tutoring.	1	2	3	4	5
9. The school administration would support the use of peer tutoring.	1	2	3	4	5
10. Students with & without disabilities would experience improved relationships through peer tutoring.	1	2	3	4	5
11. Peer tutoring would increase confidence & self-esteem in students.	1	2	3	4	5
12. Students with disabilities have too severe behavior problems to implement peer tutoring.	1	2	3	4	5
13. I have in the past or would in the future use peer tutoring.	1	2	3	4	5

Appendix B:
Letter to Principals

14095 E. Scatter Ridge Road
Athens, Ohio 45701
(614) 329-3855

October 5, 2009

Dear (Principal's name),

My name is Ali Morris and I am a graduate student at Ohio University completing my Master's Degree in Special Education. With my Master's advisor Dr. Marta Roth, I am completing a Master's Research Project and would like to determine teacher perceptions of peer tutoring as a means to support students with disabilities in general education classrooms. I have developed a short one-page survey for teachers to complete that takes less than 5 minutes.

If you grant permission (see attachment), I will dropped off surveys at you school, put in teachers' mail boxes or leave them out in an open place in the school office or a place you select where teacher's have access. All surveys will remain completely confidential (no names) and a folder labeled "Peer Tutoring Surveys" will be supplied to put in an appropriate place for return by Friday October 23rd. Teachers can fill them out wherever and whenever they would like. A copy of the survey is attached to this letter for your review. Please notice that participation of teachers is voluntary, anonymous and confidential in compliance with the Ohio University Human Subjects Review Board.

The results of this research will serve to provide more information about how low cost supports can be provided to all learners as well as determine what teachers may need in order to use these types of supports.

If you grant permission to distribute surveys, please sign the section in the page attached put them in the addressed envelope and put them in the mail.

Thank you for your time.

Sincerely,

Ali Morris
Graduate Student
Teacher Education/Special Education
College of Education
Ohio University
(614) 329-3855, alison.n.morris@gmail.com