



Using Peer Tutoring to Teach Reading

What is the evidence base?

- This is a research-based practice for **students with disabilities** based on three methodologically sound single-subject studies across 11 students with disabilities.
- This is a research-based practice for **students with learning disabilities** based on two methodologically sound single-subject studies across five students with learning disabilities.

Where is the best place to find out how to do this practice?

The best place to find out how to implement peer tutoring to teach reading is through the following research to practice lesson plan starters:

- [Using Peer Tutoring to Teach Vocabulary Acquisition](#)
- [Using Peer Tutoring to Teach Reading Fluency](#)

With whom was the practice implemented?

- Students with
 - **Learning Disability (2 studies, n=5)**
 - Other Health Impairment (1 study, n=1)
 - Intellectual Disability (1 study, n=1)
 - Behavioral Disorder (1 study, n=4)
- Ages ranged from 11-13
- Males (n=6), females (n=2), not specified (n=3)
- Ethnicity
 - African American (n=7)
 - Caucasian (n=1)
 - None reported (n=3)

What is the practice?

Peer Tutoring has been defined as “Peer tutoring is the delivery of academic instruction by another student, either older or the same age as the tutee” (Scruggs et al., 1985, p. 284). Other related terms may include class wide peer tutoring or peer-assisted instruction. Peer tutoring includes the use of a target student’s peers as intervention agents either through direct

instruction or through practicing a reading skill previously taught. In the studies peer tutoring was used to teach the following skills:

- Tutors presented vocabulary words to the tutee while the target student wrote the word and definition. The tutor would tell the tutee if they were correct or incorrect and provide the correct word and definition pairing (Hughes & Fredrick, 2006).
- Peer tutoring was implemented during partner reading. A higher performing student serving as the tutor would read aloud for 5 minutes. Afterwards the lower performing student would reread the same text passage and fluency was measured (Sutherland & Snyder, 2007).
- Peer tutoring was implemented using a phonics page, a sight phrase page, and a story page in order for tutors to help tutees improve fluency (Lingo, 2014).

Where has it been implemented?

- General education classroom (1 study)
- Resource classroom (1 study)
- Self-Contained classroom (1 study)

How does this practice relate to Common Core Standards?

Common Core Standard	Proficient Expectation
CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	The student who is proficient can read fluently making few error and identify academic vocabulary words

Standards adapted using: National Center and State Collaborative
<http://www.ncscpartners.org/Media/Default/PDFs/Resources/NCSCBrief1.pdf>

References used to establish this evidence base:

- Hughes, T. A., & Fredrick, L. D. (2006). Teaching vocabulary with students with learning disabilities using class wide peer tutoring and constant time delay. *Journal of Behavioral Education, 15*, 1-23.
- Lingo, A. S. (2014). Tutoring middle school students with disabilities by high school students: Effects on oral reading fluency. *Education and Treatment of Children, 37*, 53-76.
- Scruggs, T. E. (1985). Peer tutoring with behaviorally disordered students: Social and academic benefits. *Behavioral Disorders, 10*, 283-94.
- Sutherland, K. S., & Snyder, A. (2007). Effects of reciprocal peer tutoring and self-graphing on reading fluency and classroom behavior of middle school students with emotional or behavioral disorders. *Journal of Emotional and Behavioral Disorders, 15*, 103-118.

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