

Design, Implementation and Assessment of Tutorial Programs

Grados en Educación Infantil y Primaria / Infant and Primary
Education Degrees

UNIT 1: ACADEMIC, CURRICULAR AND PERSONAL ADVICE

Lecturer: Diego Jaén

 @djaenc



Learning Objectives

By the end of this Unit, students will be able to:

- **Identify** the **importance of academic, curricular and personal advice** in alignment with the educational context.
- **Recognise key concepts.**
- **Identify** the **main scopes of action** of the tutoring action in education.
- **Differentiate advantages and difficulties** of the tutoring action.
- **List** the **main objectives** of the tutoring action **regarding to the educational stage.**
- **Identify** the **essential characteristics** of a **tutor.**
- **Identify and make use** of the **services and resources** that the educational context offers to the teaching training.

1.1. EDUCATIONAL CONTEXT

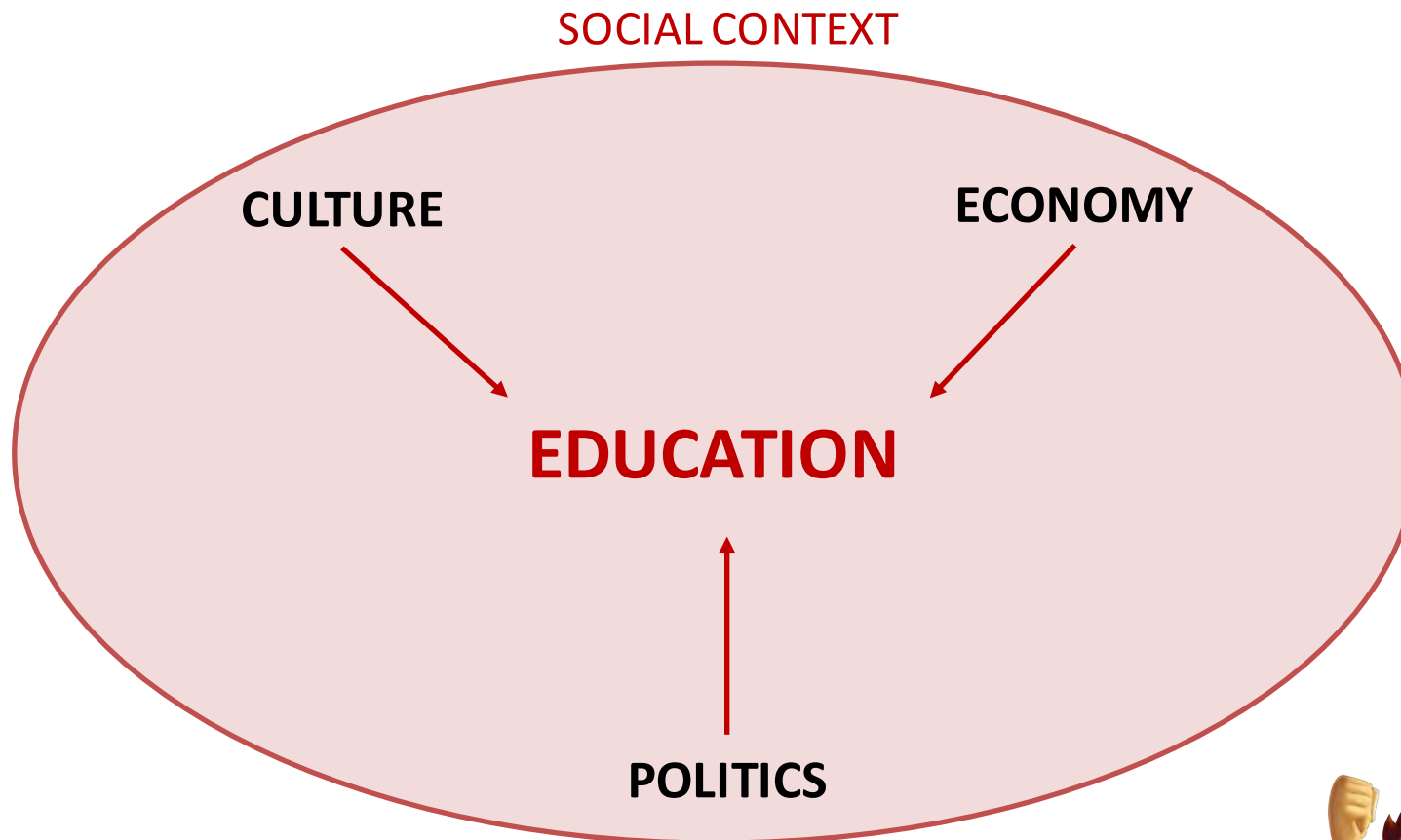
1.2. CONCEPTUALISATION

1.3. CHARACTERISTICS, PURPOSES, AND SCOPE OF ACTION

1.4. ADVICE IN EDUCATIONAL CONTEXT

1.5. THE ROLE OF THE STUDENT GUIDANCE ADVISOR

1.6. RESOURCES



MAIN FEATURES OF OUR CURRENT SOCIAL CONTEXT



MAIN FEATURES OF OUR CURRENT SOCIAL CONTEXT

Globalisation

Interdependency

Tendency to uniformity

IT Revolution

Equal opportunities

Manipulation

Vulnerability

Information/data exchange

Confusion information-education

Multiculturalism

Resurgence of nationalisms

Lack of values

Lack of a reference

What **CONSEQUENCES** do **globalisation, multiculturalism, lack of values, and IT Revolution** have for the **educational context**?



KNOWLEDGE: fast, vast and unstable –progressive expansion and renovation. It stands out not only the **production of knowledge**, but also its *expiry date*.

SOLUTION: selection of content carefully

EDUCATIONAL INSTITUTION: it is **not the only instrument to access knowledge**. There are *other ways* – expensive and + powerful.

SOLUTION: work with the media

TEACHER AND TEXT are **not the only supports** of educational communication.

SOLUTION: use of resources differently.

NEW COMPETENCES AND SKILLS according to new socio-professional demands.

SOLUTION: new teaching-learning processes, methods, relations,...

Education from a **globalisation** perspective, not under state parameters.

The school is not the only **training agency** that operates in a **stable means** of socialisation –it competes with other agents of socialisation with different values

SOLUTION: education in moral values and ethics.

Tejada (2000) suggests **new principles or curricular bases** to lead education:

1. **Democratisation** to guarantee equal opportunities. Not *'the same for all'*, but to guarantee that everyone may have the opportunity to develop him/herself.
2. **Decentralisation** of administration and schools.
3. **Contextualisation**
4. **Attention to diversity** due to heterogeneity in both contexts and individuals.
5. **Comprehensive teaching** (inclusive school).
6. **Meaningful learning** by linking the new information with the previous learnt.
7. **Co-operative work** which allows to take advantage of the potential of the diversity during interaction.
8. **Multiculturalism**
9. **Globalisation and interdisciplinary education** by adding cross-cutting areas and topics.

These principles point out the need and importance of **academic guidance and tutorial action** in schools

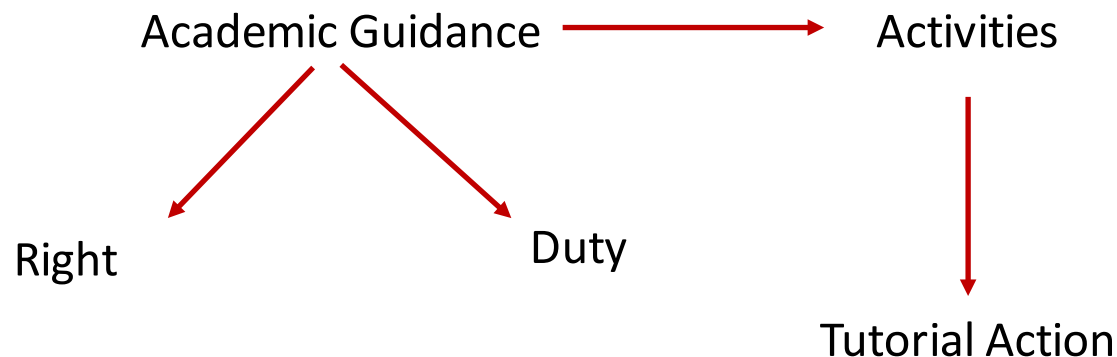
What is academic guidance?



What is academic guidance?

It is a continuous and systematic **aid process**, addressed to **all people** in all its aspects, with a special emphasis on **prevention and personal, social and career development**, which is carried out **throughout life** with the implication of the different **educational** (tutors, counsellors, and teachers) **y social agents** (family, professionals, and paraprofessionals).

Martínez de Codés (2001)



What is tutorial action?



What is tutorial action?

It is an **inherent teaching function** with which students are helped **develop their optimal educational performance, lead their lives, think, live in harmony and decide by themselves.**

This implicates **teamwork** between teachers, counsellor, and further specialists in order to **individualise the teaching-learning process.**

Tutorial Action  Comprehensive and systemic perspective



Systemic, co-ordinated, collaborative, and interdisciplinary work

Academic guidance is designed according to three **related intervention levels**, which differ in their **scope of action** and in **who** is responsible for the actions.

First level: action addressed to the class and the **pupils (tutorial action)**.

Responsibility corresponds to the teaching team and particularly to the **tutor**.

Activity: objectives achievement and guidance through particular activities

Second level: action which is put into practice in the **school** -as educational institution.

Responsibility corresponds to the **guidance and advice teaching team** (infant and primary education)

Activity: coordination and planning of tutorial action plan

Third level: action which is put into practice upon the **school system** (context) through **interdisciplinary teams** (psychologist, social workers, doctors,...).

Activity: give support to the difficulties of the social context.

1.3. Characteristics, purposes, and scope of action

A. **Purposes** of guidance and tutorial action:

1. **Prevention:** according to two **main areas**: (a) **learning difficulties** (basic difficulties: language, psychomotor,... and specific difficulties: particular subjects) and (b) **behavioural problems** such as bullying or indiscipline.
2. **Intervention:** problems or difficulties (language, integration,..).
3. **Assessment** of the pupils learning process and the results of the PAT.
4. **Coordination and co-operation** between **teaching teams** to develop the tutorial action program, cognitive and social skills,...
5. **Development and improvement** of **interaction** between the different members of the educational community (f.i.: pupils-schools-families).
6. **Advice** for students, teachers, families, and educational institution.
7. **Mediation** in the relations within the school and family-school.

1.3. Characteristics, purposes, and scope of action

B. Tutorial action in education is developed in the following **scopes of action**:

1. **Psychological development** encouraging self-esteem and self-concept
2. **Social development** promoting:
 - a. **interaction social skills** (share, start-maintain-finish a conversation); **assertive skills** (give a receive feedback); **basic social skills** (asking for permission, thank,...).
 - b. **Values development and clarification**
 - c. **Problem-solving**
3. **Cognitive development** encouraging cognitive and meta-cognitive strategies, study techniques, problem-solving. Development of the capacity of thinking to learn to learn.
4. **Detection** of subjects in a risk situation, social exclusion and special needs.

Advantages of Tutorial Action

Tutorial action

- ❖ facilitates the **achievement of objectives** related to the teaching-learning process.
- ❖ stimulates **maturation**, clarification of own values and respect for the others.
- ❖ improves the process of **children's affective development** (problem-solving, feelings and emotions self-control,...).
- ❖ helps pupils know themselves better and **make decisions** based on their abilities and interests.
- ❖ facilitates and improves the **relationship family-school**.
- ❖ co-operates in the **family training** about topics in relation to children education.

1.3. Characteristics, purposes, and scope of action

Difficulties of tutorial action

A. THE TUTORIAL ACTION ITSELF

- The tutoring activity is not well-defined.
- Lack of resources (personal, material, and time) to plan, develop and assess the tutorial action.

C. SCHOOL

- Lack of planning of tutoring activities.
- (Sometimes) lack of place and material resources.
- Lack of support or interest from Head Teacher's office.

B. THE TUTOR and TEACHING TEAM

- Teachers' lack of interest. The role of the tutor is not assumed.
- Lack of training to become tutor.
- Personal difficulties to be a tutor.
- Lack of co-operative work among tutors.
- Pupils instruction is considered more important than teaching training.

D. FAMILIES

- Little co-operation with the tutor.
- Disagreement with values, objectives and attitudes in relation to the tutoring activity.

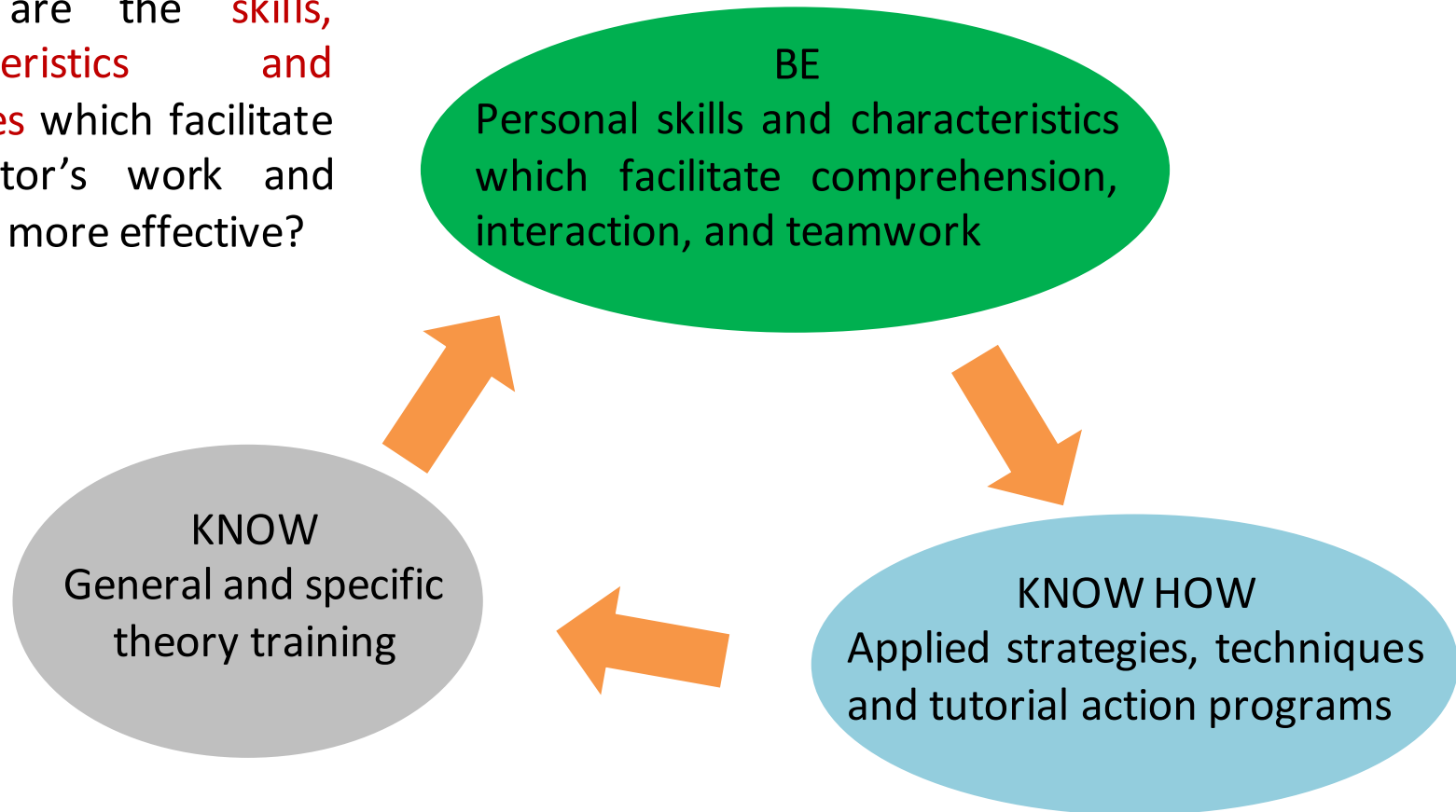
According to Angulo (2009), the **main objectives of the tutorial action** in the educational context are:

- **familiarisation** of the children **with the school**.
- to know all the **variables around the children** (personal, familiar, school, and environmental).
- **to watch** gradually and systematically the **different behaviours** and ways of learning of the pupils.
- to foster the **acceptance of individual differences** by encouraging integration.
- to **develop values** through **cooperative attitudes and respect** for the others.
- to foster **autonomy and self-care**.
- to **make use of dialogue** to teach children how to show their **points of view** in order to **make decisions and solve problems**.
- to encourage **relation with families**.
- to make possible **personal, social and academic adaptatio**r
- to **cooperate** with the rest of the teachers.



1.5. The role of the student guidance advisor

What are the **skills, characteristics and attitudes** which facilitate the tutor's work and make it more effective?



The **tutor** is a teacher who carries out the **tutorial function** together with the **teaching function** and, when the tutor takes both actions (teaching and tutorial) is considered **EDUCATOR**

1.5. The role of the student guidance advisor

➤ BE

- **Unconditional positive acceptance:** open-minded, acceptance of individual differences (believes, values, cultures,...)
- **Empathy:** ability to be on someone's shoes.
- **Coherence:** ability to join theory and practice.
- **Respect (tolerance):** for the differences, individuality and singularity.
- **Patience and ability of self-control.**
- **Communicative and teamwork skills.**
- **Positive and realistic attitude.**
- **Leadership skills and self-confident.**
- **Kindness and emotional stability.**

➤ **KNOW**

Good knowledge of:

- **Evolutionary psychology:** general characteristics and education-specific problems.
- **Teaching-learning processes:** elements which facilitate or make them harder, ways of learning (methods) and their influence on performance.
- **Training in specific strategies:** group techniques, study techniques, behaviour management techniques,...
- **Mediation and negotiation** processes.

➤ KNOW HOW

- **What:** techniques, strategies, and programs suitable for a particular problem or situation.
- **When**
- **How** to apply all the knowledge.



Transmit without overprotection; demand without punish; and show authority without prevailing.

Centros de profesores y recursos

La Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOE) y la Ley Orgánica 8/20013 de 9 de diciembre, para la Mejora de Calidad Educativa (LOMCE) destacan la relevancia de la **formación continua** de los docentes señalando, en su Artículo 102 de Formación permanente, que:

- La formación permanente constituye un **derecho y una obligación** de todo el profesorado y una **responsabilidad** de las Administraciones educativas y de los propios centros.
- Los programas de formación permanente deberán contemplar la adecuación de los conocimientos y métodos a la evolución de las **ciencias y de las didácticas** específicas, así como todos aquellos aspectos de **coordinación, orientación, tutoría, atención educativa a la diversidad y organización** encaminados a mejorar la calidad de la enseñanza y el funcionamiento de los centros. Asimismo, deberán incluir formación específica en materia de **igualdad**.
- Las Administraciones educativas promoverán la **utilización de las tecnologías** de la información y la comunicación y la **formación en lenguas extranjeras** de todo el profesorado, independientemente de su especialidad, estableciendo programas específicos de formación en este ámbito. Igualmente, les corresponde fomentar programas de **investigación e innovación**.
- El Ministerio de Educación y Ciencia podrá ofrecer **programas** de formación permanente de **carácter estatal**, dirigidos a profesores de todas las enseñanzas reguladas en la Ley y establecer, a tal efecto, los convenios oportunos con las instituciones correspondientes.

Centros de profesores y recursos

En lo que respecta a la **formación permanente** del profesorado de **centros públicos** (Artículo 103) señala que :

- Las Administraciones educativas planificarán las actividades de formación del profesorado, garantizarán una **oferta diversificada y gratuita** de estas actividades y establecerán las medidas oportunas para favorecer la participación del profesorado en ellas. Asimismo, les corresponde facilitar el acceso de los profesores a titulaciones que permitan la movilidad entre las distintas enseñanzas, incluidas las universitarias, mediante los acuerdos oportunos con las universidades
- El Ministerio de Educación y Ciencia, en colaboración con las Comunidades Autónomas, **favorecerá la movilidad** internacional de los docentes, los intercambios puesto a puesto y las estancias en otros países

La **formación permanente** del profesorado queda regida por el Real Decreto 1693/1995, de 20 de octubre, por el que se regula la creación y el funcionamiento de los centros de profesores y de recursos (**CPR**).

Los **CPR** son: Instituciones especializadas para la formación permanente del profesorado de las enseñanzas de régimen general y especial que ejerce en niveles educativos previos a la enseñanza universitaria

Centros de profesores y recursos

Funciones CPR:

- planificar y desarrollar la formación permanente del profesorado
- apoyar el desarrollo del currículo en los centros educativos
- promover la innovación y la investigación educativa y la difusión y el intercambio de experiencias pedagógicas y didácticas
- informar y asesorar a los centros docentes y al profesorado sobre la utilización de materiales y recursos didácticos y curriculares
- participar en actividades de dinamización social y cultural en colaboración con los centros docentes.

Estas funciones son comunes a todos los CPR y, aunque es el **Ministerio** de Educación, Cultura y Deporte el encargado de la planificación, **creación y supresión** de los CPR, es competencia de **cada comunidad autónoma** el desarrollo y la coordinación de las actuaciones de estos centros.

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- Tejada, J. (2000). La educación en el marco de una sociedad global: algunos principios y nuevas exigencias. *Profesorado, Revista de Currículum y Formación del Profesorado*, 4 (1), 1-13.
- Real Decreto 1693/1995, de 20 de octubre, por el que se regula la creación y el funcionamiento de los centros de profesores y de recursos.

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UNIT 2: ACADEMIC, CURRICULAR, AND PERSONAL ADVICE PLAN (ACPAP)

Lecturer: Diego Jaén

 @djaenc



Learning Objectives

By the end of this Unit, students will be able to:

- **Recognise** an **ACPAP** and **identify** its **characteristics**.
- **Identify** the **main principles** in which tutorial action is based on.
- **Be familiar** with the **elements of an ACPAP** and the contents to be taken into account in each of them.
- **Create** an **ACPAP**.

2.1. CONCEPTUALISATION

2.2. ACPAP

2.2.1. PARTS

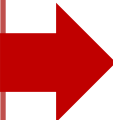
2.2.2. AIMS

2.2.3. PLANNING

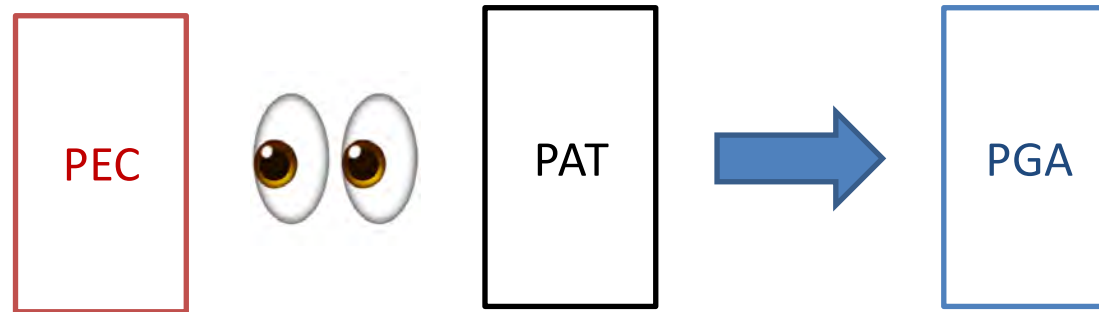
An **ACPAP or PAT** is the **systematic and intentional** answer a school gives in order to carry out the academic guidance in class. It is a **document** which establishes the **organisation** and **operation** of the tutorial action in a school.

The ACPAP has to be **practical** and it must meet the following requirements:

- A plan **developed in class** (it is not theoretical content).
- It is **developed by the teacher** to carried it out.
- **Past** (achievements, experiences,...) **and present events** (needs) of the school must be taken into account to plan the **future** actions.
- **Proposals** in the ACPAP should **match reality**.
- The ACPAP aims to change and improve, **it is a never-end process** (after being applied and revisitted, new changes will be introduced to adapt it to the new needs).



The **tutor** is **responsible** for carrying out the tutorial action (being understood as a **reflection-action-assessment** process implemented **individually** as well as in **group**).



PAT is based on the following principles:

1. **Evaluative:** it implies that a PAT should be based on the pupils' needs and those needs must be assessed with the proper tools.
2. **Preventive:** intervention before the problem arises.
3. **Development:** pupils' stage of development must be taken into account.
4. **Social intervention:** it is not only about working with pupils, but dealing with their social context as well –socio-community context.

Tutorial action and its organisation through the PAT is based on **three different levels**:

Level	Responsible	Tasks
1º	Guidance and support teaching teams	<ul style="list-style-type: none">• Design of a general tutorial action• Global development of PAT
2º	Tutors	<ul style="list-style-type: none">• Elaboration of the PAT general principles for each grade.• Selection of activities.
3º	Tutors and teachers of each class-group.	<ul style="list-style-type: none">• Elaboration of tutorial action activities for each group and, if it is necessary, for each pupil.

How is a PAT developed?

1. School priorities and analysis

- Evolutionary and personal characteristics
- Needs and demands (priority)

2. Objectives

- Related to the identified needs
- Mainly in concordance with the pupils (teachers and families)

3. Actions

- Selection of activities

4. Human and materials resources

- Who? Where? When? How?

5. Monitoring and assessment

Before we start designing a PAT...

1. Design of a PAT in which all the aspects in relation to the **three axes of action** are included: **pupils, teachers, and family**. This PAT needs to be **designed by the whole teaching team** (tutors + teachers of each subject) taking all the points of view into account.
2. It is necessary to clarify **what a tutoring lesson is** and **which are the functions of a tutor**.

I understand a tutoring lesson as...



To be a tutor for me is...



a. School priorities and analysis

1. What is a tutoring lesson? – What are the functions of a tutor?
2. Identify school current achievements and present and future needs by being aware of both school general characteristics and grade specific characteristics and taking into account the evolutionary aspects.
3. The teaching team needs to come to an agreement about the needs and their priority.

b. Objectives

1. In alignment with each grade –teachers will be in charge of adapting these objectives to their class. It is necessary to take into account the three axes of action (pupils, family and teachers) and the different scopes of action with the children (teach how to be a person, to live together, and to learn)

1. School priorities and analysis
2. Objectives

Action axes	Scopes	Needs	Objectives
Pupils	Teach to be a person	<ul style="list-style-type: none"> Children need to accept themselves 	<ul style="list-style-type: none"> Increase auto-esteem
	Teach to live together	<ul style="list-style-type: none"> Children need to learn to respect the others Children should not reject others. 	<ul style="list-style-type: none"> Foster respect for the others Improve integration
	Teach to learn	<ul style="list-style-type: none"> Pupils need to feel motivated in class Pupils need to develop study habits 	<ul style="list-style-type: none"> Motivate pupils Acquire study habits
Family		<ul style="list-style-type: none"> Good communication with families Families should co-operate 	<ul style="list-style-type: none"> Arrange proper ways of communication Improve family co-operation
Other teachers		<ul style="list-style-type: none"> Teachers coordination Teachers should know TA objectives and work systematically 	<ul style="list-style-type: none"> Be coordinated with the teacher in class Know TA objectives and work systematically

3. Actions

Design of **activities** in order to achieve the objectives identified

Action axes	Scopes	Objectives	Activities
Pupils	Teach to be a person	<ul style="list-style-type: none"> Increase auto-esteem 	<ul style="list-style-type: none"> You are important I am My autobiography
	Teach to live together	<ul style="list-style-type: none"> Foster respect for the others Foster a safe and communicative atmosphere Improve integration 	<ul style="list-style-type: none"> We ask for things We ask please We ask for a favour
	Teach to learn	<ul style="list-style-type: none"> Motivate pupils Acquire study habits 	<ul style="list-style-type: none"> I am creative Diary and homework

NEEDS	ACTIVITIES
Pupils with living together problems	<ul style="list-style-type: none"> • Self-concept • Problem-solving • Social skills • Group dynamics • School atmosphere improvement • Education in moral values
Pupils with school failure or low school performance	<ul style="list-style-type: none"> • Intellectual work techniques • Cognitive skills improvement • Learn to learn • Reading skills improvement

NEEDS	ACTIVITIES
Heterogeneity or diversity	<ul style="list-style-type: none"> • Linguistic immersion • Differences acceptance • Education in moral values • Equal opportunities • Social skills
Low co-operative families	<ul style="list-style-type: none"> • Parenting workshops • Family participation
Training-needed teachers	<ul style="list-style-type: none"> • Work groups • Workshops • Co-operative work groups

4. Human and Material Resources

Organisation and planning are needed. WHO, WHEN, HOW.

Activities	WHO (responsible)	WHEN	HOW (tools/resources)
<ul style="list-style-type: none">• You are important• I am	Tutor	Tutoring lesson	Worksheets
<ul style="list-style-type: none">• My autobiography	Tutor	Tutoring lesson	Worksheets

5. Monitoring and Assessment

PAT **assessment** is needed. **WHEN** and **HOW** need to be established in order to assess how **tutorial action** works with **pupils, family, and teachers**. It implies assessment of **what has been done** so far and **future needs**.

Assessment activities with the **pupils**:

- School process
- Tutoring activities

Assessment activities and coordination with the **specific teachers**:

- Group proper working order
- School performance
- Tutorial plan

OBJETIVOS	NÚCLEOS/ÁMBITOS DE ACTUACIÓN	TIPO DE ACTIVIDAD	EJES DE ACTUACIÓN	DOCUMENTOS SOPORTE	TEMPORALIZACIÓN
1. Conocer las características personales, familiares, ambientales, escolares del alumnado.	Acogida e integración del alumnado. Enseñar a convivir	<ul style="list-style-type: none"> • Actividades de acogida y presentación: <ul style="list-style-type: none"> – De conocimiento – De distensión – De confianza • Entrevista inicial con las familias y realización de un cuestionario. • Lectura del expediente de cada alumno/a. 	<ul style="list-style-type: none"> • ALUMNADO • FAMILIAS • TUTOR/A 	<ul style="list-style-type: none"> • Carpeta de actividades • Cuestionario al inicio de ciclo sobre el hijo/a • Expediente 	Primer trimestre
2. Familiarizarlos con el centro (si no lo conocen).	Acogida e integración del alumnado.	<ul style="list-style-type: none"> • Visita al centro. 	<ul style="list-style-type: none"> • ALUMNADO 		Primer trimestre
3. Observar de manera progresiva y sistemática las diferentes conductas, rasgos y estilos de aprendizajes del alumnado.	Organización y funcionamiento de la clase.	<ul style="list-style-type: none"> • Actividades de recogida de información sobre el grupo. 	<ul style="list-style-type: none"> • ALUMNADO 	<ul style="list-style-type: none"> • Ficha de estilos de aprendizaje 	Primer trimestre
4. Comprobar que el niño o niña tiene un nivel aptitudinal adecuado para el aprendizaje de la lectoescritura antes de iniciar el proceso (1º).	Organización y funcionamiento de la clase.	<ul style="list-style-type: none"> • Actividades de recogida de información sobre el grupo. 	<ul style="list-style-type: none"> • ALUMNADO • ORIENTADOR PRIMARIA • PROFESORADO ANTERIOR 	<ul style="list-style-type: none"> • Pruebas estandarizadas 	Primer trimestre o segundo trimestre del curso anterior
5. Impulsar la aceptación de las diferencias individuales, favoreciendo la integración de todos y todas en el grupo.	Acogida e integración del alumnado. Desarrollo y adaptación personal, escolar y social. Enseñar a ser persona Enseñar a pensar	<ul style="list-style-type: none"> • Actividades de integración en el grupo: <ul style="list-style-type: none"> – De comunicación – De afirmación • Actividades para desarrollar la autoestima. • Actividades para desarrollar habilidades sociales. • Actividades para desarrollar la identidad de género. • Realización y evaluación de Adaptaciones Curriculares Individuales (ACI). 	<ul style="list-style-type: none"> • ALUMNADO • TUTOR/A • PROFESORADO DEL ALUMNO/A Y CONSULTOR/A 	<ul style="list-style-type: none"> • Carpeta de actividades • ACI 	Todo el curso

OBJETIVOS	NÚCLEOS/ÁMBITOS DE ACTUACIÓN	TIPO DE ACTIVIDAD	EJES DE ACTUACIÓN	DOCUMENTOS SOPORTE	TEMPORALIZACIÓN
1. Conocer las características individuales de cada alumno y alumna, a nivel personal, familiar y socioambiental en los aspectos físico, psicológico y pedagógico.	Acogida e integración del alumnado (si hay alumnos/as nuevos o si el tutor /a es nuevo/a). Enseñar a convivir	<ul style="list-style-type: none"> • Actividades de acogida y presentación: <ul style="list-style-type: none"> – De distensión – De confianza • Entrevista inicial con las familias y revisión del cuestionario realizado en el primer ciclo. • Lectura del expediente de cada alumno/a. 	<ul style="list-style-type: none"> • ALUMNADO • FAMILIAS • TUTOR/A 	<ul style="list-style-type: none"> • Carpeta de actividades • Expediente 	Primer trimestre
2. Continuar con la observación sistemática de conductas, rasgos y estilos de aprendizaje manifestados en ciclos anteriores o nuevas.	Organización y funcionamiento de la clase.	<ul style="list-style-type: none"> • Actividades de recogida de información sobre el grupo. 	<ul style="list-style-type: none"> • ALUMNADO 	<ul style="list-style-type: none"> • Ficha de estilos de aprendizaje 	Todo el curso
3. Favorecer la aceptación por los demás de las diferencias individuales que presenta cada escolar, así como facilitar y canalizar la integración en el grupo.	Acogida e integración del alumnado. Desarrollo y adaptación personal, escolar y social.	<ul style="list-style-type: none"> • Actividades de integración en el grupo: <ul style="list-style-type: none"> – De comunicación – De afirmación • Actividades para desarrollar la autoestima. • Actividades para desarrollar habilidades sociales. • Actividades para desarrollar la identidad de género. • Realización y evaluación de Adaptaciones Curriculares Individuales (ACI). 	<ul style="list-style-type: none"> • ALUMNADO • TUTOR/A • PROFESORADO DEL ALUMNO/A Y ORIENTADOR/A DE PRIMARIA 	<ul style="list-style-type: none"> • Carpeta de actividades • ACI 	Todo el curso
4. Dar a conocer al alumnado los cambios tanto morfológicos como funcionales que se están produciendo en sus cuerpos.	Desarrollo y adaptación personal, escolar y social.	<ul style="list-style-type: none"> • Actividades para desarrollar la identidad sexual. • Actividades para desarrollar la autoestima. 	<ul style="list-style-type: none"> • ALUMNADO 	<ul style="list-style-type: none"> • Carpeta de actividades 	Todo el curso
5. Mediante el análisis de los roles sexuales de la sociedad, ayudar a interiorizar una identidad sexual y de género no estereotipada.	Desarrollo y adaptación personal, escolar y social. Enseñar a ser persona Enseñar a pensar	<ul style="list-style-type: none"> • Actividades para desarrollar la identidad sexual. • Actividades para desarrollar la identidad de género. 	<ul style="list-style-type: none"> • ALUMNADO 	<ul style="list-style-type: none"> • Carpeta de actividades 	Todo el curso

OBJETIVOS	NÚCLEOS/ÁMBITOS DE ACTUACIÓN	TIPO DE ACTIVIDAD	EJES DE ACTUACIÓN	DOCUMENTOS SOPORTE	TEMPORALIZACIÓN
1. Conocer y contribuir al desarrollo de las capacidades (aptitudes, habilidades y destrezas) de cada alumno y alumna que le posibiliten la promoción a la ESO en las mejores condiciones posibles.	Acogida e integración del alumnado (si hay alumnos/as nuevos o si el tutor/a es nuevo/a) Enseñar a convivir	<ul style="list-style-type: none"> • Actividades de acogida y presentación: <ul style="list-style-type: none"> – De distensión – De confianza • Entrevista inicial con las familias. • Lectura del expediente de cada alumno/a. • Contacto con otros institutos para informar sobre la ESO. 	<ul style="list-style-type: none"> • ALUMNADO • FAMILIAS • TUTOR/A • OTROS INSTITUTOS 	<ul style="list-style-type: none"> • Carpeta de actividades • Expediente • Información sobre la ESO 	Primer trimestre
2. Favorecer la aceptación por los demás de las diferencias individuales que presenta cada escolar, así como facilitar y canalizar la integración en el grupo.	Acogida e integración del alumnado (si hay alumnos nuevos o si el tutor/a es nuevo/a). Desarrollo y adaptación personal, escolar y social.	<ul style="list-style-type: none"> • Actividades de integración en el grupo: <ul style="list-style-type: none"> – De comunicación – De afirmación • Actividades para desarrollar la autoestima. • Actividades para desarrollar habilidades sociales. • Actividades para desarrollar la identidad de género. • Realización y evaluación de Adaptaciones Curriculares Individuales (ACI) 	<ul style="list-style-type: none"> • ALUMNADO • PROFESORADO DEL ALUMNO/A Y ORIENTADOR/A PRIMA 	<ul style="list-style-type: none"> • Carpeta de actividades • ACI 	Todo el curso
3. Desarrollar en el alumnado actitudes que les motiven para ser capaces de ponerse metas realistas y conseguirlas.	Desarrollo y adaptación personal, escolar y social.	<ul style="list-style-type: none"> • Actividades para aprender a tomar decisiones. 	<ul style="list-style-type: none"> • ALUMNADO 	<ul style="list-style-type: none"> • Carpeta de actividades 	
4. Ayudar al alumnado a profundizar en la información acerca de los cambios que se están produciendo en su cuerpo, tanto a nivel funcional como morfológico.	Desarrollo y adaptación personal, escolar y social. Enseñar a ser persona Enseñar a pensar	<ul style="list-style-type: none"> • Actividades para desarrollar la identidad sexual. • Actividades para desarrollar la autoestima. 	<ul style="list-style-type: none"> • ALUMNADO 	<ul style="list-style-type: none"> • Carpeta de actividades 	Todo el curso

BIBLIOGRAPHY

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Design, Implementation and Assessment of Tutorial Programs

Grados en Educación Infantil y Primaria / Infant and Primary
Education Degrees

UNIT 3: TUTORIAL ACTION STRATEGIES

3.1. Interview

3.2. Mediation

Lecturer: Diego Jaén

 @djaenc



Learning Objectives

By the end of this Unit, students will be able to:

- **Identify** aims and characteristics of **interview** and **mediation**.
- **Carry out** an interview and a mediation.
- **Recognise** the different factors while putting interview and mediation into practice.

3.1. Interview

3.1.1. Concept and characteristics

3.1.2. Plan and development

3.1.3. Principles to deal successfully with an interview

3.2. Mediation

3.2.1. Concept and characteristics

3.2.2. Scope of action

3.2.3. Principles to deal successfully with a mediation

3.1. Interview – Concept and characteristics

An **interview** is a **strategy** used in guidance (mainly) in order to:

1. **assess** the possible **difficulties** a student may have
2. **work** on difficulties (from a **preventive** or **intervening** perspective)

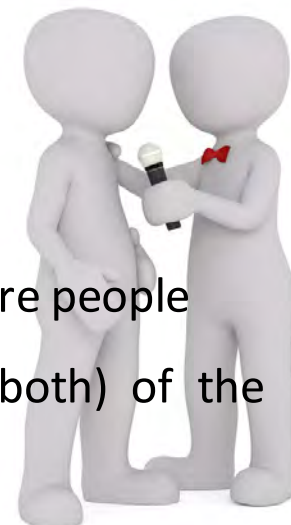
To carry out this strategy successfully, the tutor must

- be trained in its practice
- be aware of its principles
- respect the actuation rules

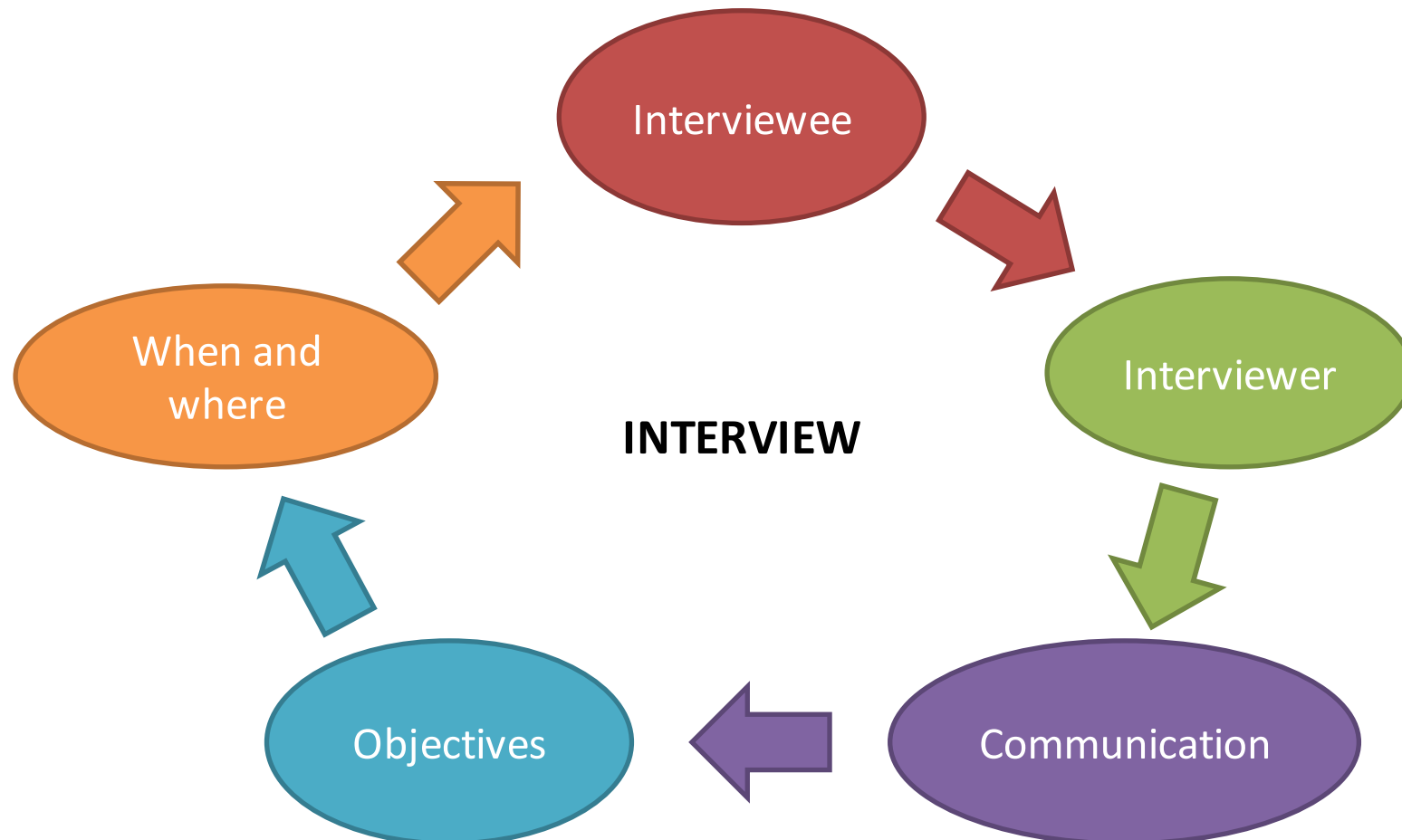
An **interview** as a tutorial action **strategy** is a **pre-meditated** and **planned** activity which aims to achieve particular **objectives**.

The **main characteristics** of an interview are:

1. To imply **direct and verbal relation** between two or more people
2. To achieve particular **objectives** known by one (or both) of the parts
3. **Roles** of the participants (interviewer – interviewee)



What are the **essentials** of an interview?



It is essential to take these elements into account in order to get the best of an interview within the tutorial action

3.1. Interview – Concept and characteristics

Essentials of an interview

Interviewer: specialist who gives the required information or help solve the difficulties. Responsible for success or fail of the interview.

Interviewee: person (student, relative or teacher) who attends at an interview whether to look for information or help solve a difficulty or to get information.

Communication: dynamic (based on dialogue) and asymmetric (since participants adopt different roles –being one of them the expert) oral relation.

Objectives: a) gather information about students, families, needs, expectations,...; b) foster plan and assessment of programs and actions; and c) guide and help families, students, and teachers to solve needs.

When (time) and where (place/location)

3.1. Interview – Plan and development

In order to plan an interview it is necessary to know the **kind of interview** to be used. There are different **kinds** of interview **according to**:

Degree of structuration: the interview follow a **guideline** designed by the interviewer.

- **Structured:** criteria and process of interview are established by the interviewer.
- **Semi-structured:** guideline is followed loosely.
- **Unstructured:** topic is based on the situation.

Interview objective:

- **Gather information:** it allows to gather information to identify difficulties.
- **Therapeutic intervention:** it is used to prevent and solve difficulties (**specific training** to be applied).
- **Guidance:** it allows to clarify problems, help make decisions and solve problems.

Frame of reference: theory under the interview process.

- **Humanist:** based on **humanist principles** and focused on personality and self-achievement.
- **Psychodynamic:** based on the principles of **psychoanalysis**.
- **Cognitive-behavioural:** based on the **cognitive and behaviour theories** by considering behaviour as a result of situations and thoughts

Is there any relation between structuration's degree, interview objectives and frame of reference?

	Objectives	Structuration's degree
➔	Gather information	Structured
	Therapeutic intervention	Unstructured
➔	Guidance	Unstructured

As it is shown, the objectives of the interview impose the structuration's degree. However, the frame of reference to be adopted may be the same for the different objectives –the eclectic perspective should be the most common.



3.1. Interview – Plan and development

GATHER INFORMATION INTERVIEW. The main objective is to gather all the information in order to analyse someone's needs and behaviours.

Students/pupils: gathering information about:

- **Academic issues:** motivation, needs,...
- **Personal issues:** relationship with family/friends/classmates,...
- **Emotions:** fears, sadness,...

Teachers: gathering information about:

- **Academic issues:** learning and performance
- **Relationship issues:** integration and relationship with other teachers.

Family: gathering information about:

- **Family and context characteristics:** number of kids, economic level,...
- **Expectations:** from the families towards the children.
- **Particular situations** having an influence on the family (financial needs, illness,...)

4 steps

1. Plan

When, where, info to gather, hypothesis,...

2. Opening

Reason, introduce participants.
Positive atmosphere

3. Development

The interviewer asks **questions** to gather information.

4. Closing

Summing up of gathered info.
Establishment of **actions** to solve needs.

GUIDANCE INTERVIEW. The main objective is to guide and help pupils, families and other teachers. It is based on two main axes:

Improvement of interpersonal relationships by fostering **co-operation, involvement,**...

Tasks to be carried out; an **action plan** is developed in order to solve problems/needs.

5 steps

1. Plan

When, where, info to gather, hypothesis ,...

2. Opening

Reason, introduce participants.
Positive atmosphere

3. Development

Information exchange; problems; decisions;...

4. Closing

Summing up of gathered info. Establishment of **actions** to solve needs. Agreement to track.

5. Track

After the interview. It allows to **check** whether the agreements are being complied.



3.1. Interview – Principles to deal successfully with an interview

	Factores	Influencia negativa	Influencia positiva
Entrevistador	Habilidades de comunicación	Desarrollo deficitario	Desarrollo correcto
	Mensajes presentados	Imprecisos Formulados incorrectamente Presentados de forma subjetiva	Claros Formulados correctamente Presentados objetivamente
	Prejuicios y estereotipos	Presencia	Ausencia
	Respeto a opiniones de los demás, aunque contrarias	Ausencia	Presencia
	Empatía	Ausencia	Presencia
Entrevistado	Comprensión y decodificación del mensaje	Dificultad	Facilidad
	Consciencia del problema, actitudes y sentimientos	Ausencia de consciencia (actitud de rechazo, defensiva, silencios)	Presencia de consciencia
	Atención	Falta de atención al mensaje o atención centrada en las propias respuestas	Atención a los mensajes del entrevistador
	Capacidad de reflexión y verbalización sincera	Ausente	Presente
Contexto	Espacio y asientos	Reducido o excesivamente amplio Asientos incómodos	Amplio Asientos incómodos
	Voz e imagen entrevistador	Voz desagradable Imagen descuidada o cuidada en exceso	Voz agradable Imagen cuidada
	Lugar y horario	Lugar poco agradable Horario inflexible	Lugar agradable Horario flexible

Design of an interview

Low academic
performance

Pupil referred
to a specialist



Moody behaviour

Bullying

3.2. Mediation – Concept and characteristics

Mediation is a resource which has been used in different cultures in order to **resolve conflicts peacefully**.

Nowadays, this strategy is applied to different **areas** such as

School

Family

Work

Particularly, at **schools** it is used to solve **behavioural problems** (lack of attendance, punctuality,...), **conflicts between peers** (physical or psychological mistreatments), and **interpersonal relationships** (teacher-student, teacher-teacher, student-student,...)

Why **mediation** may be effective to resolve conflicts?

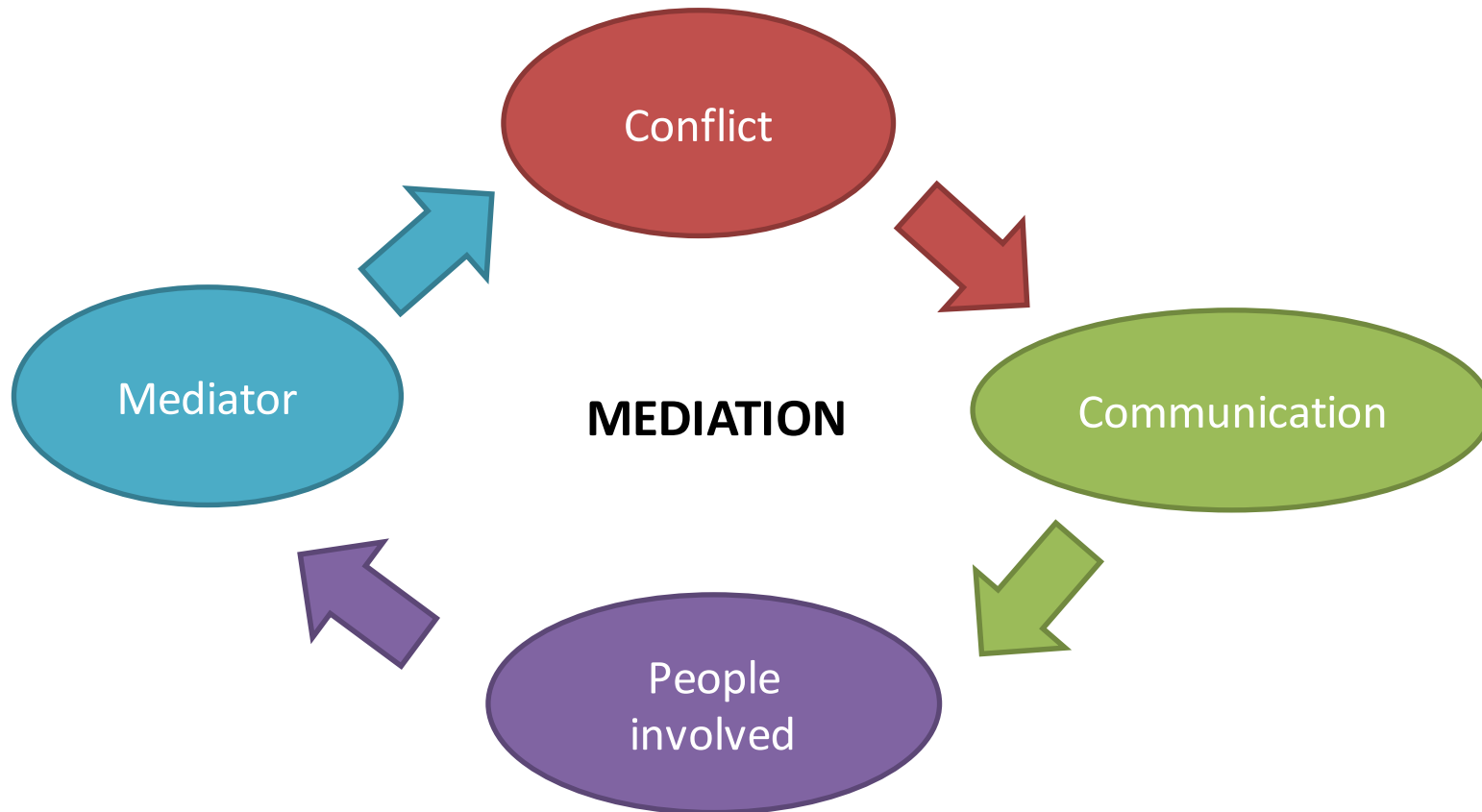
1. **Need to live together** by fostering co-operative attitudes to solve conflicts.
2. Individuals' active engagement produces **shared values** –decreasing conflicts.
3. If the **participants** in the particular conflict are **taken into account**, it will be easier to come to an agreement and **sign** it.
4. Mediation has a high **educational potential**.

Mediation as a guidance **strategy** is a **pacific way to resolve conflicts** between two or more people with the help of a third one (**mediator**) who needs to be **impartial, neutral and with no participation** in the making-decision process. **Participants** in the conflict need to be **included in the making-decision process** making the **comprehension** of the conflict's causes easier.

Characteristics

- **Neutrality:** mediator shows impartiality during the process by giving both parts the same possibilities to take place in the process.
- **Interactivity and willingness between the parts:** voluntary collaboration between parts is needed.
- **Confidentiality:** every word and agreement is confidential and ruled by an ethic code.
- **Short-term intervention:** in the event of that the resolution of the conflict takes too long to be solved, it is necessary to consider other strategies.
- **Importance of now:** how the conflict is faced, what expectations there are, what needs the participants have,...
- **Lack of prejudice towards the parts:** the main objective is to solve the problem without making any part of the conflict feel adversely affect.

What are the **essentials** in mediation?



Essentials in mediation

Conflict: it is “the perceived divergence of interests, or a belief that the current aspirations of the parts involved cannot be reached simultaneously” (Rubin, Pruitt & Hee Kim, 1994).

It is needed to point out that:

- Conflicts are a **part of every person’s life**.
- **Life stages** go with **conflicts and crises** and their resolution (or not) plays a role in the maturity process.
- Conflicts do **not** need to be **negative**.
- Conflicts can be **real or unreal** (based on prejudices, stereotypes or miscommunication).

People involved: people (students, teachers,...) involved in a conflict who show willingness to solve it.

Mediator: neutral and objective person who creates the necessary conditions to carry out a mediation.

Communication: oral and not oral relationship established between the participants of a mediation. Mediation is based on this strategy.

3.2. Mediation – Plan and development

Mediation's plan depends on the main scope of action. According to Tórrego et al. (2001), in order to solve behaviour, mistreatments and other problems at schools, mediation will be based on:

1. **Conflicts** are **not negative** per se; they can foster personal and social development. The most important point is to **understand the conflict** and establish strategies to **overcome** it.
2. **Dialogue** is more **effective** than submission while **solving conflicts** since it allows to understand the other, understand his/her reasons,...
3. **Co-operative models** are more **effective** than competitive ones while **solving** personal, interpersonal and group **conflicts**.
4. **Self-control** and **self-regulation** prevents from conflicts arisement and foster their solution.
5. **People involved** in the conflict play the main role in the mediation process, not the mediator.

According to Tórrego et al. (2001), the way to carry out a mediation properly is built of two phases: **pre-mediation** and **mediation** –mediation is split into 5 steps.

1. Pre-mediation: before mediation. In this phase, a trustful **atmosphere** is created by **informing** about this **strategy, rules** and asking for the **permission** to start (without permission mediation cannot be carried out)

2. Mediation: it is started once the pre-mediation objectives are achieved. This phase is divided into 5 steps:

- a. **Presentation and rules.** Important to create a proper **atmosphere**.
- b. **Information.** Each part involved in the conflict gives the **information from their points of view and feelings** (without interrupting). Based on the information given, the mediator **decides whether mediation is the proper strategy** to solve the conflict.
- c. **Problem analysis.** Problem is identified.
- d. **Solution proposal.** Different **alternatives** to solve the problem are proposed and **assessed**.
- e. **Agreements.** **Agreements** (feasible and fair for both parts) and **moments to monitor and proof** the agreements are established

Mediator's profile

Specific training: psychology, social sciences, problem-solving and social skills,...

Ability to apply strategies which facilitate communication and help solve conflicts:

- **Active listening:** listen the other's message and show it up by repeating main ideas,...
- Make **questions and hypothesis.**
- **Open and close topics.**
- **Empathy.**
- **Rephrase:** check whether the other part understands what it is said.

Personal skills:

- **Ability to motivate** participants to be involved in the mediation.
- Ability to **create a trustful atmosphere.**
- **Open-minded and realistic** personality which makes the mediator be aware of the process.
- **Flexibility, lack of prejudices** and zero imposition of own criteria.
- **Patience and respect.**
- **Neutral.**
- **Positive acceptance** of individual differences.

3.2. Mediation – Principles to deal successfully with an mediation

Mediator's functions

- To help the parts to solve the conflict and sign the agreement.
- To facilitate communication between parts.
- To help identify and clarify the conflict.
- To moderate negotiation and lead the mediation process.
- To decide whether the conflict and the parts are favourable for the mediation strategy.
- To refer the problem to other specialists .

Conclusion: mediation is not panacea. Its efficiency depends on the conflict, people involved attitudes, mediator and context. If conditions are not the best, mediation **should not** be implemented.

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UNIT 3: TUTORIAL ACTION STRATEGIES

3.3. Strategies to manage the group

Lecturer: Diego Jaén

 @djaenc



Learning Objectives

By the end of this Unit, students will be able to:

- **Explain** how **behaviours are learnt**.
- **Identify strategies** which allow to learn **positive behaviours**.
- **Identify strategies** which allow to remove **negative behaviours**.
- **Identify strategies** which allow **to get to know** the members of the group.
- **Identify strategies** to foster **active engagement**: exposition and discussion.
- **Identify strategies** which facilitate **creativity** and **problem solving**.
- **Recognise** the **elements** which affect **learning** and **performance**.
- **Identify strategies** to improve **learning** and **school work**.
- **Identify strategies** to **organise information**.
- **Plan study techniques**.
- **Apply strategies** based on the particular characteristics of the situation.

3.3. Strategies to manage the group

3.3.1. Behaviour management strategies

3.3.2. Group strategies

3.3.3. Study methods and techniques

How are behaviours learnt?

From a behaviourist perspective, most of the behaviours are **voluntary** and are controlled by their **consequences** (+ or -). From this perspective, the **management of these consequences** allow the **modification** of these behaviours.

Behaviour management basic concepts

	Positive consequence	Negative consequence
Presentation consequence	Positive feedback	Positive punishment
Retreat consequence	Negative punishment	Negative feedback



How are behaviours learnt?

Cognitive-behavioural strategies

Behaviour development strategies	Behaviour reduction strategies
Feedback program	Differentiating program
Moulding	Answer Cost
	Time Out
Modelling	
Contingency Agreement	
Token Economy	



Behaviour development strategies

1. Reinforcement programs

		Feedback moment
Intermittent programs	Reason programs	When the behaviour is produced a number of times (f.i. 5).
	Interval programs	When the behaviour is produced in a particular interval of time.
Continuous programs		Each time the behaviour is produced

It is based on the application of positive feedback after the desirable behaviour.

Behaviour development strategies

2. Moulding

It is based on the application of positive feedback after the desirable behaviour by scaffolding.

How is it applied?

1. The **final aim** is formulated (desirable behaviour in the child. F.i. letter 'a').
2. The final aim is **split into intermediate behaviours** (sequentially ordered. *First a circle 'o' and then a stick 'l'*
3. A **known behaviour is established as starting point**. (f.i. 'draw a circle')
4. The child is asked to do the **first intermediate behaviour and feedback is given** when this is achieved ('draw an inclined circle').
5. The child is asked to do the **second behaviour and only this second behaviour is reinforced** until the final aim is achieved ('a').



Behaviour reduction strategies

1. Differentiating program

It is based on **negative punishment and positive feedback**.

How is it applied?

It consists of the reinforcement of a **different behaviour** to the one to delete and zero reinforcement of the behaviour to be deleted.

4. Answer cost

It is based on **negative punishment**.

How is it applied?

After the behaviour to be deleted, **a particular number of enhancers are taken away from the child** (previously established and known).

What is needed to apply this strategy?

- The child has **access to different enhancers** to be deleted.
- The child can **have access to other enhancers** by other means.
- Answer cost is **initially high** (by doing the behaviour, the child loses various enhancers or some very important ones to him).

Behaviour reduction strategies

2. Time out

It is based on **negative punishment**.

How is it applied?

After doing the negative behaviour to be deleted, the child is temporally taken away of the situation/place where the enhancers take place.

In order to apply this strategy efficiently

- The **place where the negative behaviour** takes place should be **reinforcing** for the child and the place where the child is taken away should not.
- The time to be spent in that non-reinforcing place must be short.
- Before taking the child away, the child is informed about the consequences of that behaviour.
- Oral and physical confrontation is avoided.

Behaviour development and/or reduction strategies

1. Modelling

If the model has a prestige for the observer (a friend he/she appreciates) and close to him (age, gender,...), alignment is easier.

How is it applied?

1. The child **observes** a model behaviour (previously selected).
2. The **model does the behaviour to be adopted** by the child.
3. The **model receives some consequences (+ or -)** after developing the behaviour.
4. The **observer (child) carries out the behaviour**.
5. The **observer receives the consequence** after doing the behaviour.



Behaviour development and/or reduction strategies

2. Contingency agreement

It is based on **positive/negative feedback**.

How is it applied?

A written agreement is developed where the different parts (f.i. tutor and pupil) agrees about agreements taken and both parts have rights and duties.

Its efficiency can be improved if

- Both parts **co-operate**
- **Rewards** are **in concordance** with the effort and **responsibilities** are **equal**
- **Behaviours** are determined according to **observable and assessable** terms.
- **Punishments** are **avoided**.

Behaviour development and/or reduction strategies

3. Token economy

It is based on **positive feedback**.

How is it applied?

1. Behaviour to be modified are identified.
2. Token to be given are selected (f.i.: points, poker chips,...).
3. The aimed behaviour to reinforce are determined (which behaviour will obtain a quantity of tokens).
4. Monitoring and assessment of the strategy implementation.



Group techniques are used to create **efficient working groups**.

Characteristics:

- Members are **collaborators**; they **communicate respectfully and fluently** and are **responsible** for their work, behaviour and learning (in and out of group).
- They **achieve the objective** which the group was created for.

Groups pass through different situations and develop skills to overcome them since they are created. We can distinguish **4 stages**:

- 1. Orientation/Position:** in this stage members get to know one another and their expectations are known.
- 2. Group rules** are established. Based on responsibility, dialogue, co-operation,...
- 3. Interpersonal problem-solving:** others' feelings are understood to solve problems.
- 4. Efficiency:** the group is able to work properly by being creative and efficient while problem-solving.

Get to know one another in the group	Active engagement: exposition strategies	Foster creativity and problem-solving
Sketch	Assambly	Brainstorming
Whispering	Chain	Role-playing
Problem wall	Conference	Phillips 6/6
	Lottery	
	Debate strategies	
	Round table	
	Public debate	
	Double panel	

I. Strategies to get to know one another in a group

1. Sketch

Each member of the group creates his own sketch (by writing or drawing) and it is presented to the group to be improved.

Objectives

- To get to know oneself and the other members of a group
- To create a trustful atmosphere
- To learn to observe, analyse, or judge the reality

How is it applied?

1. Strategy explanation
2. Self-reflection about oneself
3. Creation of the sketch by taking into account ONLY positive aspects
4. Sketch share: each member of a group shows his own sketch and the others complete it
5. Task conclusions are established



I. Strategies to get to know one another in a group

2. Whispering

A topic is presented and discussed in pairs.

Objectives

- **To get to** know the members of a group (by the information given and their alignment to the topic).

How is it applied?

- Each member **whispers to the member besides** about a given topic until they come to an agreement.
- Once the agreement is achieved, **it is shared with the group.**



I. Strategies to get to know one another in a group

3. Problem wall

Representation of a wall where it is shown the perception the members of a group have about given problems.

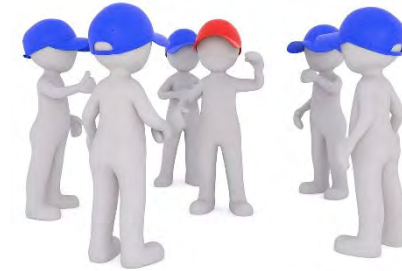
Objectives

- To develop **critical thinking**
- To get to know one another
- Co-operative work

How is it applied?

1. **Strategy** explanation
2. **Description of a problem/situation**
3. Members of the group are asked **to symbolise the problem with a picture** –how it is perceived
4. Each member shows his picture and **justify the election**
5. After explaining all the pictures, reasons given are **discussed** and conclusions written down
6. At the end, **a wall** is created where the alignment of the group in respect with the problem is shown





II. Active engagement: exposition strategies

1. Assambly

It consists of **gathering all the pupils** to deal with topics related to them (social relationships, living-together problems,...) and look for the best solution consensually.

Objectives

- To learn **to listen to different ideas and points of view**.
- To develop **reflection and analysis** of situations –both individually and as a team.
- To learn to **explain** own ideas and **respect** others’.
- To promote **dialogue, comprehension and tolerance** –by facilitating engagement.
- To learn to make decisions.

How is it applied?

1. **Strategy** explanation.
2. **Topics** selection.
3. **Plan** (time for topic) –related to age, evolutionary period,...
4. Lesson **development**.
5. Content analysis and **conclusions**.
6. Next lesson **proposals**.

II. Active engagement: exposition strategies

2. Chain

It consists of a **discussion** about a topic from **different perspectives**.

Objectives

- To take part actively
- To promote critical thinking

How is it applied?

1. **Strategy** explanation.
2. Group is divided into **smaller groups**—each group has a secretary- and the **topic** to be discussed is given (complex and interesting to promote active engagement).
3. Groups **discuss** about the topic **for a period of time** —previously established.
4. Once the time is over, a **member** of each group **goes to the next group** and the secretary tells what they talked previously.
5. The **discussion goes on** by taking into account the new information given by the new member.
6. **Final synthesis** as the first member comes to the final group.



II. Active engagement: exposition strategies

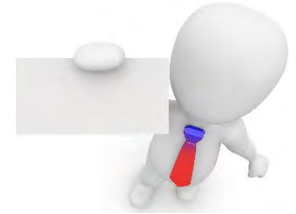
3. Conference

It consists of a **presentation** about a topic a member of the group makes before the others.

Objectives

- To be able to share knowledge/ideas orally before a group.
- To go into detail about a topic given.
- To listeners: to be able to ask questions and pay attention.





II. Active engagement: exposition strategies

4. Lottery

It consists of showing the **relation between two concepts** randomly taken.

Objectives

- To improve the structuration of thinking and synthesis ability.

How is it applied?

1. Strategy **explanation**.
2. Each member of the group **writes down** a key concept of a topic given.
3. Key **concepts** are **collected** and put them into a box.
4. A member of the group takes **two concepts** and must **relate** both concepts briefly.
5. The subject can **prepare the exposition** for a minute and then **shows** conclusions.
6. The **group completes** the presentation by **giving contributions**.
7. Process is **repeated**.

II. Active engagement: debate strategies

1. Round table

A group of experts deals with a topic from different points of view (sometimes they are opposed).

Objectives

- To understand there are different points of view for a same situation.
- To develop critical thinking and ability to ask questions.
- To learn to listen and to be familiar with social topics.

How is it applied?

1. Strategy **explanation**.
2. The **topic** to work with is selected and an outline is developed (aspects to be dealt).
3. **Experts are selected** within the group.
4. The experts **prepare the exposition**.
5. **Lesson is developed**. The moderator shows the topics to be dealt, gives the floor to experts and asks questions).
6. A **summary** is done.
7. **Dialogue** with the audience. Audience asks questions, makes comments,...

II. Active engagement: debate strategies

2. Public debate

Two members of the group **prepare a topic** to be dealt by giving different points of view before the group. It can be **also** considered an **exposition strategy**. At the end, the group can asks questions, makes comments,...

Objectives

- To be able to speak before an audience.
- To develop ability to listen and to ask questions.



II. Active engagement: debate strategies

3. Double panel

Group is divided into a **for-group** and an **against-group** and they **debate** about a given topic.

Objectives

- To learn to talk about a topic by respecting and listening to others' opinions.
- To develop critical thinking and empathy.

How is it applied?

1. Strategy **explanation**.
2. **Topic** to be discussed is selected.
3. The group is divided into 2 groups.
4. Development of **ideas to be discussed**.
5. **Implementation** of the debate (**time cap**).



III. Strategies to foster creativity and problem-solving.

1. Brainstorming

A **problem or difficulty is solved** by giving different options and analysing their viability.

Objectives

- To foster **freedom of expression** and **creative thinking**.
- To foster the ability of **critical analysis**.
- To **solve problems** creatively.

How is it applied?

1. Strategy **explanation**.
2. The **topic** to be dealt is **given** and the **group divided** into smaller groups.
3. Each member **gives ideas**.
4. The different **options** are **analysed**.
5. The **relevant ideas** are **selected** and given to the whole group.



III. Strategies to foster creativity and problem-solving.

2. Role playing

Representation of everyday-life situations.

Objectives

- To **analyse** own behaviour and develop **self-criticism**.
- To analyse others' behaviour and develop **critical** thinking.
- To **modify attitudes** and **behaviours**.

How is it applied?

1. Strategy **explanation**.
2. Situation to be dealt is given.
3. Actors to play the different roles are chosen.
4. The problem-situation is represented and the rest of the group observes how it is developed.
5. The play is discussed and conclusions and suggestions for improvement established.



III. Strategies to foster creativity and problem-solving.

3. Phillips 6/6

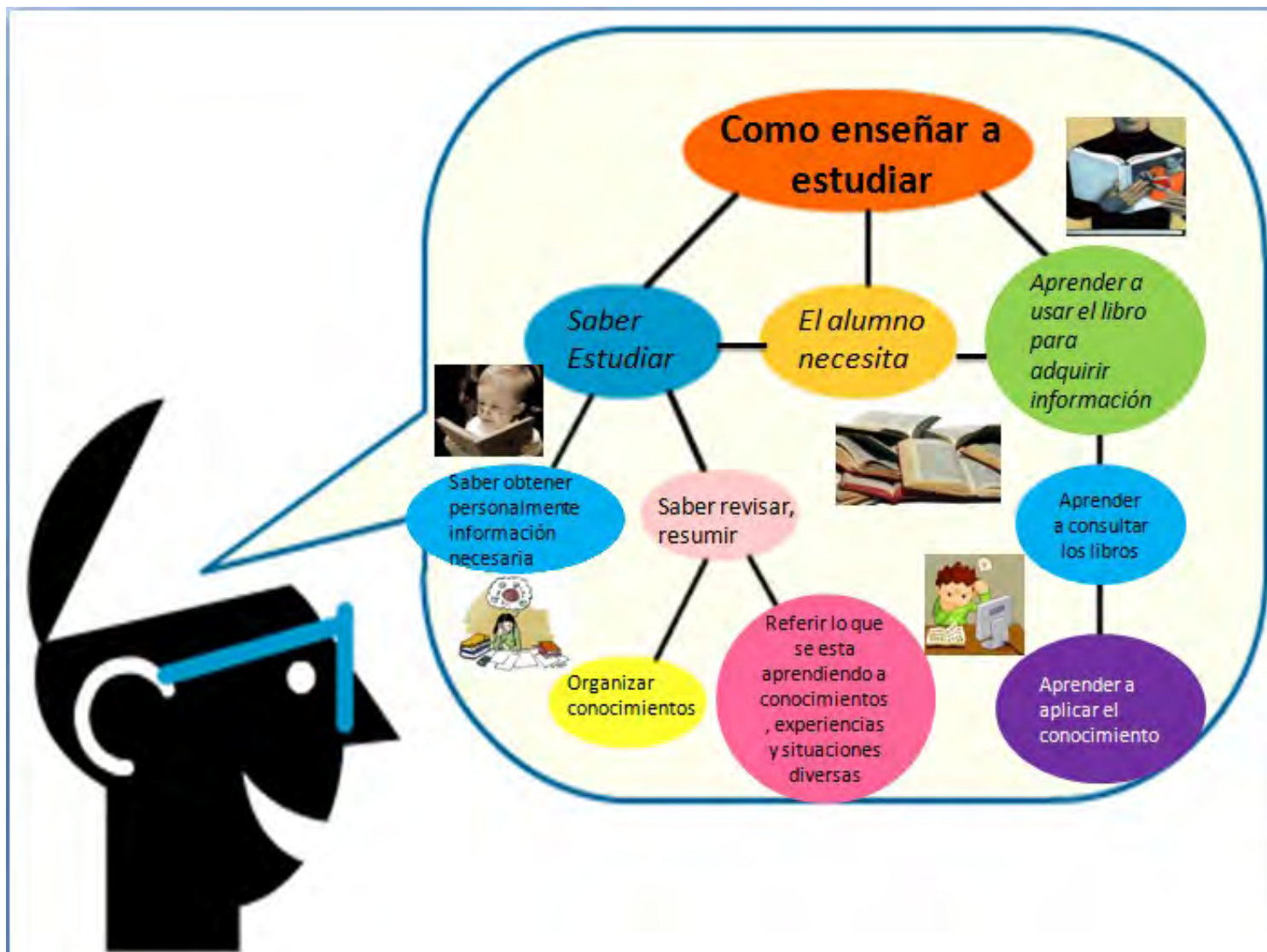
To **make decisions** between a particular group during a specific period of time.

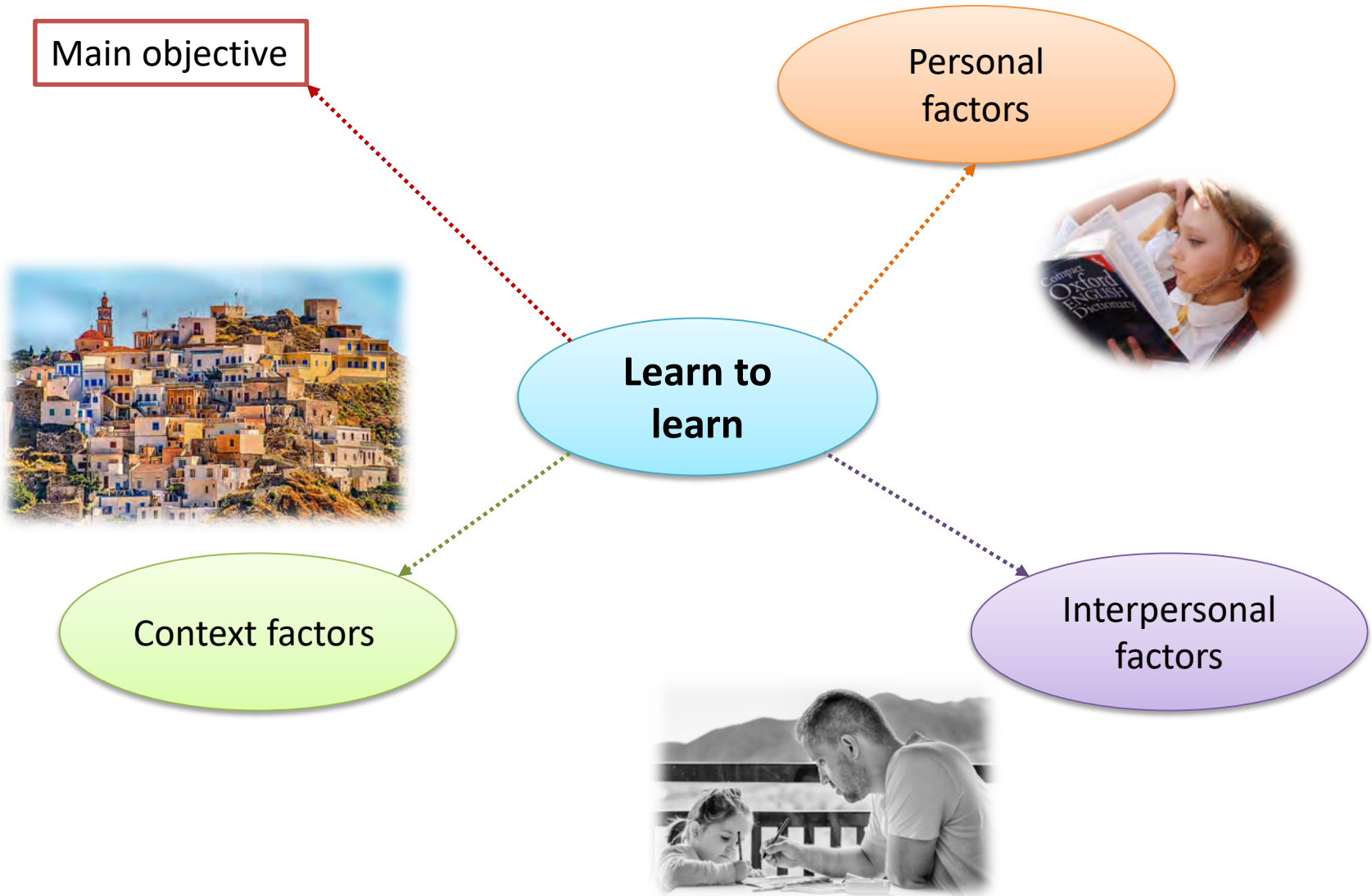
Objectives

- To **get all the students involved** by obtaining the highest number of opinions in the shortest time.
- To **identify, appreciate and face** opinions.

How is it applied?

1. Strategy **explanation** and topic is given.
2. Group is divided into smaller groups (of 6 in this case) and moderator and secretary are chosen.
3. A debate about the topic is carried out during a period of time (6 min. in this case) and conclusions are written down.
4. Conclusions of each group are put in common and a general conclusion is written down.





PERSONAL FACTORS

- **Mental abilities and degree of development.** Comprehension, oral expression, attention, memory,...
- **Emotional intelligence.** Ability to recognise both own and others' feelings and to manage our personal relationships.
- **Personality features.** Extroverted people work better with easy tasks and introverted people with hard tasks.
- **Interest.**
- **Motivation.** Understood as willing to overcome those difficulties to reach what is interesting for us.
- **Self-concept.** Those who have a positive view of themselves in the educational context they are more confidence of their possibilities.
- **Biological state.** Health, fatigue, worry,...

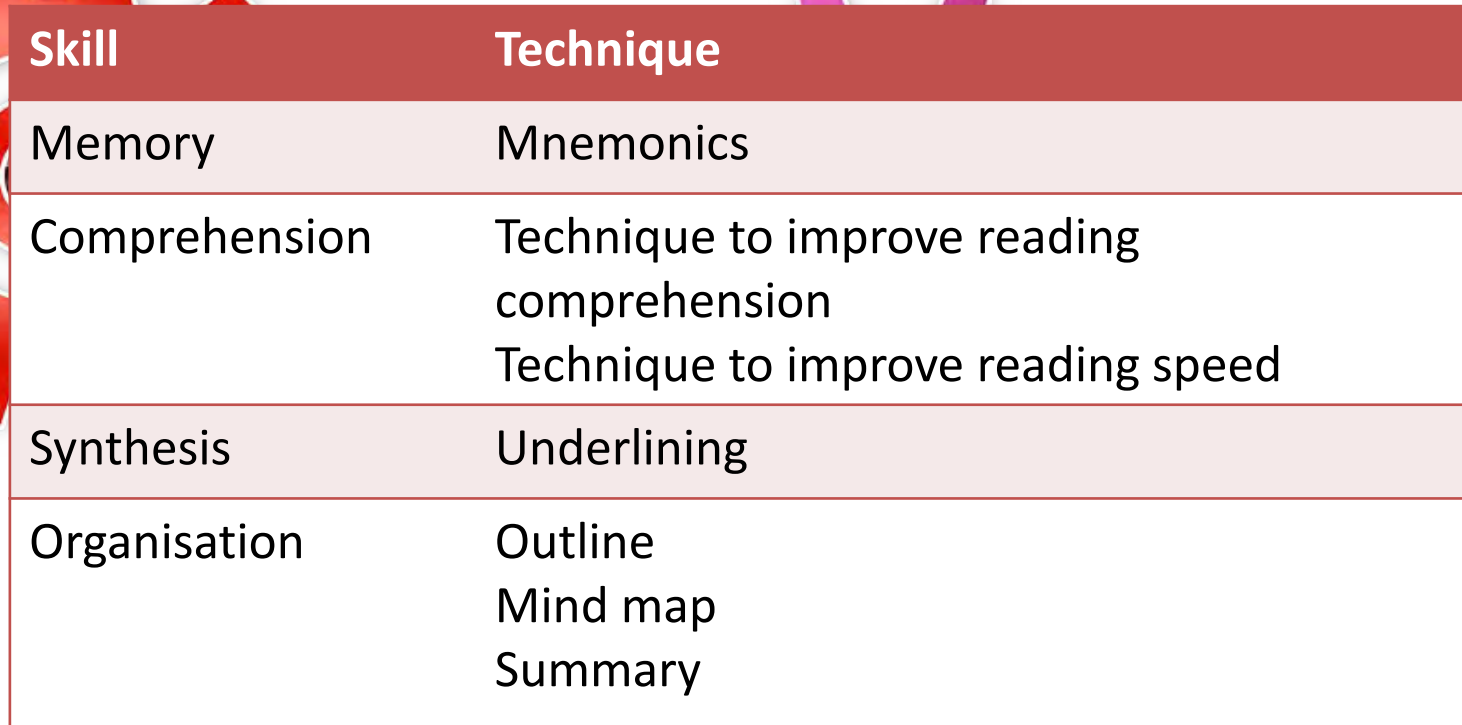
CONTEXT FACTORS

- **Functionality and significance of what is learned.**
- **Place to learn.** Quiet, illuminated,...
- **Time.** Each student has his/her own pace and it should be adapted to him/her.

INTERPERSONAL FACTORS

- **Integration within the group.** Degree of acceptance or refuse within the group influences learning.

Strategies to create study habits, intellectual work and organisation

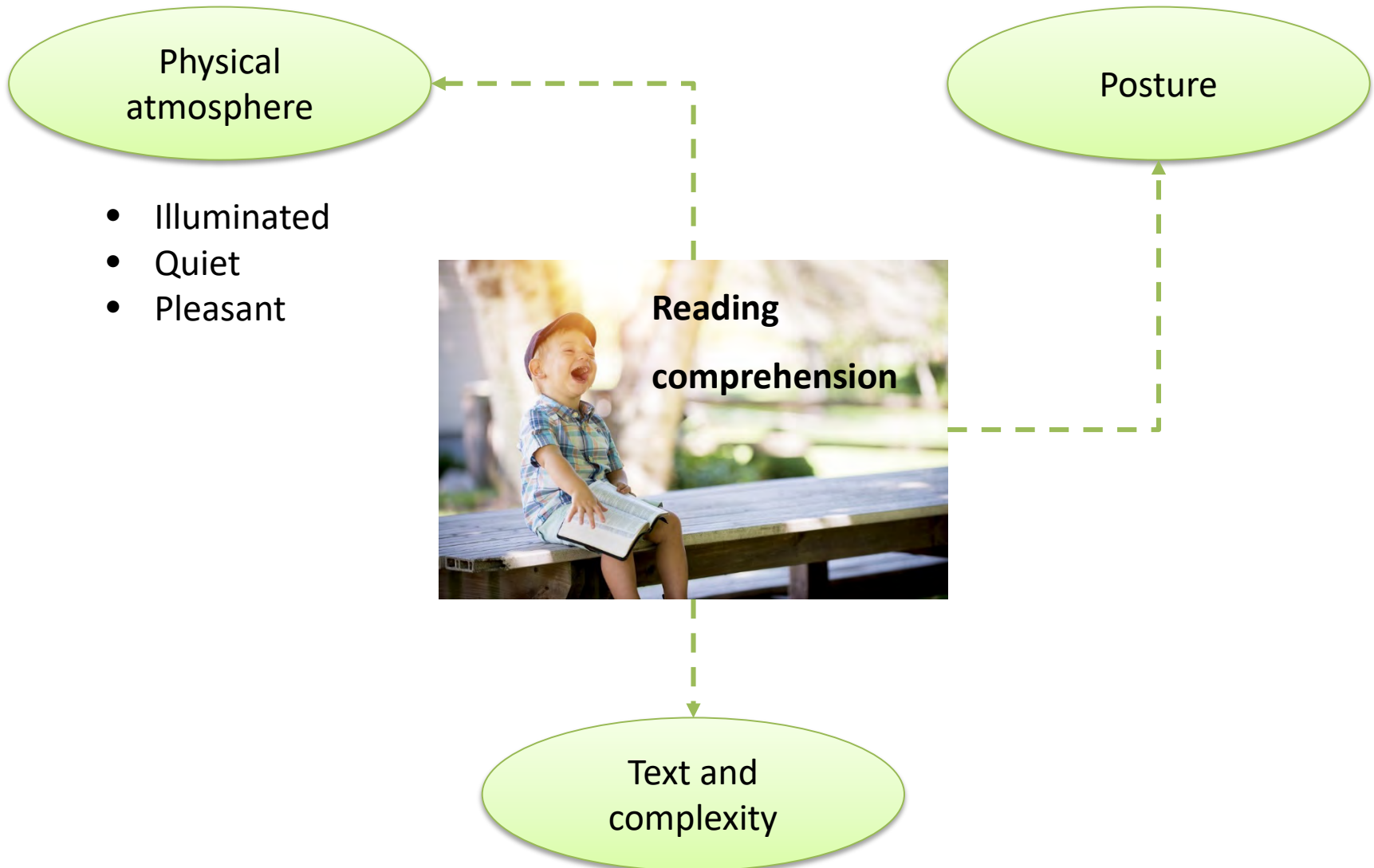


Skill	Technique
Memory	Mnemonics
Comprehension	Technique to improve reading comprehension Technique to improve reading speed
Synthesis	Underlining
Organisation	Outline Mind map Summary

Memory improvement

Skill	Technique
Number memorising	To group numbers
Words memorising	<ul style="list-style-type: none">• To remember the initials of each word orderly• To create a rhyme with different words• To create a story where the words appear sequentially
Names memorising	<ul style="list-style-type: none">• To relate the name with a person already known• To relate the name to the place where they sit





Information synthesis

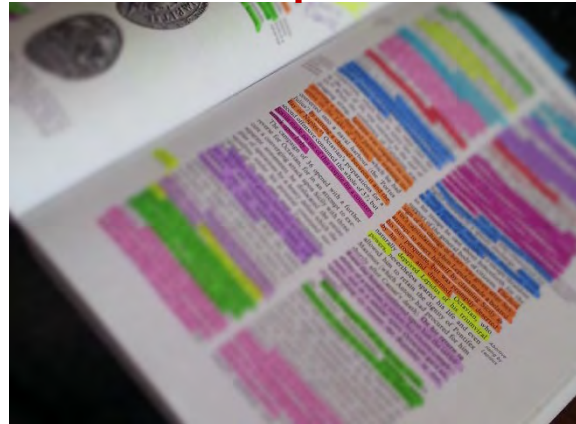
1. Preparation

- Close reading
- Selection of unknown words and search for the meaning
- Text divided into paragraphs

2. Underline

- Select key words
- Main ideas and secondary ideas are underline in different colours
- Ideas are numbered hierarchically

Underlining



3. Close

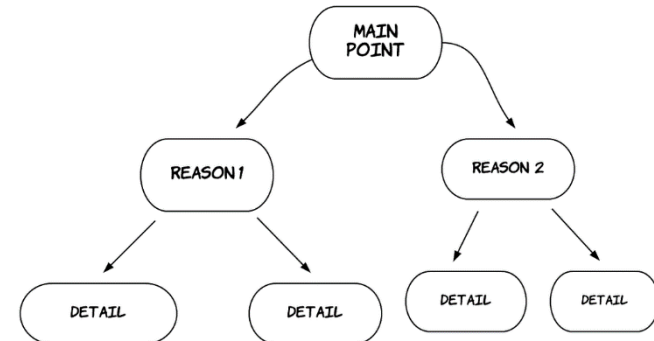
- An idea is written in the margin

Organisation of information

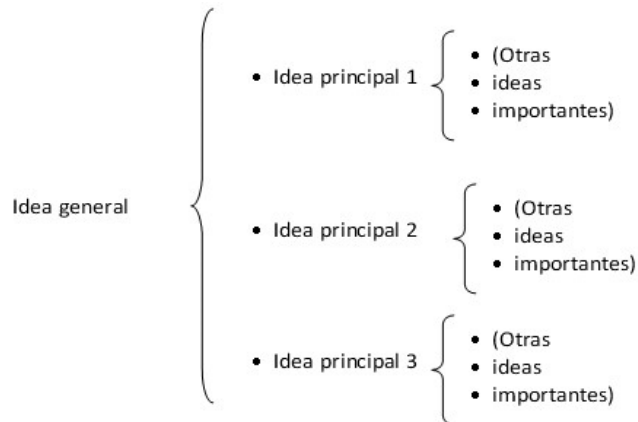
Outline

1. Short and clear
2. Well-structured
3. Use of symbols

Arrow diagram



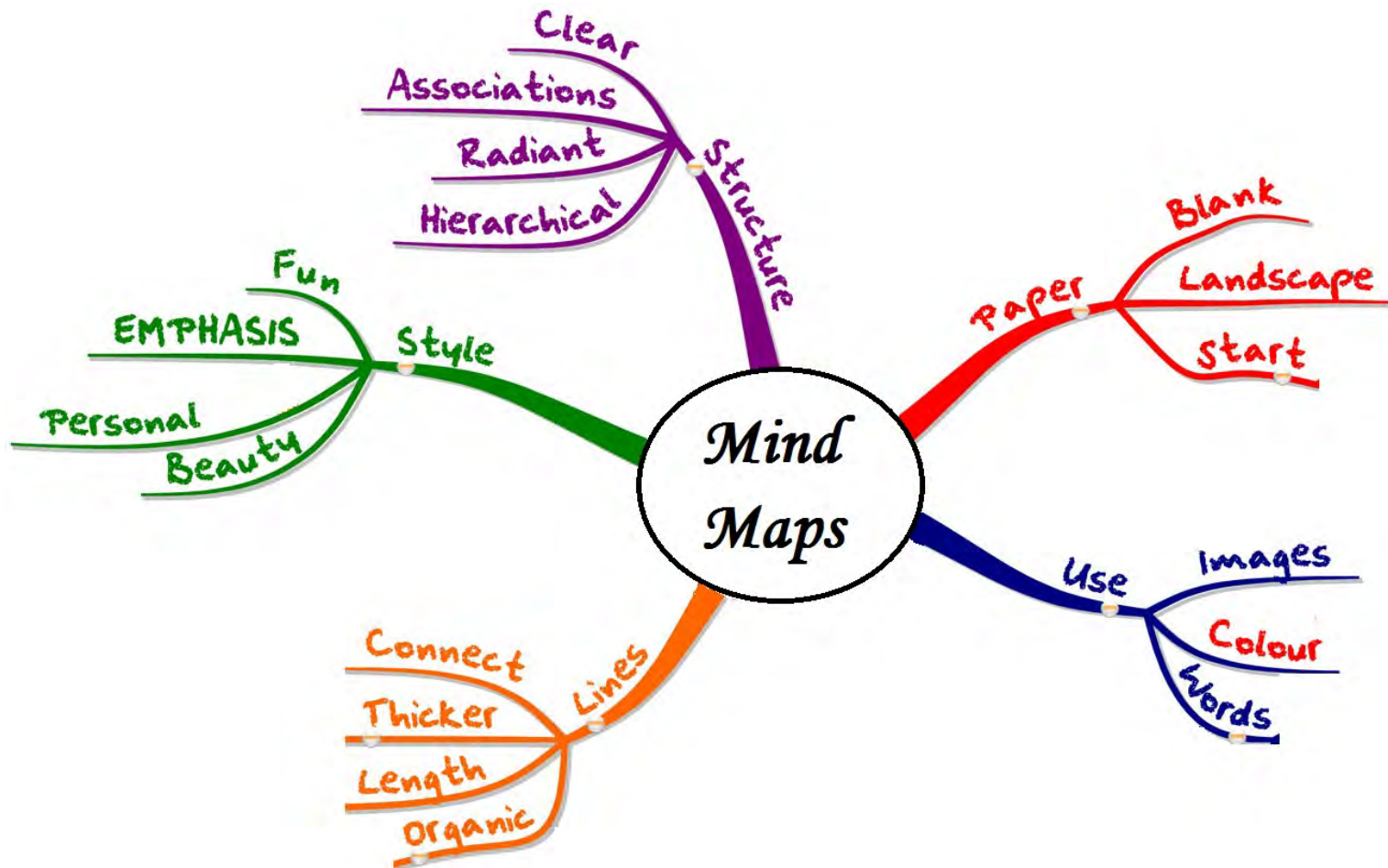
Key diagram



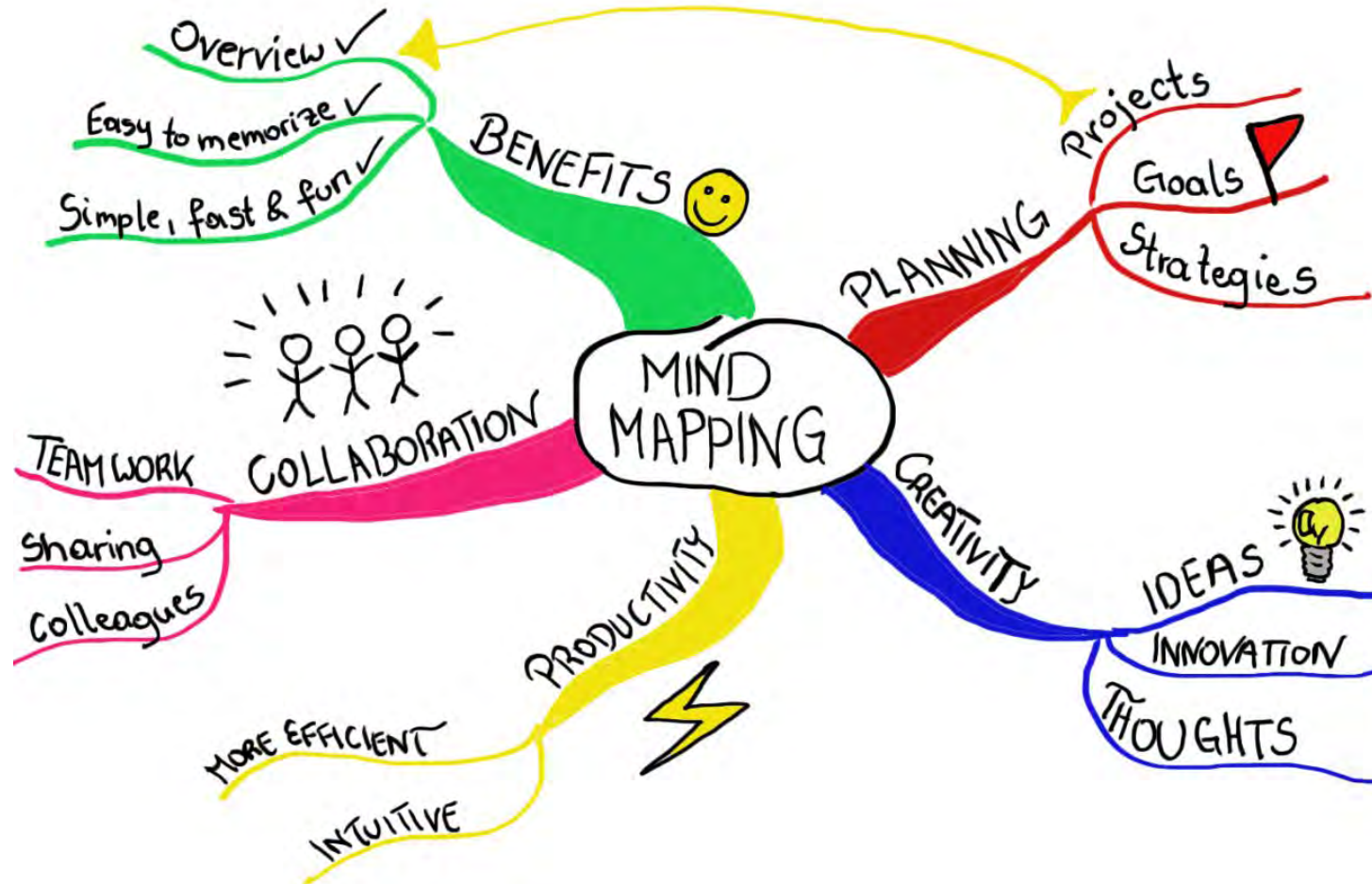
Numerical outline

- 1 Outline organization
- 2 Types of outlines
 - 2.1 Outline styles
 - 2.1.1 Sentence outline
 - 2.1.2 Topic outline
 - 2.1.3 A sample topic outline application: An outline of human knowledge
 - 2.2 Outlines with prefixes
 - 2.2.1 Bare outlines
 - 2.2.2 Alphanumeric outline
 - 2.2.3 Decimal outline
 - 2.2.4 Integrated Outline

Organisation of information



Organisation of information



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www.usj.es

Design, Implementation and Assessment of Tutorial Programs

Grados en Educación Infantil y Primaria / Infant and Primary
Education Degrees

UNIT 3: TUTORIAL ACTION STRATEGIES

3.4. Attention to diverse needs of students

Lecturer: Diego Jaén

 @djaenc



Learning Objectives

By the end of this Unit, students will be able to:

- **Identify** the fundamental **aspects of guidance** in children with cognitive and/or physical/sensory particularities and from different cultures.
- **Recognise** the **relevant issues to act as tutor of children** with cognitive and/or physical/sensory particularities and from different cultures.
- **Apply strategies** that **allow the integration** of children with cognitive and/or physical/sensory particularities and from different cultures.

3.4.1. Tutoring and guidance in children with cognitive particularities

- a. High intellectual talent - Giftedness
- b. Attention deficit hyperactivity disorder (ADHD)
- c. Literacy difficulties
- d. Borderline (inteligencia límite)

3.4.2. Tutoring and guidance in children with physical/sensory particularities

- a. Visual impairment and blind children
- b. Deaf children
- c. Physical awkwardness

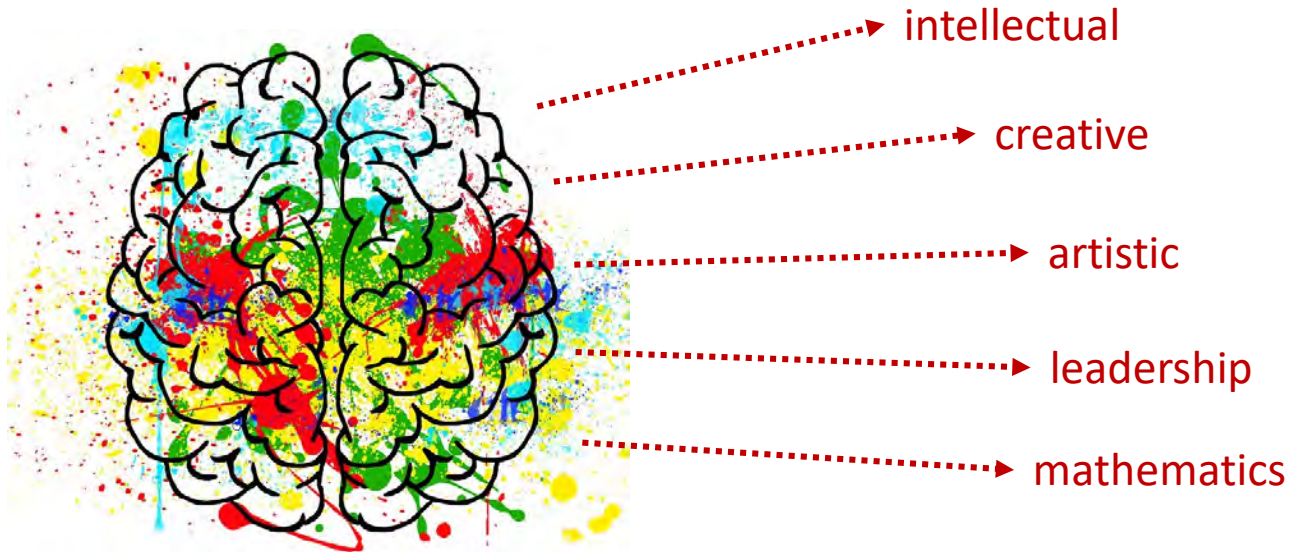
3.4.3. Tutoring and guidance in children from other cultures

- a. Asian children
- b. Moroccan children
- c. Gypsy children

3.4.1. Tutoring and guidance in children with cognitive particularities

a. High intellectual talent - Giftedness

Children are gifted when their **ability is significantly above the norm** for their age.



Teachers must have the skills to differentiate their instruction to help children across the achievement spectrum to learn and grow every day.

Special strategies such as **acceleration**, **flexible ability grouping**, and **specialised pull-out programming** may be required while teaching **gifted children**.

3.4.1. Tutoring and guidance in children with cognitive particularities

a. High intellectual talent - Giftedness



Gifted Education Strategies

1. Why Gifted Programs are Needed
2. Acceleration
3. Curriculum Compacting
4. Grouping
5. Identification
6. Pull-Out and Other Specialised Programs
7. Teacher Training

Join the movement to **SEE, UNDERSTAND, TEACH,** and **CHALLENGE** gifted and talented children from all backgrounds. Sign up to be part of the *Giftedness Knows No Boundaries* team.


NATIONAL ASSOCIATION FOR
Gifted Children
www.GiftednessKnowsNoBoundaries.org

(National Association for Gifted Children)

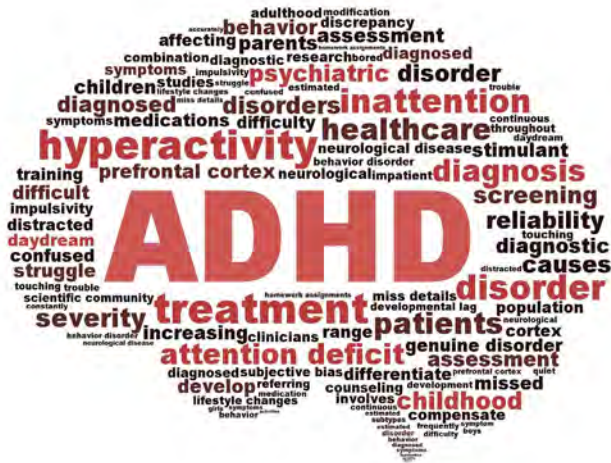
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3.4.1. Tutoring and guidance in children with cognitive particularities

b. Attention Deficit Hyperactivity Disorder (ADHD)

The **main signs of inattentiveness** are:

- to have a short attention span
- To be easily distracted
- To make careless mistakes
- To appear forgetful or to lose things
- To be unable to stick to tasks that are tedious or time-consuming
- To be unable to listen to or carry out instructions
- to change activity or task constantly
- To have difficulty organising tasks



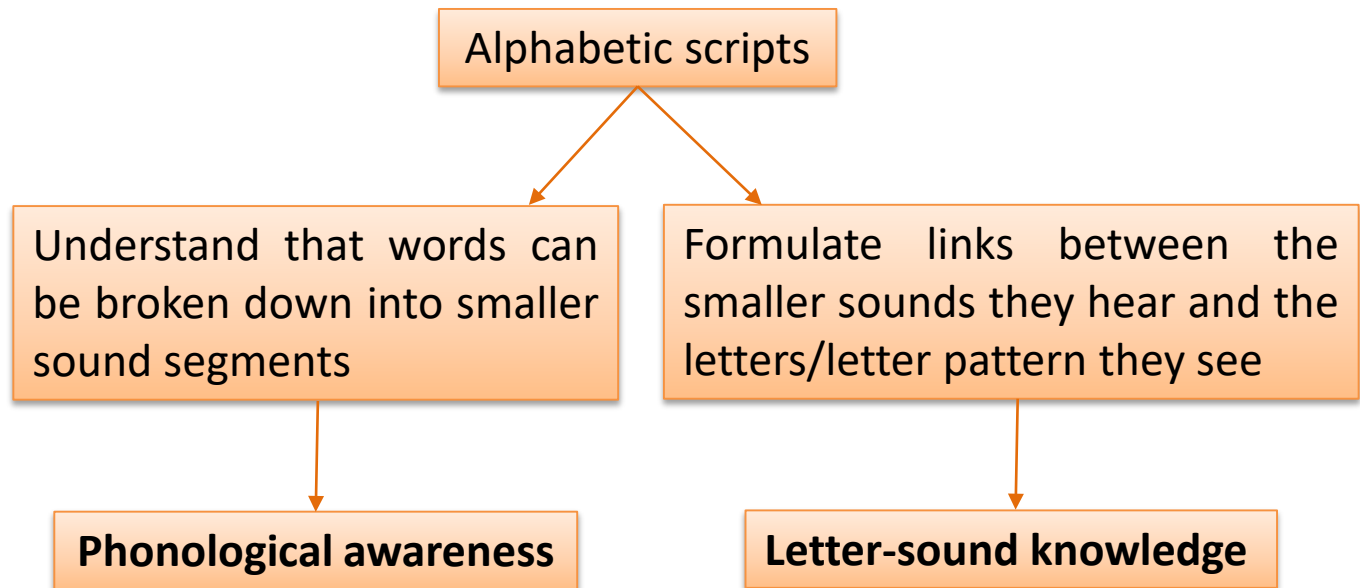
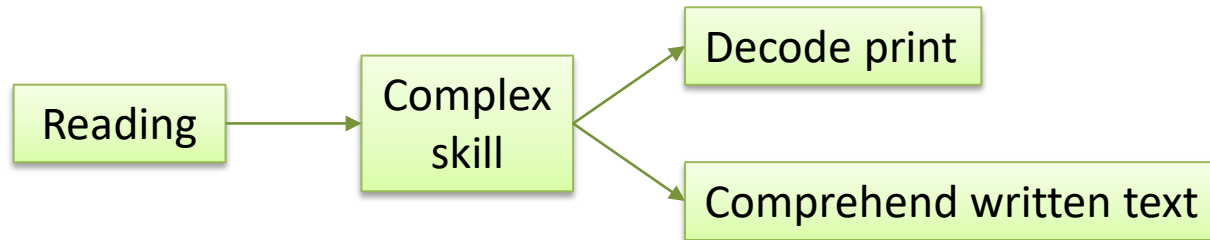
3.4.1. Tutoring and guidance in children with cognitive particularities b. Attention Deficit Hyperactivity Disorder (ADHD)



"Thoughts fly lightning fast... Can you control them?"

3.4.1. Tutoring and guidance in children with cognitive particularities c. Literacy difficulties

Spoken language emerges **naturally** but **reading and writing** must be **taught**.



3.4.1. Tutoring and guidance in children with cognitive particularities c. Literacy difficulties

The two most common reading disorders are **dyslexia** and **reading comprehension impairment**

Reading disorder	Characteristics
Dyslexia Word-level decoding deficit	<ul style="list-style-type: none"> • A delay in understanding letter-sound correspondences • A delay in learning to read • Poor spelling • Difficulty generating written language • Some initial difficulty in recognising rhyme • Poor short-term memory • Poor mental arithmetic • Difficulty in learning labels (e.g. names for new objects) • Difficulty naming objects and word finding • Difficulty learning sequences (e.g. months of the year, the order of a sequence of tasks,...) • Slowness in learning text or verbal information • A subtle difference in form and function of some areas of the brain
Reading comprehension impairment	<ul style="list-style-type: none"> • 'Poor comprehenders' • Poor performance on measures of vocabulary, recalling sentences, use of past-tense forms and understanding of grammar.

How can poor reading comprehension be identified?

Who was in the story?

What did they do?

Why did they do that?

What do you think happens next?

Can you re-tell the story?

3.4.1. Tutoring and guidance in children with cognitive particularities d. Borderline

Borderline children are aware of their social and/or school difficulties.



Cognitive level



Lack of attention



Oral language fluency



Reasoning systems and symbolising processes



3.4.1. Tutoring and guidance in children with physical/sensory particularities

a. Visual impairment and blind children

Blindness: loss of useful sight. It can be temporary or permanent. Damage to any portion of the eye, optic nerve or the area of the brain responsible for vision.

Visual impairment or low vision is a severe reduction in vision that cannot be corrected with standard glasses or contact lenses and reduces a person's ability to function at certain tasks.

I can't see it properly



Tutor can

Identify difficulties

Let parents know

3.4.1. Tutoring and guidance in children with physical/sensory particularities

a. Visual impairment and blind children

Proposals????

Related to visual handicap

Related to trust and empathy



Adapted material



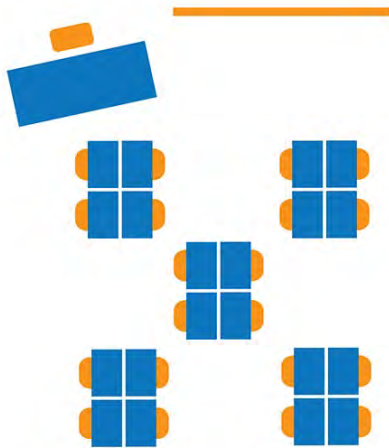
3.4.1. Tutoring and guidance in children with physical/sensory particularities

b. Deaf children

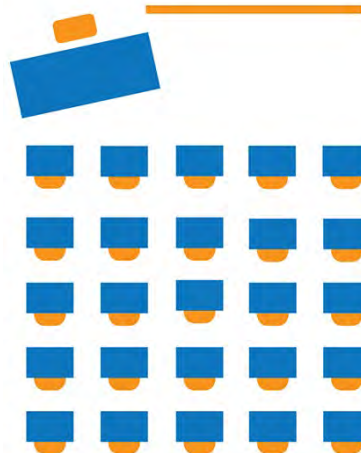
Deaf Friendly Classroom

1. Seating arrangement

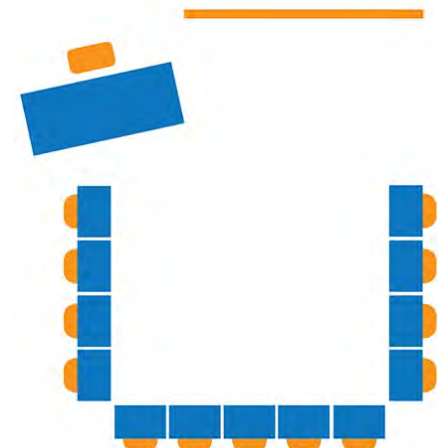
Clusters



Rows/Columns



Horseshoe/U-Shape



3.4.1. Tutoring and guidance in children with physical/sensory particularities

b. Deaf children

Deaf Friendly Classroom

2. Are there any distracting acoustics that can be eliminated?



3. Communication rules



3.4.1. Tutoring and guidance in children with physical/sensory particularities

b. Deaf children

Deaf Friendly Classroom

4. Training for the teachers



5. Visual alerting system in the classroom



3.4.1. Tutoring and guidance in children with physical/sensory particularities

b. Deaf children

Teaching proposals and methods

Communicative-affective methods

- Use of proper communicative methods: face-to-face conversation, articulate properly,...
- Spontaneity while speaking

Activities proposal

- To focus on the **work of senses**.
- To explain **in advance** every activity to be done.
- To foster teamwork –**small groups** are a good strategy to avoid the child's isolation: traditional games, board games, walls elaboration,...



3.4.1. Tutoring and guidance in children with physical/sensory particularities

c. Physical awkwardness (or clumsiness)

Signs you have a clumsy child in class

1. Finding it difficult with acquisition or performance of gross motor skills

- a. Child > 2 – unable to jump on the spot,
- b. Child > 3 – difficulties running
- c. Child > 4 – cannot go up and down stairs with one foot per step
- d. Child 4-5 - have problems doing hurdles and hop



<https://www.youtube.com/watch?v=vHaSyDLUd1s>

2. Having trouble with playground games

5-6 y.o.



Gross motor coordination problems



Improve hand-eye coordination

www.usj.es

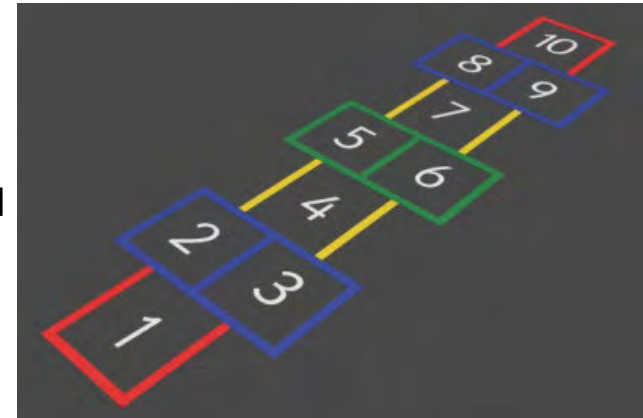
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Signs you have a clumsy child in class

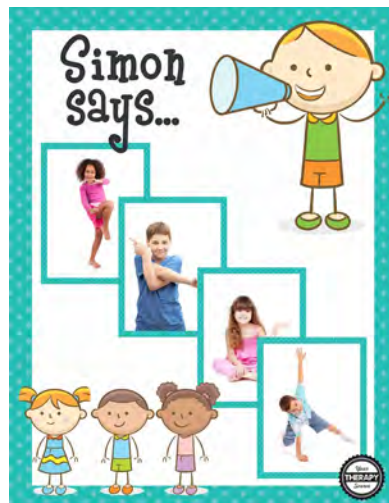
3. Finding it challenging to plan a movement safely

- a. Moving around the classroom and playground
- b. Walking up and down stairs
- c. Following a sequence of hopscotch



4. Requiring support with activities requiring balance

- a. Stepping off high objects –as they misjudge distance.
- b. Difficulties putting on clothes whilst standing because of poor balance.



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