

Guidance on the Provision of Tutoring Services

Tutoring services are available for BRS consumers in two distinct categories, Content and Strategy. Which type of tutoring to utilize will depend on whether the consumer needs to simply increase his/her skills or knowledge or whether the consumer needs to be taught how to better take in information, retain it, and make use of it. In either case the learning must be directly related to the attainment of the employment goal.

Content Tutoring

- Content tutoring is used to increase consumer's mastery of subject matter. This tutoring may be for academics (English, Math, English as a Second Language) or skill development (trade skills, computer skills, general software applications).
- Individuals providing content tutoring must be teachers for academics, or have demonstrated expertise and credentials in the skill area being addressed.
- BRS maintains a limited list of content tutors. Counselors are expected to identify and recommend providers based on criteria stated above. New providers may be added with the approval of the appropriate Central Office Consultant.
- Content tutoring is for functional skill acquisition or remediation and must be provided through a plan containing measurable objectives leading to the employment goal. Progress reports are expected from the tutors.
- Payment for content tutoring has been established at a statewide hourly rate.

Strategy Tutoring

- Strategy tutoring is used to increase cognitive functioning. Although it may utilize subject matter as a context, learning subject matter is not the goal. The goal of strategy tutoring is to develop or increase ability to process information which enhances overall employability i.e.: memory enhancement, organization, sequencing, structuring written work, etc.
- Strategy tutoring is provided to consumers with cognitive deficits i.e.: learning disabilities, brain injury, etc. to improve their cognitive functioning. However, it is not to be utilized when these consumers only need content tutoring.
- Strategy tutors must have at a minimum a Master's Degree in Education or Psychology, experience working with individuals with cognitive disorders and meet the criteria outlined in the guide to selecting a strategy tutor on the following page.
- BRS maintains a list of qualified strategy tutors. In order to qualify potential tutors must submit their resume and copy of a tutoring plan and progress report to the appropriate Central Office Consultant for review prior to providing services to BRS consumers.
- Payment for strategy tutors is a set rate in accordance with the BRS fee schedule.

Counselors are encouraged to contact the appropriate Central Office Consultant to discuss consumer's tutoring needs as necessary.

Identifying a Strategy Tutor

The following questions are to be used as a guide when identifying a potential strategy tutor.

1. What is the experience and training of the potential tutor? Does the individual have training in the fields of education, psychology? Does the potential tutor have knowledge of teaching strategies?
2. Does the potential tutor have training and/or experience in working with individuals with special learning needs? (NOTE: it is important that the tutor has knowledge of issues concerning the specific disability of the consumer).
3. Has the individual had experience working with adults?
4. Does the potential tutor know how to individualize the tutoring to the needs of the consumer? Can the tutor's style be tailored to the learning style of the consumer?
5. Does the tutor know the difference between remediation, accommodation, and compensation? Is he/she able to determine which method(s) is best for in working with a specific individual?
6. Does the tutor know specific cognitive learning strategies? Does the tutor know when to teach learning strategies vs. subject matter? Do they know how to develop basic skills such as study skills, organization, and compensation strategies? Does the tutor know alternate reading, language or educational techniques?
7. What types of material does the tutor use? Can it relate to life skills or specific vocational competence?