A Meta Analysis of Social Behavior in the era of Mass Communication by Peer Tutoring Among the Students

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Abstract

Children with disabilities regularly want social talent interventions. Regular lecture rooms hardly ever offer training or upkeep applications for social competencies to satisfy the wishes of youngsters who are mainstreamed. Educators who paintings with those children want effective and easily carried out interventions that provide improved practice and possibilities to take part in social interactions with ordinary peers. Peer tutoring interventions have been examined as a method of increasing suitable social behavior inside the school room. Peer tutoring research have taken various bureaucracies and evaluated many different aspects of social conduct. This paper examines such research and proposes pointers for future peer tutoring applications. Such guides ought to enhance our knowledge of effective tutoring applications, and their outcomes on the social conduct of youngsters with disabilities.

Keywords: Peer-tutoring, Education, Social, behavior, disability, Social skills

Introduction

Peer tutoring in its only form includes a pupil supporting any other pupil learn a talent or assignment (Franca, Kerr, Reitz, & Lambert, 1990; Sprick, 1981). Peer tutoring can take diverse forms, which includes classwide peer tutoring, small groups, and equal-age or cross age dyads (Miller. Barbetta, & Heron, 1994). One-to-one tutoring is the only shape of training recognized, with a robust facts base helping its use across college students of almost all ages and situations (Slavin, Madden, Dolan, Wasik, Ross, & Smith, 1994). The use of friends as tutors has a protracted, a success history in schooling (see Allen, 1976; Meacham, Montague, & McLaughlin, 1994; Montague, Meacham, & McLaughlin, 1991), and peer tutoring applications were observed to be greater powerful than a few conventional trainer-moderated educational methods (Greenwood, Dinwiddie, Terry, Wade, Stanley, Thibadeau, & Delquadri, 1984; Kohler & Greenwood, 1989). Well-based peer tutoring programs need to be examined as ways to improve the academic achievement and social skills of children with disabilities, especially in inclusionary programs in regular classrooms.

Peer tutoring research in the last two decades has focused on the potential benefits and drawbacks of involving children with disabilities as either tutors or tutees. Involving children, especially academically underachieving students, in peer tutoring programs demands strong justification. The potential academic benefits to tutees are persuasive, but insufficient, grounds for implementing peer tutoring programs; if, however, peer tutoring can be shown to meet multiple needs of both tutors and tutees, arguments for its use will be more convincing (Cook, Scruggs, Mastropieri, & Casto, 1985-86; Osguthorpe & Scruggs, 1986). Researchers contend that peer tutoring does produce not only academic benefits for tutors and tutees, but social benefits as well. Improvements in academic achievement as a result of peer tutoring have been found in the areas of math (Greenwood, et al., 1984; Franca et al., 1990; Harper, Mallette, Maheady, & Clifton, 1990; Maheady, Sacca, & Harper, 1987; Maher, 1982), social studies (Maheady, Harper & Sacca, 1988; Maheady, Sacca & Harper, 1988; Maher, 1982), vocabulary (Greenwood, et al., 1984; Hogan & Prater, 1990), spelling (Greenwood, Dinwiddie, Bailey, Carta, Dorsey, Kohler, Nelson, Rotholz, & Schulte, 1987; Greenwood, Terry, Arreaga-Mayer, & Finney, 1992; Greenwood, et al.,

1984; Harper et al., 1990; Hogan & Prater, 1990; Muirhead & McLaughlin, 1990), reading/language arts (Cochran, Feng, Cartledge, & Hamilton, 1993; Maher, 1982; Scruggs & Osguthorpe, 1986; Top & Osguthorpe, 1987), sign language (Eiserman, Shisler, & Osguthorpe, 1987; Shisler, Osguthorpe, & Eiserman, 1987), and language and social play (Scruggs, Mastropieri, Veit, & Osguthorpe, 1986).

Social benefits of peer tutoring have been measured and reported in many studies, but vastly different methods of defining and measuring results have been used. Social behaviors have been defined as attendance (Maher, 1984; Scruggs et al., 1986), cooperation (Cochran at al., 1993), social acceptance (Shisler et al., 1987), social status (Franca et al., 1990), specific characteristics of peer interactions (Cochran at al., 1993; Graesser & Person, 1993; Maheady & Sainato, 1985; Scruggs et al., 1986; Trapani & Gettinger, 1989), number of disciplinary referrals (Maher, 1984; Scruggs et al., 1986), aggressive behavior (Lazerson, 1980), and self-concept (Franca et al., 1990; Labbo & Teale, 1990; Lazerson, 1980). Measurements have been made through teacher ratings (Cochran at al., 1993), student ratings (Cochran at al., 1993; Shisler et al., 1987), interviews (Cochran at al., 1993), direct observation (Franca et al., 1990; Scruggs et al., 1986; Trappani & Gettinger, 1989), administration of scaled instruments designed to measure social behaviors (Giesecke, Cartledge, & Gardner, 1993; Labbo & Teale, 1990; Scruggs et al., 1986) and anecdotal observations by teachers, students, parents, and/or naive observers (Balenzano, Agte, McLaughlin & Howard, 1993; Giesecke et al., 1993; Maher, 1984; Scruggs et al., 1986; Tabacek & McLaughlin, 1994). Observations have occurred during tutorial sessions (Cochran et al., 1993), and in non-tutorial school settings (Cochran et al., 1993; Franca et al., 1990; Maher, 1984). The diversity of definitions and measurement methods may be due to the complex nature of social behavior, the diversity of children themselves, and the absence or presence of specific variables in peer tutoring programs. There is a strong need for further understanding and analysis of peer tutoring's effects on the social behavior of children with disabilities. Children with mild disabilities frequently are deficient in cognitive social functions (Sabornie, 1991) and engage in inadequate or inappropriate social behaviors, which often result in their rejection by typical peers (Eiserman et al., 1987). Such problems may persist into adulthood, and are strongly linked to high drop-out rates, delinquency, mental health problems, and dishonorable discharges from the military (Barkley, 1990; Sabornie, 1991; Schumaker & Hazel, 1984).

Social skill deficiencies are frequently manifested as failures to initiate interactions with peers, failure to respond to peer initiations, or inappropriate responding to peer

Social skill deficits also affect friendships, employment relationships, and other aspects of normal day-to-day life (Sabornie, 1991). Schumaker and Hazel (1984) speculated that social skill deficiencies may be as disabling as academic deficits, creating double handicaps for many children with disabilities. Research attempts to discover the essential social competencies necessary for adjustment to work and school environments have identified: (a) competencies that enable compliance with expected norms, such as listening, staying on-task, promptness, and compliance; and (b) competencies that promote positive interactions with other people, such as positive responding, appropriate conversation skills, and the ability to maintain social interactions (Conway & Gow, 1988; Walker, Todis, Holmes, & Horton, 1988). Walker et al., (1988) further contend that social competence is situation-specific, with standards of acceptability established by the people relevant to a particular situation. Social skills are the distinctive strategies employed in social interactions that allow decisions to be made about an individual's social competence (Walker et al., 1988). Schumaker and Hazel (1984) define social skills *as any cognitive function or overt behavior in which an individual engages while interacting with another person or persons* (p. 422). Cognitive functions are further delineated as empathizing; discriminating and acting on social cues; and anticipating and making decisions based on expected consequences of social behaviours (Schumaker & Hazel, 1984). Overt behaviors include nonverbal and verbal interaction elements, such as eye contact, body language, utterances, and

sign language. (Schumaker & Hazel, 1984). Social interactions are reciprocal, consisting of both initiations and responses (Odom & Strain, 1986).

Initiations (Goldstein & Ferrell, 1987). Many college students with disabilities show off these interpersonal verbal exchange skill deficiencies (Goldstein & Ferrell, 1987; Maher, 1984), which contribute to their failure in normal schooling settings (Meadows, Neel, Scott, & Parker, 1994; Mercer & Mercer, 1994; Sabornie, 1991). These college students are often rejected by way of their non-disabled peers, and sometimes pick to reject their ordinary friends (Sabornie, 1991).

The movement closer to complete inclusion demands that educators recognize and intervene in social capabilities deficiencies. Competent social abilities now not handiest contribute to academic and vocational achievements, however may assist students catch up on educational deficiencies (Mercer & Mercer, 1994). Regular schooling teachers might also understand the presence of social capabilities problems in college students with behavior problems, but commonly fail to make hotels for them (Meadows et al., 1994). Students with behavior problems acquire little, if any, social abilties training in mainstream settings, and any education started in more segregated settings usually ceases when the child enters the everyday classroom (Meadows et al., 1994). Meadows et al. (1994) stated finding that 79% of normal school room teachers stated using the same strategies to control the conduct of all college students, whether disabled or not. They speculated that regular teachers may additionally count on the behavior issues of youngsters with disabilities to have been fixed in self-contained or pull-out applications, and not using a further variations necessary (Meadows et al., 1994). Such solving does no longer arise and maintain without normal study room intervention. Analog schooling has did not produce sizeable generalization of social abilties to different, greater herbal, environments (Strain & Shores, 1983); teaching students to function-play in clinical settings, consisting of pull-out or self-contained lecture rooms, has failed to enhance social abilties within the regular school

room and at the playground. One purpose for this failure is that socially responsive friends are essential to any social conduct intervention (Strain and Shores, 1983). Typical students each provoke social exchanges and respond to social initiations greater than students who're socially withdrawn (Shores, 1987). Analog education hardly ever includes typical friends as fashions or topics. Integrated settings, consequently, offer extra opportunity for the exercise and reinforcement of social capabilities (Shores, 1987; Strain & Shores, 1983). Researchers have encouraged structured peer tutoring packages as a manner to boom possibilities for college kids to engage in suitable social interactions with their peers (Ehly & Larsen, 1976; Eiserman et al., 1987; Kohler & Greenwood, 1989; Scruggs et al., 1985; Strayhorn, Strain, & Walker, 1993).

Peer tutoring ought to augment social skills education by (a) promoting the generalization of social behaviors in incorporated classroom settings and (b) concerning ordinary peers as fashions of appropriate social interactions. Peer tutoring can improve the probabilities for college students with disabilities to reach regular lecture rooms by now not only increasing peer interactions (Miller, et al., 1994), however through establishing behaviors that sell peer

acceptance, such as cooperation and positive reinforcement (Eiserman et al., 1987). Peer tutoring should not, however, be implemented simply for the benefit of students with disabilities, but should target typical children as well. Sabornie (1991) argued that social skills training procedures should target both students with disabilities and their peers. One possible benefit is increased social acceptance. Instructional interventions designed to increase the social acceptance of students with disabilities by their typical peers have primarily focused on altering the attitudes of typical children, while excluding actual contact with children with disabilities (Eiserman et al., 1987). Such analog attempts to create empathy and sensitivity may simply promote stereotyping of students with disabilities (Shisler et al., 1987). Typical children need to become aware of not only the differences, but the positive attributes,

competencies, and commonalties of their exceptional peers (Shisler et al., 1987). Peer tutoring deserves consideration as a way to accomplish this goal.

Learning to self-manage behavior is a critical life skill (Hogan & Prater, 1993), and Odom and Strain (1986) assert that social interactions in the classroom need to be self-managed. Teachers rarely receive training in how to promote social interactions between students (Odom & Strain, 1986), and teacher-involvement has been shown to hamper or terminate student interactions (Strain & Powell, 1982). A well-structured peer tutoring program may well address these issues by providing teachers with a tutor-training format, a means of shaping and monitoring student interactions with a minimum of involvement, and by establishing tutor-tutee interactions patterns. Interventions designed to foster social behaviors in children with disabilities must target behaviors that will promote the reciprocity of social interactions, both on the part of the subject students, and on the part of their peers (Mercer & Mercer, 1994; Odom & Strain, 1986). Structured and well-run peer tutoring programs can do this successfully.

Research has repeatedly demonstrated that peer tutoring is an effective academic intervention (Scruggs & Osguthorpe, 1986). Effective academic instruction has been shown to have a positive impact on both academic and social behaviors (Maheady & Sainato, 1985; Strayhorn et al., 1993). Research suggests that behavior-focused interventions may have positive effects on behavior but are unlikely to impact academic performance (Morgan & Jenson, 1988). Improving academic performance, however, is quite likely to contribute to improved social behavior (Morgan & Jenson, 1988; Strayhorn et al., 1993). The most effective programs for underachieving students emphasize prevention over remediation (Giesecke et al., 1993; Maheady et al., 1988b), use direct instruction

(Giesecke et al., 1993), increase meaningful on-task time (Giesecke et al., 1993; Greenwood et al., 1984), increase responding (Giesecke et al., 1993; Greenwood et al., 1984), and individualize instruction in reading, writing, and math (Giesecke et al., 1993). Academic achievement is also strongly linked to frequent testing, student access

to content materials, interactions with proctors, and rules and contingencies linked to on-task behavior and academic attainment (Greenwood et al., 1984). Effective programs must also be viable across settings, students, behaviors, instructors, and time if they are to have a broad impact (Slavin et al., 1994). Structured peer tutoring formats can be shaped to meet all of the above criteria for effective instruction. Peer tutoring is probably not in and of itself sufficient to address the social skills needs of students with disabilities, but a well-structured program can improve academic achievement; provide modeling and practice in appropriate reciprocal peer interactions across settings, time, and persons; and increase the acceptance of students with disabilities by their typical peers.

Research In Peer Tutoring with Social Skills Measurements Conduct disorders. The peer tutoring intervention produced huge improvements in their social capabilities. Perhaps an extended take a look at, or one concerning traditional students would produce even higher outcomes.

Shisler et al. (1987) examined the effects of peer tutoring at the social acceptance of fifth and 6th grade college students with conduct issues by way of their ordinary friends. A opposite-role layout turned into used to meet the standards established by using Watts (1984, as noted in Shisler et al., 1987) for growing the social acceptance of students: (a) minority organization students must be of identical or better popularity than majority college students, (b) intimate non-public interactions should be fostered, and (c) both corporations must be operating in the direction of a mutual goal

(Shisler et al., 1987). Pretreatment assessment determined that the students in two everyday school rooms regarded their peers inside the self-contained lecture rooms for the behaviorally disordered greater negatively than they did standard peers in different classrooms. Posttreatment evaluation discovered a widespread development within the attitudes of the scholars inside the normal classrooms towards their tutors within the self-contained school room which had supplied tutors for them. A three-month upkeep check determined that the ones attitude modifications had persisted over time. The authors located that improved attitudes did no longer, but, generalize to the students inside the other self-contained study room (Shisler et al., 1987). Shisler et al. (1987) efficaciously used a peer tutoring intervention to improve the attitudes of standard friends towards particular college students with conduct troubles. If the students from the self-contained putting had hung out within the regular classroom, with additional possibilities to engage with their ordinary friends, possibly more dramatic modifications might have happened. Future research ought to additionally examine the social conduct and attitudes of the tutees.

Balenzano et al. (1993) conducted a a success reciprocal peer tutoring intervention with six preschool children with disabilities. Informal trainer observations at some stage in the study mentioned an increase in high-quality social interactions among dyad companions, friends deciding on to take a seat by using or paintings with tutoring partners in the course of other activities, the spontaneous use of tutoring processes with novel stimuli, expanded sharing and language utilization all through unstructured playtime, and eagerness on the a part of students to take part in tutoring classes (Balenzano et al., 1993). A a success replication of this look at through Tabecek et al. (1994) additionally resulted in anecdotal reviews of improved socialization amongst peers across settings and time, and eagerness on the part of the students to take part. These research discovered preschoolers with disabilities generalizing socialization skills found out in a peer tutoring format to different lecture room settings.

Franca et al. (1990) conducted a a couple of baseline across-topics examine of peer tutoring in math. The participants were 8 boys, a while 13-9 to 16-3, enrolled in a self-contained study room in a personal faculty for emotionally disturbed/conduct disordered students.

Cochran et al. (1993) conducted a go-age peer tutoring take a look at regarding sixteen African-American 7 to 11 year old boys with behavior disorders in a self-contained college. Eight college students functioned as controls, four served as tutors, and four have been tutees. Ratings for the students on a teacher-finished Behavior Evaluation Scale ranged from 44 to eighty five, with unique difficulties exhibited in immoderate movement, noncompliance, aggression toward adults and other college students, and stale-venture behaviors. Pre- and put up-treatment measures of social competencies had been rated by way of instructors, who assessed the students' social abilties, trouble behaviors, and educational competence; and by the students, who rated their own cooperation, declaration, empathy and willpower talents. Direct commentary became also used to degree cooperative and uncooperative statements, and social validity become rated through person interviews with the scholars at the cease of the have a look at. Teachers perceived good sized increases in tutees' social competencies, decreases in trouble behaviors, and great educational fulfillment will increase as compared to manipulate college students. Tutors were rated similarly in these social talents areas, but scored a big decline in instructional competence, nearly twice that of their controls. Increased academic cooperative statements and reduced uncooperative and positioned-down statements were discovered at some stage in the tutorials and lunch duration for all college students concerned within the intervention. The tutors and tutees additionally self-reported educational development, improved interpersonal relationships, program pride, and a willingness to function as tutors or tutees once more. Tutors pronounced progressed know-how of the tutees, and instructors stated watching extra effective attitudes toward schoolwork and extended self-self belief. Pre- and post-treatment measures were used to assess the results of the intervention on social status using a rating scale measure and a peer nomination measure that included both positive and negative sociometric

criteria. Intra-dyadic ratings were further analyzed. Self-concept was measured with the Piers-Harris Children's Self-Concept Scale, and direct observation of social interactions during physical education classes was conducted to measure positive and negative verbal interactions. The results showed inconsistent changes in social status and self-concept, but positive social interactions increased significantly and negative social interactions decreased. Follow-up data for the first two dyads showed improvements in positive interactions maintaining for the two tutors, with only slight decreases for the tutees; decreases in negative interactions maintained across all four students. This study found peer tutoring effective in improving social interactions between students in a self-contained school. Longer studies and the involvement of high-status or typical peers might produce effects that would register on self-concept instruments over time.

Maher (1982) conducted a 10-week comparison study involving three groups of six high school students with conduct disorders as either cross-age peer tutors, tutees in an established peer tutoring program, or recipients of formal group counseling. Academic achievement was measured in regular-classroom math, language arts, and social science classes. Targeted social behaviors were the number of teacher-written disciplinary referrals made to the vice principal, and rate of attendance. The cross-age tutors made slight improvements in math over the other groups, significant improvements in language arts over the counseling group, and significant improvements in social science over the peer tutoring group. The cross-age tutors also had significantly fewer absences than either of the other two groups, whose absentee rates increased significantly throughout the intervention and follow-up periods (Maher, 1982). Maher also found the tutors to have significantly fewer disciplinary referrals than the others. Regular classroom teachers anecdotally reported positive changes in social behavior only for the cross-age tutors. Maher's (1982) peer tutoring intervention not only required tutors to interact with younger children with disabilities, but also demanded that tutors walk to a different school, and spend 15 to 20 minutes each week collaborating with the tutee's

special education teachers to plan lessons and evaluate the intervention. Increasing tutor responsibility within a well-structured cross-age peer tutoring program resulted in significant positive behavior changes.

Lazerson (1980) measured social behavior in a cross-age peer tutoring study involving 60 withdrawn and aggressive students. Measurement took three forms: an adapted version of Luszki and Shmuck's (1960) Self-Concept Scale was used to measure student self-concepts, the Devereaux Elementary School Behavior Rating Scale was used to measure aggressive and withdrawn behaviors, and teachers filled out a questionnaire at the Conclusion of the look at to fee scholar conduct.

Tutors received short training periods in corrective and reinforcing comments, however had free manipulation of the content material all through tutorial sessions. The tutors have been encouraged to preserve sessions over five weeks for 20-30 minutes every, however the participation charge become low, with some students most effective assembly with their tutees as few as five of 23 viable sessions. The students who actively participated showed substantial profits in mind-set and self-idea, however Lazerson (1980) concedes that the study would have benefited from (a) trainer-generated shape; (b) constant classes, ideally day by day for 20 minutes; (c) nicely-defined coach and tutee roles; (d) higher matching of dyad members; and (e) the implementation of evaluation approaches.

Labbo and Teale (1990) carried out a move-age analyzing program with 20 5th grade college students who were beneath-average readers as measured by way of the Iowa Tests of Basic Skills. Many of them had been additionally judged to be at-danger. Students had been divided into 3 businesses: one manage, one to have interaction in artwork interactions with kindergarten college students, and one to study to kindergarten college students. The readers' roles had four established ranges: (a) trainer-steering in deciding on a image book within the college library, individual repeated practice studying the e book, and teacher-path in a way to introduce and speak the e book; (b) prereading collaboration with friends to share readings; (c)

move-age analysing sessions; and (d) publish-studying collaboration with the teacher. The Piers-Harris was used to degree student self-concept and confirmed widespread profits for the fifth grade readers. While now not strictly a peer tutoring intervention, this have a look at suggests that developing properly-structured teaching possibilities for students can improve their self-principles.

Trapani and Gettinger (1989) compared the results of a dependent social conversation capabilities education intervention on my own, and in combination with a move-age reverse-function peer tutoring thing, to a manage organization. The topics had been 20 fourth to 6th grade boys with gaining knowledge of disabilities, randomly assigned to one of three corporations. Resource room instructors had rated the boys at the Walker Problem Behaviour Identification Checklist (WPBIC) as deficient in targeted social abilities: Greeting, asking questions, answering questions, complimenting, and listening. The Test of Written Spelling (TWS) became used to measure spelling capability. The social competencies schooling for the two intervention organizations consisted of 7 days of 30-minute direct instruction in the man or woman target behaviours, with college students required to exhibit mastery through mentioning a conduct's definition, successfully identifying positive and poor examples, and enforcing the ability successfully in five role-gambling situations. Students within the peer tutoring group then tutored typical 2nd-grade boys in spelling three times weekly for 4 weeks. The 20-minute periods had been designed to offer more than one opportunities for the tutors to exercise the focused social talents. After every session, tutors finished a self-monitoring tick list, and received additional feedback on their use of the goal behaviours from an observer. Separate observations were conducted three times in the natural classroom by trained independent naive observers. These pre-, mid-, and post-intervention observations randomly recorded occurrences of the target behaviours.

Results showed (a) peer tutors scored higher on the TWS than either of the other groups; (b) no significant difference on WPBIC scores; and (c) tutors exhibited significantly higher rates of both greeting and answering questions in the classroom. Anecdotal reports suggested the tutors experienced an increased sense of personal responsibility. The authors speculate that the WPBIC ratings showed no significant improvements due to teacher bias and/or instrument insensitivity. The targeted social skills may not have been particularly valued by teachers, and changes may have occurred in so short a time, or been of such a nature that they failed to register on the WPBIC.

The tutoring intervention used in this study was designed to link social skills training and the generalized application of those skills to the natural classroom setting by providing opportunities for guided practice and active rehearsal of target behaviors. Future research over longer periods of time should continue along these lines. Scruggs et al. (1986) involved 24 third to fifth grade students with behavior disorders in a cross-age peer tutoring program. Students were randomly assigned to be either tutors or controls over four 5-week sessions. Tutees were three low-functioning, severely multiply disabled children aged 10 to 12, enrolled in a separate self-contained classroom. Two tutors taught language skills using DISTAR materials, while the third modeled and consequated socially relevant play behavior by playing classroom games with the tutee. The researchers measured a variety of social behaviors for the five weeks preceding and five weeks duration of each student's involvement as tutor or control. Measurements were made with the Attitude Toward School survey, the Devereoux Child Behavior Rating Scale, absences, disciplinary actions by teachers, two independent observations by a naive observer in different settings both before and after each student's involvement as either a tutor or control, and daily data on an individualized target behavior for each tutor (i.e. kicking, arguing, positive comments). The results found no significant differences in absences between tutors and controls or in the number of disciplinary actions made by teachers. The formal instruments found no significant differences in attitudes toward school or behavior ratings, and the control students alone made insignificant improvements in target behaviors. Observations found 14 tutors and 7 control students exhibiting more appropriate school behaviors, with tutors making

insignificantly more positive statements to tutees during sessions. Ten of the 12 tutors in this study self-reported improvements and satisfaction with the tutoring program, while one moved before the study was completed and the other was concerned over missed school work. The results of this study illustrate the need to carefully structure and monitor peer tutoring programs. Particular attention must be paid to dyad formation: involving students in separate classrooms, who have no further opportunities for meaningful social

interactions is likely to do little to enhance the social behavior of students with social deficits.

Giesecke et al. (1993) conducted a study involving fourth grade low-status tutors who were reading at the third grade level, and third grade tutees who read at grade level. Tutors received one week of 30 to 40 minute training sessions before the intervention, which consisted of 19 30-minutes sessions over five weeks. A multiple baseline design across sets of 20 words was employed, with the number of correctly identified sight words measured. A structured format was adopted, with tutors trained to use scripted lessons, various games, and testing and charting procedures. The Piers-Harris Children's Self-Concept Scale and individual student interviews were used to assess the tutors' self-perceptions. The tutees showed dramatic improvements in sight word acquisition, with tutors also showing significant improvement. The Piers-Harris showed substantial post-test gains for three of the tutors, with one unavailable for testing. The tutors self-reported enthusiastic satisfaction, a desire to continue the program, pleasure in *getting to help* other students, with only one tutor concerned about missed seat work. Teachers anecdotally reported improved tutor behavior in the classroom. This was a well-structured and closely supervised tutoring program. The authors contend that functioning competently in the role of teacher encouraged students to assume characteristics of leadership, (e.g. prestige, competence, authority). Implementing a classwide peer tutoring program would eliminate student concerns over missed work by involving all students simultaneously.

Graesser and Person (1993) found that separate peer tutoring programs implemented with seventh graders and college students generated approximately 240 times more tutee questions then regular teacher-led instruction. They speculate that the tutoring setting removed some of the social barriers that typically hinder student questioning and created an environment where students felt comfortable and appropriate asking questions (Graesser & Person, 1993). In this case, peer tutoring increased student interactions dramatically in an academic context. The study was not designed to measure non-academic social interactions, but increased academic-oriented interactions in peer tutoring settings have been shown to generalize to other settings (Balenzano et al., 1993; Tabacek & McLaughlin, 1994). Studies examining the effects of reverse-role peer tutoring in sign language on social behavior found the tutors, who were labeled as mentally retarded, engaging in significantly more positive social interactions with their typical peers; an increase that maintained over time (Osguthorpe & Scruggs, 1986). Peer tutoring programs were originally recognized as being *multifaceted experiments in socialization*, and on-task behavior and cooperation were the initial effects of peer tutoring noted by Bell in his classic peer tutoring program (Osguthorpe & Scruggs, 1986).

Maheady et al. (1988a) conducted an effective study of classwide peer tutoring in a secondary resource room social studies program, where students reported feeling they were *better liked*, peers were nicer to them and thought they were smarter, and that they in turn were nicer to their peers. Teachers also reported satisfaction with this program. A similar study by Maheady et al. (1988b) in three regular social studies classrooms including 14 students with mild disabilities and 36 typical students produced significant academic improvements and was also pleasing to teachers and students. Maheady and Sainato (1985) evaluated the effects of peer tutoring on the social interactions, social status, and academic achievement of students in three regular fifth grade classrooms. One dyad was formed in each classroom, consisting of a high-status tutor and a low-status tutee. Thirty minutes of math tutoring prior to lunch produced significant improvement in the tutees' daily math scores. Observations of social interactions

during lunch found an increase in positive exchanges and a decrease in negative social interactions which maintained somewhat over a four-week follow-up period. Slight positive changes in the social status of tutees were also noted. Inclusion programs can use similar peer tutoring procedures to ease the transition of students with disabilities into regular classrooms. Further involving low-status tutees as tutors might increase social benefits and improve status even more significantly.

Conclusions

Social skills training and the promotion of positive relationships between peers are important elements of successful education programs (Strayhorn et al., 1993). Social interaction skills are best taught and learned through actual practice with others under close monitoring and supervision (Strayhorn et al., 1993). Peer tutoring programs can increase and promote the generalization of social skills by providing opportunities for students to (a) learn and practice specific interaction skills and behaviors, (b) enhance self-confidence and language skills, (c) respond and practice content material, (d) learn complex chained behaviors, and (e) engage in fun activities with cognitive benefits (Tabacek & McLaughlin, 1994) in meaningful interaction with other children. Preventative measures are preferable in social behavior education, and improving the overall effectiveness of classroom instruction with methods such as peer tutoring may be more important than developing procedures to compensate for behavior problems that occur as a result of poor quality instruction in the first place. (Maheady et al., 1988b).

Inclusive programs are becoming increasingly widespread as educators seek to improve the education of children with special needs; peer tutoring is ideal for integrated classrooms (Byrd, 1990). Peer tutoring appears to be a way to meet the need for preventative measures and effective instructional procedures that will ensure the academic and social achievement of all students (Maheady et al., 1988b). Both inclusion and peer tutoring are essential elements in the future of regular and special education (Byrd, 1990), and future research is needed to discover how best to implement peer tutoring programs that

enhance the academic and social behaviors of children with disabilities.

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