



## INDEX

### A

- ACT, tutoring for, 3, 7–9
- Adjustment problems: counseling *versus* tutoring for, 9–10, 12–13; with psychological difficulties, 153–157; tutoring for, 9–10, 20, 37–38, 102–104, 108–115. *See also* Psychological difficulties
- Adolescence, learning disability diagnosis in, 120
- “Alan” case study, 87–89
- “Albert” case study, 15–16
- “Alex” case study, 67–71, 81, 153
- “Alexandra” case study, 148–149
- “Alice” case study, 147–148
- All Kinds of Minds, 177
- Ambiguity, developing comfort with, 32
- Ambivalence, about tutoring, 90–93, 95–96
- Analytic thinking, 27, 50–51
- Anxiety: disorders, 147–148; end-of-semester, 62, 142–143; overcoming, with structure, 140–143, 144, 145; parental, 4–6, 21
- Appointments, commitment to regular, 64, 65, 93
- Arithmetic disorder (dyscalculia), 119, 122–123, 130, 161
- Art history teacher, 111–113
- Artistic ability, 132–136
- Assessment: by parents, 161–162; resources for, 177
- Attention deficit disorder (ADD): learning disability and, 126; medication decision for, 3, 11–13; overdiagnosis of, 12; parental involvement and, 81; poor study habits and, 3; resource for, 177; tutoring decision for, 3, 11–13; tutoring with, 28

- Attention deficit hyperactivity disorder (ADHD): finding a tutor for, 161; learning disabilities *versus*, 119; learning problems of, 29; medication decision for, 3, 11–13; overdiagnosis of, 12; parental involvement and, 35, 80–81; poor study habits and, 3; resource for, 177; test-taking allowances for, 108; tutoring decision for, 3, 11–13
- Autism spectrum disorder, 3, 18–20
- Avoidance of work, 30–33

### B

- Behavioral problems: finding tutors for, 167; helping teachers to understand, 100–101; learning disabilities and, 119, 122–123; tutoring *versus* medication for, 11–13. *See also* Attention deficit disorder (ADD); Attention deficit hyperactivity disorder (ADHD); Psychological difficulties
- “Ben” case study, 73
- “Bill” case study, 17–18
- Borderline personality disorder, 148–149
- Boys and Girls Clubs, 169
- “Brett” case study, 153–157

### C

- “Carol” case study, 130
- “Carter” case study, 25–27
- “Celia” case study, 28
- Challenge, developing confidence with, 27
- Chicago, tutor fees in, 173
- Children/students: age of, 40, 172; ambivalent, 95–96; assessment

- of, for tutoring needs, 161–162, 177; books on listening to, 176; books on working with, 175; commitment from, 65–66; eager-to-please, 57, 74, 76; fragile, 52–56; with high expectations, 57, 129–130; information-gathering about, 71–76, 99–102, 159; learning disabled (LD), 117–137; with low expectations, 56; manipulative, 56, 60–61; problems of, that lead to tutoring, 3–20, 29, 161–162; with psychological difficulties, 139–158; psychological state of, 72–73; self-critical, 101; self-disclosure of, 33–34, 88, 94; teacher relationship problems of, 107–115; unique needs of, 2, 6, 14, 39, 41, 81, 93, 162, 173
- Children's Data Bank, 120
- "Chloe" case study, 30–33
- "Cindy" case study, 18–19
- Clothing design, 132–136
- Cognitive support, 144
- College admissions, tutoring decision for, 3, 4–5, 7–9
- Colleges, as tutor sources, 165–166, 169
- Commitments in tutoring, 63–66, 93
- Competitive pressures: intellectual independence goal *versus*, 21, 47; over-concern with, 3, 4–9, 47; parents' concerns about, 1–2, 3, 4–9, 47; as reason for tutoring, 3, 4–9. *See also* Performance pressures
- Compulsiveness, 147–148
- Concentration problems, 139–140, 142, 154–156, 157
- Confidence: associative effect of, 99; building, with successes, 142–143, 144, 151–152; commitment to building, 64; expectations and, 52–56; extra contact and, 61–62; intellectual independence and, 20–21, 24; for students with psychological difficulties, 142–143, 144, 151–152, 153
- Contact, extra, 57–63, 142–143, 145
- Counseling, 10, 12, 145–146, 154. *See also* Psychologists and therapists
- Craigslist Web site, 167, 173
- "Cressida" case study, 90–93
- Critical-reading skills, tutoring in, 53–55
- Crunch times, extra help during, 48, 61–63, 142–143, 145
- Cultural differences, 12
- ## D
- Death in family, 157
- Dependency on tutor, 48, 49–52, 60–61
- Depression, 139, 140, 148–149, 150–152, 153, 154
- Determination, development of, 24
- "Diane" case study, 4–5
- Disciplining, tutor's dissociation from, 35–36, 88, 89
- Disclosure, of study habits, 30–33; ambivalent student and, 96; parental judgments and, 88; trust and, 33–34
- Disorganized students: extra support for, 48, 57–61; finding a tutor for, 161; informing teachers about, 101; psychologist's advice on, 75; tutoring decision for, 17–18; tutoring process for, 28, 43–47. *See also* Executive-functioning problems; Organization and organizational skills
- Disorganized teacher, 111–113
- Distance: in teacher-student relationship, 36; in tutor-student relationship, 36; in tutor-teacher relationship, 108–115
- Distraction: due to parents' divorce, 154–157; Internet as, 14–15, 30–33, 73, 74; parents as source of information about, 73–74
- Divorce, 67–71, 72, 81–83, 153–157
- Dyscalculia, 119, 122–123, 130, 161
- Dysgraphia, 119
- Dyslexia, 119, 120, 126–129, 131–136
- ## E
- E-mails, daily exchange of, 48, 49–52
- Education: competition in, 1–2, 3, 4–9; equal opportunity in, 106, 168; standardized testing and, 2
- Education schools and departments, 167, 169

- Educational qualifications, 39–40  
 826 National, 168–169, 177  
 Elite colleges, 3, 7–8  
 “Elizabeth” case study, 80–81  
 Emotional problems. *See*  
   Psychological difficulties  
 Emotional reactions: to learning dis-  
   abilities, 122–126; to tutoring, 76  
 Emotional stability, 145–146, 158  
 English: tutor-teacher collaboration  
   on, 96–100, 102, 103–104,  
   113–114; tutoring for, 32,  
   53–55. *See also* Reading problems;  
   Writing assignments; Writing  
   problems  
 Equal opportunity, and access to  
   tutoring, 106, 168–169  
 Essays. *See* Writing assignments  
 Executive-functioning problems:  
   defined, 40; extra contact for,  
   48, 57–61; teaching style and,  
   111–113; tutoring process for,  
   87–89, 111–113. *See also* Disorga-  
   nized students; Organization and  
   organizational skills  
 Expectations: basic assumptions and,  
   47–63; for duration and length  
   of tutoring, 48, 49–52, 57–63;  
   excessive or unrealistic, 4–9, 29,  
   43–47, 57, 129–130, 131–136;  
   frame for tutoring and, 63–66; for  
   grade improvement, 43–47; intel-  
   lectual independence goal and,  
   47, 48, 52, 60–61, 62, 63; low, 48,  
   52–57; mutually agreed-upon, 66;  
   strategic decisions and, 47–48;  
   for student with psychological  
   difficulties, 148–149; for tutor,  
   139–140, 173–174; and tutoring  
   process, 43–66  
 Expense questions, 168–171. *See also*  
   Fees  
 Expertise of tutors, 39–40, 159–160  
 Experts: getting reports of, from  
   parents, 74–76; tutor referrals  
   from, 164, 165–166
- F**
- Facebook, 14–15, 73, 74  
 Fairness, teachers’ concerns about,  
   105–106
- Family problems, 67–71, 153–157  
 Feedback, from parents, 71, 77–80  
 Fees: negotiating, 170–171;  
   nonprofit, 168–169; private  
   sliding-scale, 169–171; regional  
   variations in, 172–173; survey  
   of, 171–174; tutor’s policies of,  
   65, 93, 169–171; variables in,  
   171–174  
 Filmmaking, 129–130  
 Films, on teaching and learning, 176  
 Forgetfulness, extra tutoring contact  
   for, 48, 57–61  
 Frame for tutoring, 63–66  
 French class, student-teacher  
   problem in, 107–111
- G**
- Gardner, H., 2  
 “George” case study, 89–90  
 Gifts, appreciating students’,  
   123–126, 130, 132–136  
 “Gloria” case study, 52–56  
 Go City Kids, 177  
 Goals, commitment to clear, 64–65  
 Grades: commitment to the long  
   view *versus*, 64; over-concern  
   with, 4–6, 43–47; parents’  
   expectations for improved, 43–47;  
   tutor’s dissociation from, 35  
 Graduate students, as tutors, 161,  
   166–167, 172
- H**
- History: analytic approach to,  
   50–51; organized approach to, 32;  
   tutoring in, 50–51, 90–93  
 “Howard” case study, 43–47  
 “Howie” case study, 57–61
- I**
- Ideas, journal of, 155–156  
 Incompletes, tutoring a student to  
   finish, 150–152  
 Independence, 20–21. *See also* Intel-  
   lectual independence  
 Individualized attention, importance  
   of, 38–39, 162  
 Individuals with Disabilities Educa-  
   tion Act of 1975 (IDEA), 118

Inductive reasoning problems, 101  
 Inferential thinking, 27  
 Information and information gathering: areas of, 72–76; on emotional reactions to tutoring, 76; on experts' advice, 74–76; importance of, 71–72; observational, 76; from parents, 71–76; from psychologist or therapist, 74–76, 146–149; on state of mind, 72–73; on study habits, 73–74; with teachers, 97–98, 99–102; by tutor, 30, 159  
 Injustice (perceived), of teachers, 107–111  
 Insecurities, overcoming, 141–142  
 Instant messaging (IM), 14, 15, 30–33, 73  
 Intellectual development, books on, 175  
 Intellectual independence: adaptability and, 37, 102–103, 111, 112–113; commitment to, 64; defined, 20, 24; expectations and, 47, 48, 52, 60–61, 62, 63; learning, 25–28; learning disabled (LD) students and, 121, 126; learning styles and, 29–30; parental involvement and, 71; psychological difficulties and, 139, 145, 153, 158; tutor-teacher relationship and, 114–115; tutoring decision and, 3–21; tutoring oriented toward, 24–30  
 Intelligence: books on, 175; of learning disabled (LD) students, 118, 119–120, 126, 130  
 Internet: as distraction, 14–15, 30–33, 73, 74; online tutoring on, 168; resources on, 177; tutor advertisements on, 165, 167–168  
 iTunes, 14, 15

**J**

“Jason” case study, 7–8  
 “Jeremy” case study, 122–126, 129  
 “John” case study, 9–10  
 “Josh” case study, 65–66  
 Journal of ideas, 155–156  
 jrmtutoring.com, 174

Judgmentalism, 87–89, 109  
 “Julia” case study, 62–63

## K

Kennedy-Krieger Institute, 119  
 Kinetic learning style. *See* Restless or kinetic learning style

## L

“Lamarcus” case study, 105–106  
 Language disorder or language-processing problems, 119, 122, 126–130, 139  
 Learning: inspirational films and novels on, 176; of intellectual independence, 25–28; to learn, 20–21, 24–30, 40–41, 111. *See also* Intellectual independence  
 Learning disabilities (LD): acceptance of, 132–137; artistic ability and, 132–136; books on, 176; challenges of, 117–137; classification of, 119; college support services for, 167; definition and meaning of, 118–120; diagnosis of, 117–118, 120; distress from, 121, 122–126, 132–133, 135; early intervention for, 131–132; and honoring the student's abilities and gifts, 123–126, 130, 132–136; intelligence and, 118, 119–120, 126, 130; lowered expectations and, 56; obsession with, *versus* true interests, 129–131, 132–137; parents and, 131–137; prevalence of, 120; readiness to change and, 126–129, 130; resources on, 176, 177; students' reactions to, 121–131; technical ability and, 123–126, 127–128; tutoring for, 120–137; tutoring goals for, 136–137; unrealistic expectations and, 129–136; work life and, 119–120  
 Learning specialists, 160, 161, 165  
 Learning styles: disruptive classroom behavior and, 100–101; examples of, 29; exposing, 40–41; restless or kinetic, 3, 15–16; writing and, 103–104

- Levine, M., 2  
 Life event, psychological problems due to, 153–157  
 “Lillian” case study, 131–136  
 “Lloyd” case study, 57, 76  
 Los Angeles, tutor fees in, 173  
 “Louis” case study, 129–130  
 “Lucinda” case study, 94–97
- M**
- Mainstreaming, of autistic children, 18–19  
 Manic depression, 139  
 Manipulative students, 56, 60–61  
 Margins, commenting in, 156  
 “Mark” case study, 126–129  
 Math: disability in, 119, 122–123, 130, 161; finding a tutor for, 161; showing work in, 29  
 Math labs, 169  
 “Matthew” case study, 81–83, 90  
 Medication: for ADD or ADHD, 3, 11–13; for depression, 140, 146  
 Mentoring programs, 169  
 “Michael” case study, 61–62  
 Mobile learner, 15–16  
 Mood disorder, 146  
 Motivation, 128–129
- N**
- National Institute of Neurological Disorders and Stroke, 119  
 Neuropsychological evaluations: getting, 161–162; parents as source of information on, 74, 76  
 Neutrality: about teachers, 104, 107–111; tutor’s, 36, 89, 104, 107–111  
 New York City, tutor fees in, 172, 173  
 No Child Left Behind Act, 2, 169  
 Nonprofit organizations, 168–169  
 Note taking, 27, 28, 53, 141, 156  
 Novels, on teaching and learning, 176
- O**
- Observations, parents’, 76  
 Obsessiveness, 147–148  
 Off-duty educators, 165–166  
 Organization and organizational skills: in history, 32; in reading, 32, 43–47; for students with psychological difficulties, 140–142, 154–156; tutoring process for, 43–47, 57–61, 65–66, 111–113; in writing, 27. *See also* Disorganized students; Executive-functioning problems  
 Orton Gillingham approach, 131–132  
 Outline technique, 32, 85–86  
 Overwhelm, 30, 52, 56, 65–66, 122, 140, 144, 150
- P**
- Parental involvement, 67–93; excessive, 35, 47, 49, 51, 83–93; importance of, 70–71, 80; lack of, 67–71, 80–83; positive types of, 71–80; problematic types of, 80–93  
 Parents: ambivalent about tutoring, 90–93; anxious, 4–6, 21; assessment by, 161–162, 177; challenges of learning disabilities for, 131–137; concerns of, 1–3; divorced or divorcing, 67–71, 72, 153–157; expectations of, 43–66; as feedback source, 71, 77–80; guide for, on finding a tutor, 159–174; as information source, 71–76; judgmental, 87–90; motivation of, 9; overinvolved, 83–93; overprotective, 48, 52–56; performance pressures from, 3, 4–9, 10, 43–47; permissive, 81–83; positive contributions of, 71–80; resources for, 162–168, 175–177; role of, 66, 67–93; tutors *versus*, 34–37, 73; underinvolved, 67–71, 80–83; who edit or write child’s assignments, 84–87; who set time limit on tutoring, 48, 49–52  
 Passion, helping students discover, 129–130  
 “Paula” case study, 149–152  
 Payment terms, 65. *See also* Fees  
 Pedagogical styles, helping students adjust to, 9–10, 20, 37–38, 102–104, 108–115

Peer tutoring, 160, 168  
 Performance pressures: for college admissions, 3, 7–9; from parents, 3, 4–9, 10, 43–47; parents' fear of, 48, 52–56. *See also* Competitive pressures  
 Permissiveness, 81–83  
 Pervasive Developmental Disorder Not Otherwise Specified (PDDNOS), 18–19  
 “Peter” case study, 13–15, 74  
 Phone support, 48, 49–52  
 Phone use, as distraction, 30–33  
 Physicians, 164  
 Planners, 58–59, 60, 87–88, 141, 156  
 Plays, 123–126  
 Poetry interpretation, 103–104  
 Prioritization, tutoring in, 28  
 Problem definition, 161–162  
 Procrastination, 13–15, 29  
 Protectiveness, over-, 48, 52–56  
 PSAT, tutoring for, 3, 7–9  
 Psychological difficulties: books on, 176; challenges of, 139–158; difficulty of understanding, 146–149; due to a life event, 153–157; emotional stabilization for, 145–146, 158; episodic, 153–157; and maintaining connection to school, 149–153; parents as cause of, 70; parents as source of information on, 72–73; structured approach with, 141–144, 145, 154–156; therapist's insights into, 146–149; therapy for, 145–146, 158; transitional assistance for, 152–153, 156–157; tutoring with, 143–157. *See also* Behavioral problems  
 Psychological state, getting information from parents on, 72–73  
 Psychologists and therapists: getting information and insights from, 74–76, 146–149; for sustaining emotional stability, 145–146, 158; tutor referrals from, 164, 165–166; tutors *versus*, 143  
 Psychology departments, 167

## Q

Qualifications, tutor, 23–24, 38–41

## R

“Rachel” case study, 8–9  
 Rapport, 33–34, 89  
 Readiness to change, 126–129, 130  
 Reading disorder (dyslexia), 119, 120, 126–129, 131–136  
 Reading problems: organizational skills and, 43–47; tutor-teacher collaboration on, 97–100, 102; tutoring process for, 32, 53–55, 127–128, 132–136. *See also* English; Language disorder  
 “Rebecca” case study, 75  
 Reference checking, 165  
 Referrals, 163–165  
 Resources: for finding the right tutor, 162–168; for parents, 175–177  
 Restless or kinetic learning style, 3, 15–16  
 Ritalin, 3, 13  
 “Robbie” case study, 111–115

## S

SAT, tutoring for, 3, 7–9  
 School: helping students adjust to, 9–10, 37–38; helping students with psychological difficulties to connect with, 149–153; learning disabled (LD) students in, 117–118, 119–120, 122–126; medical leave from, 150–152; permissive, 81; tutoring referrals from, 164, 165; tutoring resources in, 160–161, 165–166, 168. *See also* Teachers  
 Science, 62–63  
 Self-esteem, learning disabilities and, 122–123, 125–126  
 “Serena” case study, 139–146  
 Sessions: artificial limits on, 48, 49–52; clear goals for, 64–65; commitment to, 63–66, 93; extending the length and frequency of, 61–63; as structure, 144; tutoring support between, 48, 56–61  
 “Seth” case study, 49–52  
 Sliding scale, 169–171  
 “Smarter,” making one's child, 3, 4–6  
 Special education, 18–19  
 Standardized tests: educational crisis and, 2; tutoring for, 3, 7–9

Sternberg, R., 2  
 Structure, for students with psychological difficulties, 140–144, 145, 154–156  
 Students. *See* Children/students  
 Study habits: building, for students with psychological difficulties, 140–149, 154–156; causes of poor, 3; discovering and revealing, 30–34, 73–74, 159; distractions and, 14–15, 30–33, 73–74; learning styles and, 29–30; parents as information sources on, 73–74; psychologists' advice related to, 74–76; tutoring decision for, 3, 13–18. *See also* Disclosure; Disorganized students; Organization and organizational skills  
 Subject-matter expertise, 38–39, 161  
 Subject-specific problems: extra tutoring for, 62–63; tutoring decision for, 3, 9–10. *See also specific subject*  
 Substance abuse problem, 139  
 Surveillance, 73

## T

Teachers: bad, 110; children's problems with, 107–115; collaboration with, 95–106, 113–114; communication problems with, 104–106; discreet distance from, 107–115; disorganized, 111–113; encouraging students to seek help from, 26, 27, 113–114; following the instructions of, 102–104; helping students adjust to, 9–10, 20, 37–38, 102–104, 108–115; information exchange with, 97–98, 99–102; initial contact with, 97–98; inspirational films and novels about, 176; negativity of, towards tutors, 104–106; reaching out to, 95–99; selective contact with, 107–115; tutoring decision and, 9–10, 20–21; as tutors, 160–161, 165–166; tutors and, 95–115; tutors' neutrality regarding, 104, 107–111; tutors *versus*, 34–35, 36–37, 99

Tests, 8–9, 108  
 Therapists. *See* Psychologists and therapists  
 Time frame, tutoring: artificial limit on, 48, 49–52; extended, 57–61  
 Trust, 33–34, 39  
 Tutor Corps, 169  
 Tutor Mentor Connection, 169  
 Tutoring: alternatives to, 10; ambivalence about, 90–93, 95–96; characteristics of good, 33–38; commitments in, 63–66, 93; deciding on, 1–21; equal access to, 106, 168–171; example of good, 30–33; expectations and, 43–66; expenditures on, in United States, 1; expense issues of, 168–171; extra contact in, 48, 57–63, 142–143, 145; frame for, 63–66; individualized *versus* standardized, 38–39, 162; intellectual independence goal of, 20–21, 24–30, 159; with learning disabilities, 120–137; nonprofit help for, 168–169; online, 168; parental concerns and, 1–3; parental involvement in, 66, 67–93; peer, 160, 168; problem definition for, 161–162; problems addressed by, 3–20, 29; with psychological difficulties, 139–158; resources on, 175–177; school resources for, 160–161; time limit on, 48, 49–52; underlying approach to, 24–30  
 Tutoring centers or chains: at colleges, 167; nonprofit, 168–169; with standardized tutoring, 38–39, 162  
 Tutoring companies, small, 165  
 Tutoring relationship: *versus* parent or teacher relationship, 34–37; trust and rapport in, 33–34, 89  
 Tutors: age of, 171–172; appointment and payment policies of, 65, 93; characteristics of good, 23, 33–38, 139–140; commitments to, 63–66, 93; concerns about, 23–24; dependency on, 48, 49–52, 60–61; experience of, 40, 171–172, 173; expertise of, 39–40, 159–160; fees of, 65, 93, 169–174; finding

the right, 159–174; graduate students as, 161, 166–167, 172; information gathering by, 30, 159; off-duty educators as, 165–166; parents and, 67–93; *versus* parents and teachers, 34–37, 73, 99; parents' feedback to, 77–80; peer, 160, 168; qualifications of, 23–24, 38–41; referrals to, 163–164, 165–166; resources for finding, 162–168; role of, for students with psychological difficulties, 143–149, 158; selection of, 23–41, 159–174; and teachers, 95–115; teachers as, 160–161, 165–166; teachers' suspicions of, 104–106; *versus* therapist, 143; as transitional figure, 152–153, 156–157; underlying approach of, 23, 24–30; volunteer, 168–170

## U

Underserved communities, 169  
Universities, as tutor sources, 165–166, 169

## V

Video games, 14, 73  
Virtual blackboards, 168  
Visual learning style, 100–101, 141  
Volunteer tutors, 168–170

## W

Web resources, 177. *See also* Internet  
“William” case study, 11–12, 107–111

“Winthrop” case study, 95–100, 102, 104, 106

Word of mouth, 163–164, 165

Work products: getting information from parents about, 74; teachers' suspicions about tutors and, 104–106

Writing assignments: creative, 103–104, 113–114; extra contact for, 61–62, 142–143; parents who edit or write, 47, 84–87; structured approach to, 140–142, 144; teachers' suspicions about tutors and, 105–106. *See also* English

Writing disorder (dysgraphia or graphomotor disorder), 119

Writing problems: collaboration with teachers on, 101–102, 113–114; nonprofit tutoring program for, 168–169; organizational skills and, 43–47; possible approaches to, 10; tutoring decision for, 9–10; tutoring process for, 26–27, 28, 84–87, 128, 140–143. *See also* English; Language disorder

Written expression, disorder of, 119

## Y

Youth Encouragement Services, 169