

of them. See if you can get it out." In Donnie's full view, the peer placed one of the treats inside one of the blocks. Donnie chose the correct block immediately, struggled to open it, and seized his prize. The game continued for several minutes. As Donnie struggled to open the block each time, the peer carried on with his own work.

The peer then took the two blocks and, holding them out of Donnie's sight under the desk, placed a Cheezie in one of the blocks and placed the two blocks back on the table. Donnie tried to open the blocks as the peer carried on with his work. Donnie was successful and his peer gave him a smile and a thumbs-up signal. Donnie smiled broadly as he enjoyed his prize.

Cross-Age Tutoring

Some teachers successfully employ cross-age tutors — older students who assist younger students with their work. Older students may read to their young peers, listen to them read, or assist them with story writing or math. Although this technique requires more time to set up because teachers are needed to assist tutors in preparing activities and presentation strategies, teachers remark that the result is well worth the effort. Tutoring gives older students the opportunity to analyze and think through a particular skill or activity at a deeper level than they would ordinarily. Teachers remark that students are often better than teachers at explaining an idea or procedure because young people relate so well to one another.

Cross-age tutoring also provides excellent opportunities for students who are experiencing learning difficulties themselves to support and help other schoolmates. The tutoring provides older students with opportunities to practise certain lessons and to be on the giving side of a relationship during school. Teachers using this technique remark on how it benefits the tutors' self-esteem and how this feeling carries over into their general self-confidence.