

ABSTRACT

THE EFFECTS OF PEER TUTORING ON THE APPROPRIATE SOCIAL INTERACTIONS OF CHILDREN Labeled AS BULLIES

Peer tutoring is a widely used school-based intervention that has been shown to improve academic skills, generate development of appropriate social skills, and enhance peer relations for both tutees and tutors. However, to date, there have not been investigations into the effects of peer tutoring on the social interactions and academic performance of individuals labeled as bullies by their teacher(s). This study was designed to determine if individuals labeled as bullies show more appropriate social interaction after serving as peer tutors for their less academically competent peers. The effectiveness of peer tutoring was assessed using a multiple baseline design across 3 students identified as bullies. Participants who served as tutees were identified via teacher referrals. Tutors were taught how to present curriculum, reinforce correct responding, and how to provide corrective feedback on the performance of the tutee. Data were collected on the social interactions of the tutors and the academic performance of the tutors and tutees. Results of direct observations indicated that appropriate social interactions and academic performance did not increase for tutors or tutees as a result of the peer tutoring intervention. However, subjective reports by the teacher revealed modest improvements for some of the participants.

Veronica Galaviz
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