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Preface

The *Tutor Training Handbook* is a revision of an earlier edition of the Handbook, edited by Tom Gier and Karan Hancock and published in 1996 by College Reading and Learning Association (CRLA). The *Tutor Training Handbook* includes 36 chapters, articles and essays with 10 brand new entries, 24 selections revised by the editor from the earlier edition, and 2 selections from the earlier Handbook rewritten by the respective authors. The form – chapter, article, or essay -- of the entries varies because of the different guidelines used for the two editions of the Handbook. While the variation might not be typical of a Handbook, the variation allows a number of different topics to be covered and provides information for different audiences. The editor edited all submissions before professional proofreading was completed. For those of you familiar with the first Handbook, you will notice, in addition to the new entries, formatting changes; use of a new style guide regarding vocabulary; and a new arrangement of entries.

The Handbook contains information useful to the tutor trainer who is in the process of developing a tutor training program as well as to the experienced tutor trainer who is looking for new topics and approaches to training. Much of the information is directly related to the CRLA guidelines for certification of tutor training programs. (See the appendix for certification information.)

The contents are arranged, in general, from those with a broad view of tutor training and intended primarily for tutor trainers to those that are focused on specific training topics and primarily intended for tutors. The first article is the transcript of a speech given by Tom Gier (*Tutoring: An Integral Part of a Learning/Reading/Writing Center*) regarding the appropriateness of tutoring as a service of campus learning centers. The article was in the earlier Handbook and provides quotes from learning center professionals regarding the value of and incorporation of tutoring into learning center programs. The following nine entries primarily focus on issues related to the planning of training programs, to ways of formatting training programs, and to topics that are inherent in almost any tutor training program. In many ways, these entries provide a conceptual basis for organizing tutor training as well as specific strategies to accomplish training goals. Elaine Wright provides an overview of planning (*Planning a Tutor Training Program*); Kenneth Gattis (*Maintaining an Effective Academic Support Program with the Training Cycle* and *What Supplemental Instruction Tells Us About Effective Tutor Training*) and Mark May (*Training Tutors Through Tutor Role Analyses*) contribute new ideas to the Handbook concerning a foundation and/or structure for training. Sue Knepley (*Is it Possible? A Two-day Tutor Training Class*) shares practical advice and experience in a new entry regarding a two-day training class format. Russ Hodges and Thelma Duffey (*Establishing a Helping Relationship: Self-Discovery* and *Establishing a Helping Relationship: Facilitating Nonverbal and Verbal Communication* -- new entries) and Gladys Shaw (*Say Again! Training Tutors in Cooperative Tutoring*) contribute training principles and exercises designed to build an effective relationship between the tutor and tutee. Kathy Carpenter provides clear and specific guidelines for effectively incorporating role-playing in tutor training (*Role-Playing for Tutor Training*).

The next nine entries are grouped together because of their focus on specific training topics and/or specific groups of tutees. Sarah Henderson contributes a new topic to the Handbook with her article on tutor safety including the issue of violence in the workplace (*Tutor Safety: An Essential Component of New Tutor Training*). Helen Baril shares insights into working with the underprepared tutee (*Addressing Diverse Audiences; Tutoring the Underprepared Student*). Judith Craig (*Non-traditional Age Students*) and Donna Wood (*Andragogy*) provide information regarding characteristics and the tutoring of older students.

Carol Lyon contributes a new entry regarding international students as tutees (*Training Tutors to Work with International Students*). Lesley Jones shares theory and application regarding tutoring of students who experience test anxiety (*Assisting the Test Anxious Student*). Elaine Batenhorst shares information regarding critical thinking and tutor training (*An Introduction to Critical Thinking*) and Penny Kelley shares information regarding incorporating referral skills into tutor training (*Referral Skills*). Gladys Shaw contributes information regarding training experienced tutors to participate in the training of new tutors and to be supervisors of new tutors (*Training Tutors to be Supervisors and Trainers*).

The next four entries relate to content/subject area tutoring. A new entry by Shawn Ford (*The Four Knows of Content Area Tutoring: A Handbook for Tutors*) provides an approach to tutor responsibilities related to content area tutoring. Robin Melton describes an approach taken by one tutoring program for establishing tutors as subject area trainers (*Subject Area Tutor Training*). Helen Baril contributes two entries related to math and science tutoring (*Study Skills with Emphasis on Math and Science* and *The Math Professor and the Math Tutor: A Marriage Made in Heaven?*).

The next 12 entries are written primarily for tutors and while many of the entries could be applied to any tutoring situation, many of them focus on the tutoring of reading and/or writing. Tom Gier and Karan Hancock, as separate authors and as co-authors, contribute a significant amount of information for tutors in terms of the tutor-tutee relationship, tips for tutors, and approaches to reading for tutors to use with tutees (*Ingredients for a Good Tutoring Session* -- Gier; *The Tutor Recipe Book: Ingredients for Successful and Healthy Tutoring for the Tutor and the Tutee* -- Hancock; *Tutoring Tips* -- Gier and Hancock; and *Reference Information for Tutors: Textbook Survey & Reading for Information* -- Gier). Penny Kelley provides guidelines for structuring tutoring sessions (*Techniques for Successfully Beginning and Ending a Tutor Session*). Rosa Hall contributes indicators of codependency in the tutoring relationship (*Codependency: A Vicious Cycle for Tutors*). Angela Gulick shares ways in which writing tutors can effectively use computers (*Technology and the Tutor: Computers as Tools to Assist Student Writers*) and Dorothy Williams provides guidelines for writing tutors (*A Tutor's Guide to the Writing Process*). Patricia Linton and Genie Babb provide writing tutors with information regarding discipline specific approaches to writing (*Helping Students with Papers in Different Disciplines*). Suzanne Forster contributes guidelines for helping tutees with critical thinking (*How Tutors Can Help Tutees Improve Their Critical Thinking*) and Becky Patterson contributes ways in which tutors can help tutees with concentration (*How Tutors Can Help Tutees Improve Their Concentration*). Olga Winbush gives tutors guidelines for helping tutees read textbooks (*A Tutor's Guide to the Textbook Reading Process*).

The last entry provides information regarding evaluation. Regular assessment of tutors and services is a requirement for CRLA tutor training program certification. Dorothy Weber provides information useful for the evaluation of tutor training as well as assessment of tutors and program services (*Evaluation! Evaluation! Evaluation!*)