Contents

Preface		xi xiii
ı	THEORETICAL CONSIDERATIONS	1
1	The Helping Relationship and Socialization of Children: Some Perspectives on Tutoring	9
	Vernon L. Allen	
	Historical Background	10
	Age Stratification, Socialization, and Tutoring	20
	References	25
2	Cross-Age Tutoring and Social Identity	27
	Theodore R. Sarbin	
	A Theoretical Framework	29
	The Role of Teacher	33
	The Role of Tutor	35

vi CONTENTS

-	The Problem of Individual Differences Conclusion References	39 39 40
3	Cross-Age versus Same-Age Peer Interaction: Ethological and Cross-Cultural Perspectives	41
	Willard W. Hartup	
	An Ethological Perspective on Peer Group Composition Cross-Cultural Studies Interpretive Comment Some Thoughts for Designers of Cross-Age Programs Conclusions References	42 46 48 50 54
4	Social Skills Theory	57
	Michael Argyle	
	Nonverbal Elements of Social Behavior Sequences of Behavior The Effects of Social Skills Acquisition of Social Skills Social Skills Training References	58 62 66 69 70 71
I	HELPING RELATIONSHIPS WITH CHILDREN	75
5	Teaching Styles in Young Children: Implications for Peer Tutoring	81
	Norma Deitch Feshbach	
	Reinforcement Styles in Teaching Cross-Cultural Studies of Reinforcement Style Teaching Style and Cognitive Competence Conclusions References	82 88 91 95

	CONTENTS	VII
6	Siblings Teaching Siblings	99
	Victor G. Cicirelli	
	Interaction within the Family Research on Siblings Teaching Siblings	100 101
	Theoretical Explanations	108
	Implications for Research and Practice References	110 110
	References	110
7	Studies on the Role of Tutor	113
	Vernon L. Allen and Robert S. Feldman	
	Consequences of Enacting the Role of Tutor	114
	Social Interaction Processes	120
	References	128
8	Nonprofessional Human-Service Helping Programs for Young Children	131
	·	131
	Emory L. Cowen	
	A Rationale for Nonprofessional Human-Service Intervention	131
	Housewives as Child-Aides Related Programs	133 139
	Discussion, Implications, and Conclusions	145
	References	147
Ш	TUTORING PROGRAMS IN SCHOOLS	151
9	Learning through Cross-Age Helping:	
	Why and How	157
	Peggy Lippitt	
	Rationale and Goals	158
	Ingredients for a Successful Program	159
	Designs for Cross-Age Helping Programs	161
	Conclusions References	164

viii CONTENTS

10	Structured Tutoring: Antidote for Low Achievement	169
	Grant Von Harrison	
	Training Nonprofessional Tutors Conclusions References	170 175 176
11	A Model for the Development or Selection of School-Based Tutorial Systems	179
	Fred C. Niedermeyer	
	Characteristics of an Effective Tutorial System References	180 188
12	The Tutorial Community	189
	Ralph J. Melaragno	
	Characteristics of the Tutorial Community Issues in School-Wide Tutoring Programs References	189 193 196
13	B Tutoring and Psychological Growth	199
	Fred L. Strodtbeck, Donald Ronchi, and Stephen Hansell	
	The Tutoring Programs Expectations Associated with Tutoring Variations in the Chicago School Programs Dependent Measures Findings and Discussion References	200 202 204 205 212 217

14	Teenagers as Tutors of Academically Low-Achieving Children: Impact on Tutors and Tutees	219
	Robert D. Cloward	
	The Mobilization for Youth Tutorial Program Predicting Change in Tutors and Their Tutees	220 224
	Discussion	227
	References	229
IV	PROBLEMS AND POSSIBILITIES	231
15	Children Tutoring Children: A Critical Review of Research	235
	Robert S. Feldman, Linda Devin-Sheehan, and Vernon L. Allen	
	Variables Affecting the Outcomes of Tutoring	236
	Comments on Research Design References	246 249
16	Implementing Tutoring Programs: Some Alternatives for Practitioners and Researchers	253
	Linda Devin-Sheehan and Vernon L. Allen	
	Implementing a Tutoring Program	254
	Implementing Field Research	262
	References Manuals Tutoring Paglages, and Tutoring Materials	266
	Manuals, Tutoring Packages, and Tutoring Materials	267
Inc	lex	269