



Meeting the Needs of Children at ESLC

How do I meet the needs of each child?

- ◆ Offer directions one step at a time. Complete the first task before moving to the next step.
- ◆ List new words using Boing flashcards and help the child refer back to the list.
- ◆ Use simple words and short sentences.
- ◆ Teach using many methods: pictures, demonstration and objects.
- ◆ Engage in informal conversation with the child as this will help increase his/her literacy.
- ◆ Ask the child open-ended questions.
- ◆ Encourage children to share experiences, but know that some cultures respect personal boundaries by being more reserved.
- ◆ Get to know how each child learns best.

How can I be culturally sensitive to the children?

- ◆ Understand that every child is unique and their situation/past experience can impact their learning.
- ◆ Take time to learn about the child and their family culture. You can learn from them too!
- ◆ Self-reflect and be mindful of preconceived cultural norms and biases.

What barriers interfere with reading?

- ◆ Children may have barriers that cause them to express different behaviors in the forms of high-energy, outbursts, shyness, soft voices, disengagement, fatigue and physical illnesses.
- ◆ Causes: Children from immigrant families and/or from poverty may have experienced chronic violence, trauma, malnutrition, fatigue, stress and health problems. A change of tutor or environment can affect how a child engages in a tutoring session.
- ◆ Possible solutions: Tutors help by building a relationship with the child and instilling confidence through simple, short, and fun activities that are manageable for the child. Give them some choices like reading aloud to the child or playing learning games to re-focus the lesson and provide a supportive environment.

“We treat students in a way that honors their home language/culture/identity. We need them to know that their multiculturalism is an asset.”

-ESLC staff member



Handout created by St.
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Important Tips

- ◆ *Pause*
- ◆ *Listen*
- ◆ *One-step directions*
- ◆ *Encourage*
- ◆ *Learn about student's culture*
- ◆ *Smile*
- ◆ *Give specific feedback*

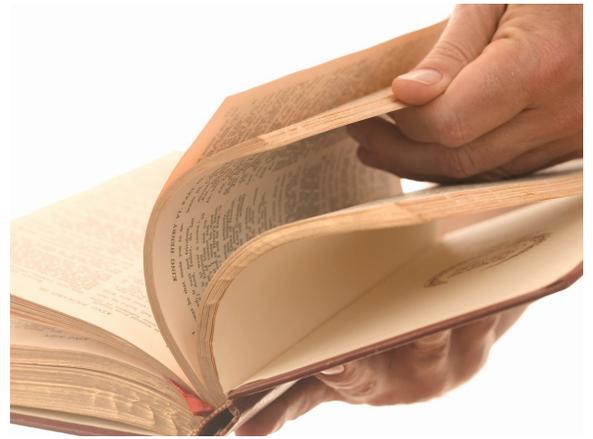


How do I encourage appropriate behavior in children?

- ◆ Talk with the child, not at them.
- ◆ Set a good example.
- ◆ Describe what you want them to do, not what they shouldn't be doing.
- ◆ Provide feedback when they do something desirable.

What is some background information on ESLC children?

- ◆ 92% of children at ESLC are at or below the poverty line.
- ◆ 90% of children at ESLC are of minority decent.
- ◆ Children who are not proficient in reading by the 3rd grade are 4 times more likely to drop out before graduating high school.
- ◆ Affluent children have an average of 8 books in their home library at his/her reading level whereas children experiencing poverty have an average of 1 book per 300 households at his/her reading level.



How do I provide feedback to the children I am tutoring?

- ◆ Use specific examples to praise your child during tutoring sessions, such as:
 - ◆ “I noticed how you sounded out the words on the page, that is what good readers do!”
 - ◆ “Good readers start by reading the title. Can you go back and read the title please?”
- ◆ Give feedback in a timely manner.
- ◆ Give feedback on one task at a time.

How do I know how to pronounce an unfamiliar child's name?

- ◆ Ask the child how to say his/her name; if needed, write it out phonetically for yourself.
- ◆ Ask the child to teach you a few words in his/her language to lighten the language barrier.
- ◆ At some sites, phonetic spelling of the child's name is listed on the inside front cover of his/her binder. Otherwise, ask the site coordinator for more information.

What do I do if the child does not relate to the lesson or the words they are trying to learn?

- ◆ Use pictures and videos on a smartphone, iPad, or hands-on materials to help the child better connect to the lesson or words they are learning.
- ◆ Try to connect the lesson to the child's life in any way that you can; keep in mind his/her background.

What do I do if I find out that the adults at home do not speak/read English?

- ◆ Tell site coordinators so they can find the proper resources for them.

