

Prospective Student Interview and Skills Summary Form

* = mandatory fields on database

Title _____ *Name _____ *DoB _____ *M / F

*Address _____ *Suburb and Postcode _____

Email _____ *Phone /Mobile _____

Emergency Contact - name & phone no. _____

*Employed: Yes /No / N/A (eg retired/parenting/disability/studying) *Occupation _____

*Studying: Yes/No/Future Goal *If studying - Course and Institution* _____*Origin: ESB PR 10+ years PR < 10 years (PR = permanent resident.)

*Disability: Yes / No / Concern / Dyslexia / indications

Proof of Residency document (tick box) Australian Passport Citizenship Certificate
 Australian Birth Certificate/extract Overseas Passport with PR Visa Medicare card (green)
 Commonwealth Health Care Card Commonwealth Seniors Health Card

Country of Birth (CoB) _____ How long in Australia _____ Language spoken at home _____

*Referred by/ heard about RWN from: _____ Education level in CoB _____

*Literacy Level: 1 2 3 **Meeting Preferences(circle as appropriate)**

am _____ pm _____ evening _____

Mon _____ Tues _____ Wed _____ Thu _____ Fri _____ Sat _____ Sun _____

Confidentiality

Can the phone be used for messages? _____

Do family members know? _____

*Tutoring venue _____ Other contact details _____

Tick as you inform the student: Tutoring is free _____ Tutors are volunteers _____ Tutoring in public place _____

Tutors have Police Check _____ Will need to purchase stationery _____ Advance notice if cancelling lesson _____

Call tutor if running late for lesson _____ No set curriculum _____ Important to practise English at home _____

Need for homework discussed _____ Length of tutoring time _____ Contact Coordinator if problems _____

Summary recommendation (☑): *Read Write Now!* appropriate for this student _____*Read Write Now!* inappropriate for this student _____ Student redirected to another agency _____Student has limited spoken English but accepted because *Read Write Now!* only local option _____

* Interviewer: _____

* Date: _____

Tutor Name: _____

Initial Match Date: _____

Student's goals:

What is your main aim behind getting help from RWN? eg, Is it for a job? Or passing a course? A personal goal?
What can RWN do to help you reach your aim/goal? eg reading, writing, spelling, maths, or computer use

Student's background

Current occupation _____ Previous occupation _____

Interests, hobbies, sports, family _____

Technology - Does student use a mobile phone? **YES / NO**

If YES, circle the uses - texting internet email Facebook/social media

What about a computer or iPad? **YES / NO** – Please elaborate on usage

How do you do your banking? (Circle choice) ATM, phone / online, go into bank, someone else does it

Previous adult education: Course/s: _____ Year/s _____

English language course: _____ Year _____

Can student pinpoint reasons why they have literacy problems in their first language:

Warm up - favourite subjects/topics at school? _____

Which school(s) did you go to? _____ (Subtly check for any Special Ed)

Have they received any extra help/instruction in reading and/or writing? Circle **YES** **NO**

Any problems at school (seek some details) _____

Frequent changes of school _____

Family issues _____

Is there a family history of difficulties with reading and writing in their first language? If so, describe:

Ill health that affected school attendance _____

What age did they leave school? _____ What did they do then? _____

Current health issues? (including vision, hearing, or medication which may affect concentration)

Any Indications of Dyslexia Tendencies?

Comments: _____

Interview Core Skills Summary *Coordinator to record:*

Dyslexia Tendencies Questionnaire *(from Page 2 Student Placement)*

5-10 boxes ticked = at risk

10-15 boxes ticked = strongly at risk

- If coloured overlays are effective, contact RWN Central Office for place of purchase. Student can purchase the correct colour. Can also use coloured paper for photocopying.
- See handbook '**Tutoring a Student with Dyslexia**' in region's resource cupboard, or contact RWN Central Office for a copy.
- Use multi-sensory methods (see it, hear it, say it, write it –also 'hands on' or kinaesthetic activities).

Comment _____

Phonics *(from Page 3 Student Placement)*

- | | | |
|--|------------|-----------|
| • Is work needed on knowledge of alphabet and corresponding sounds of letters? | YES | NO |
| • Did student easily think of a word for each letter of the alphabet? | YES | NO |
| • Does student know the sounds of the 8 common letter pairs/blends? | YES | NO |
| • Does student use 'sounding out' and/or syllables to break words down for spelling? | YES | NO |
| • Does student use sounding out then blending to read unknown words? | YES | NO |
| • Is ' Adults Only Spelling & Phonics ' book recommended? | YES | NO |

Comments _____

Phonological Awareness *(from Pages 4 & 5 Student Placement)*

- | | | | |
|--|----------------------|---------------|------------|
| • Circle the sounds in words that student can identify: | <u>initial sound</u> | <u>middle</u> | <u>end</u> |
| • Can student substitute a sound in a word, to make a new word? | YES | NO | |
| • Can student detect and think of words which rhyme? | YES | NO | |
| • Can student repeat words and leave off the given part? (eg cowboy, leave off boy) | YES | NO | |
| • ' Sample Activities to Strengthen Phonological Awareness ' handout recommended? | YES | NO | |

Listening Activities – Backwards Numbers and Word Segmentation *(from Page 6)*

This activity is used as an indicator of both listening skills and working memory.

Poor working memory is often associated with reading and spelling difficulty.

- | | | |
|--|------------|-----------|
| • Would this student benefit from activities to strengthen working memory? | YES | NO |
| • ' Activities For Working Memory ' handout recommended | YES | NO |

Reading (from Compulsory text and optional text)

Were the coloured plastic overlays trialled, for easier reading?

YES NO

If trialled, did it make reading easier?

YES NO

If applicable, which colour worked best? _____

Comments made by student if any? _____

Reading observations - Tutors need to see/have a copy of all texts used with the student.

Compulsory comprehension text: Please write comments on your copy of the text, to show where student was given help with reading. Tutors need to know what the student could read on their own, and which parts the Coordinator helped with.

- Comprehension skills, especially **inferential comprehension**. If poor comprehension, then it is not reading, even if student is saying the words on the page: **No meaning = No reading**

- Indicate any **strategies** the student used with unfamiliar words, eg sounding out, breaking into syllables, using context, self- correcting

- Indicate any problems such as mouthing words, finger pointing, not attempting words, slow reading rate

- Check fluency when reading aloud.

Any further comments _____

Handwriting observations: (Writing of name and address first, as this reveals a great deal about the student's level.) Other observations from the **Writing Task** in the Student Placement form. Tutors need to know if writing is more of a physical struggle (because of muscles and hand control), as distinct from a spelling/ 'composition of ideas' problem - or both.

- Did student need to copy their name from a card? **YES NO**
- If the student prints, do they mix up capitals and lower case in the wrong place? **YES NO**
- If they print, ask them if they can read cursive ("running") writing. **YES NO**
- Does the student want to work on handwriting? **YES NO**

Comments _____

Written expression observations – Tutors see the **Writing Task** sample, but they also need to know how the writing was produced by the student, eg:

Please circle the dot for any of the following, that you observed:

- Any reluctance to write or signs of anxiety whilst writing?
- Difficulty to get started and sequence their ideas/information on the page
- Was it a very slow process to write their story?
- Any other apparent stumbling blocks for student
- Vocalising as they write
- Is sentence structure limited to 'short and simple'?
- Did they create correctly structured sentences - even if quite simple?
- Grammar and tenses, correct use of punctuation and capitals

Other Comments _____

Spelling (from student's **Writing Task** sample) Can you pinpoint any commonalities in the spelling mistakes? eg:

- | | |
|--|---------------|
| • Does poor pronunciation affect the spelling of some words? | YES NO |
| • Is there a pattern in the types of errors?
(eg is it usually word endings, or middle sound missed, etc) | YES NO |
| • Would phonics work - on letter blends and word families - help? | YES NO |
| • Can student sound out a word and break into syllables, to help spell it? | YES NO |
| • Any spelling strategies observed that the student used: | |

Elaborate/Comment _____

Numeracy

If help is requested, ask questions to pinpoint areas of need, such as: when shopping, knowing if you have the correct change, telling the time, understanding a 24 hour clock, using a calculator, measuring, banking, simple adding up, times tables, fractions so they can double or halve a recipe, etc.)

Maths - As related to TAFE course or similar:

Name of course _____ Institution _____

Lecturer's name _____ Permission to contact _____

Type of maths needed, or school year equivalent, as a guide _____

Level 2 Middle:

- directed reading, concentrating on silent reading, literal and inferential comprehension
- sentence / paragraph structure
- more challenging language reconstruction activities
- activities to build working memory
- semantic grids
- shared reading
- phonological awareness and phonics instruction – letter sounds and manipulation/
more difficult word families
- develop oral and written skills related to letter writing, &/or giving descriptions and
recounts of familiar things (Remember mind mapping)
- writing skills / mind mapping to develop written texts
- introduce / revise basic grammar, such as punctuation, capitals, paragraphing etc
- regular conversations about personal information related to education, employment,
household activities, schooling, current affairs etc.
- focus on listening skills (recorded conversations, stories) for basic comprehension

Level 3 Becoming Independent:

- study strategies – mind mapping, essay structure, editing, text jargon to plain English
- advanced directed reading strategies / materials
- large text exercises with literal and inferential comprehension
- writing activities to create more complex sentence structures
- challenging semantic grids
- challenging working memory activities
- phonics instruction at complex word building level
- general issues and topics from the news

