

# 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

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**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

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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:

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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)

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**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: initial sound middle end
- 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?   | <b>YES NO</b> |
| • Is there a pattern in the types of errors?<br>(eg is it usually word endings, or middle sound missed, etc) | <b>YES NO</b> |
| • Would phonics work - on letter blends and word families - help?  | <b>YES NO</b> |
| • Can student sound out a word and break into syllables, to help spell it?                                   | <b>YES NO</b> |
| • 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 \_\_\_\_\_

## ANXIETY Level



- 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

### **Level 3 Becoming Independent cont'd**

- writing skills / mind mapping to develop written texts
- letter writing and development of own resumé
- job searching skills and associated vocabulary

**EAL/CALD students: In addition to the above recommendations,**

- pronunciation / correct syllable stress and vocabulary exercises
- introduce / revise grammar points such as tenses, verbs (not necessary for English Speaking Background students)
- focus on listening skills (recorded conversations, stories) for basic comprehension

**In Summary**

How urgent is their need and what should be *the focus of lessons*?

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Any suggested resources or interest in new technologies or literacy apps:

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**Agreed actions following interview** eg *Explain possible timing of a tutor becoming available, who will contact the student to confirm, what to do about keeping in touch until a match happens, etc*

Student Welcome Brochure with Coordinator’s name and phone number was given to student **YES NO**

Student advised of phone call approx. 6 weeks after matching, to check all is well. **YES NO**

**Coordinator’s signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Check if enclosed:**                      \*2 copies of Pink Progress Form (essential – 1 for Coordinator, 1 for student)  
    \*Handout ‘**Sample Activities to Strengthen Phono Awareness**’ if required  
    \*Handout ‘**Activities for Working Memory**’ if required

**Database Goal Setting and Progress Reporting**

To log onto Tutor database, for recording goals and updating progress:

1. Log on to the database by typing the URL (**Don’t Google it!**) - <http://records.read-write-now.org>
2. Formula to create your username and password - for first time ever users only (this will always be your password for your time with RWN: for example, for tutor named John Smith with DOB 12 July 1980  
    User name lower case, initial, plus surname ie                      jsmith  
    Password initials in uppercase and DOB ie                                      JS120780

If you encounter any problems please call Central Office on 1800 018 802