

A Guide for Effective Student Intake



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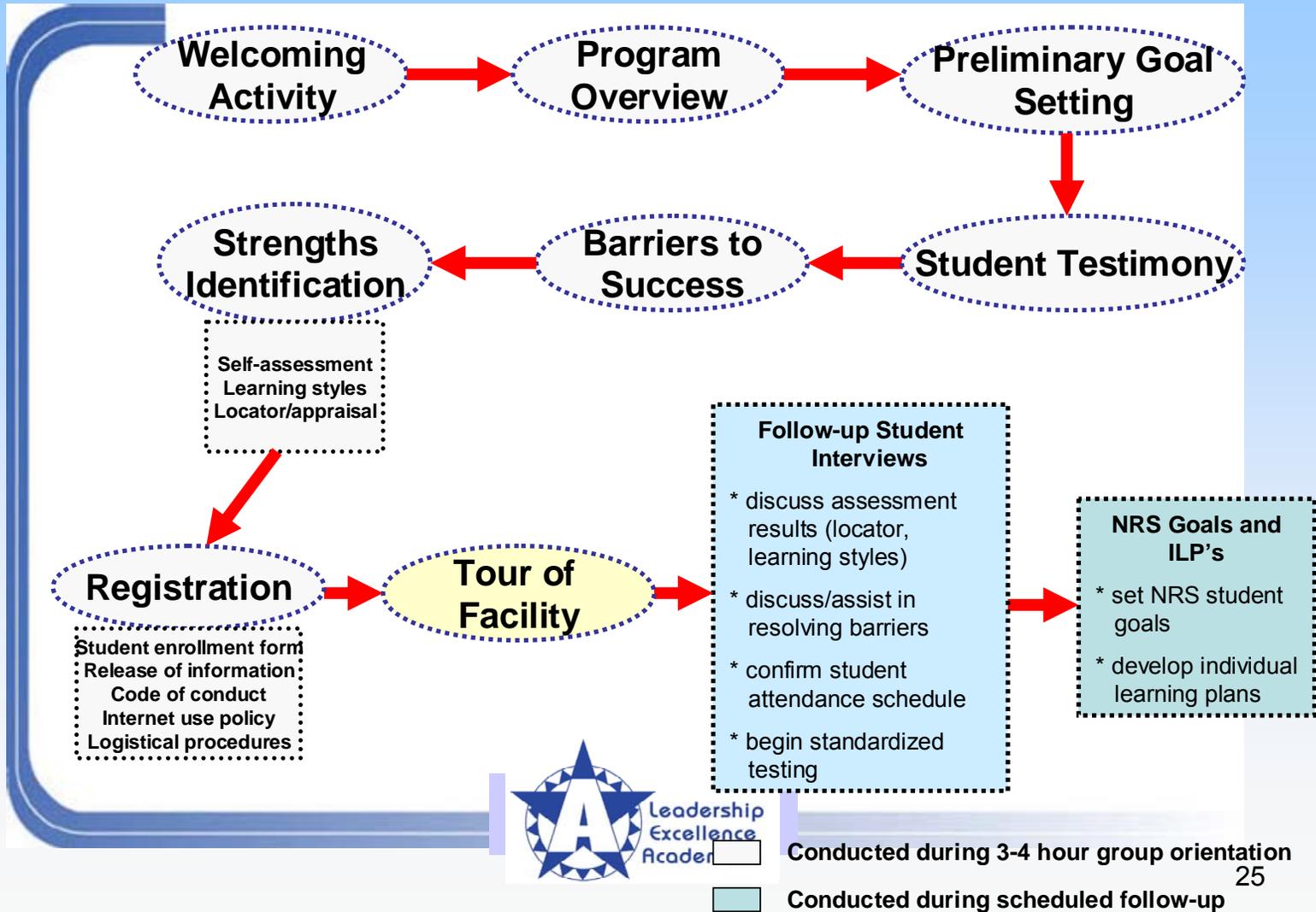
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Student Intake Resource Packet

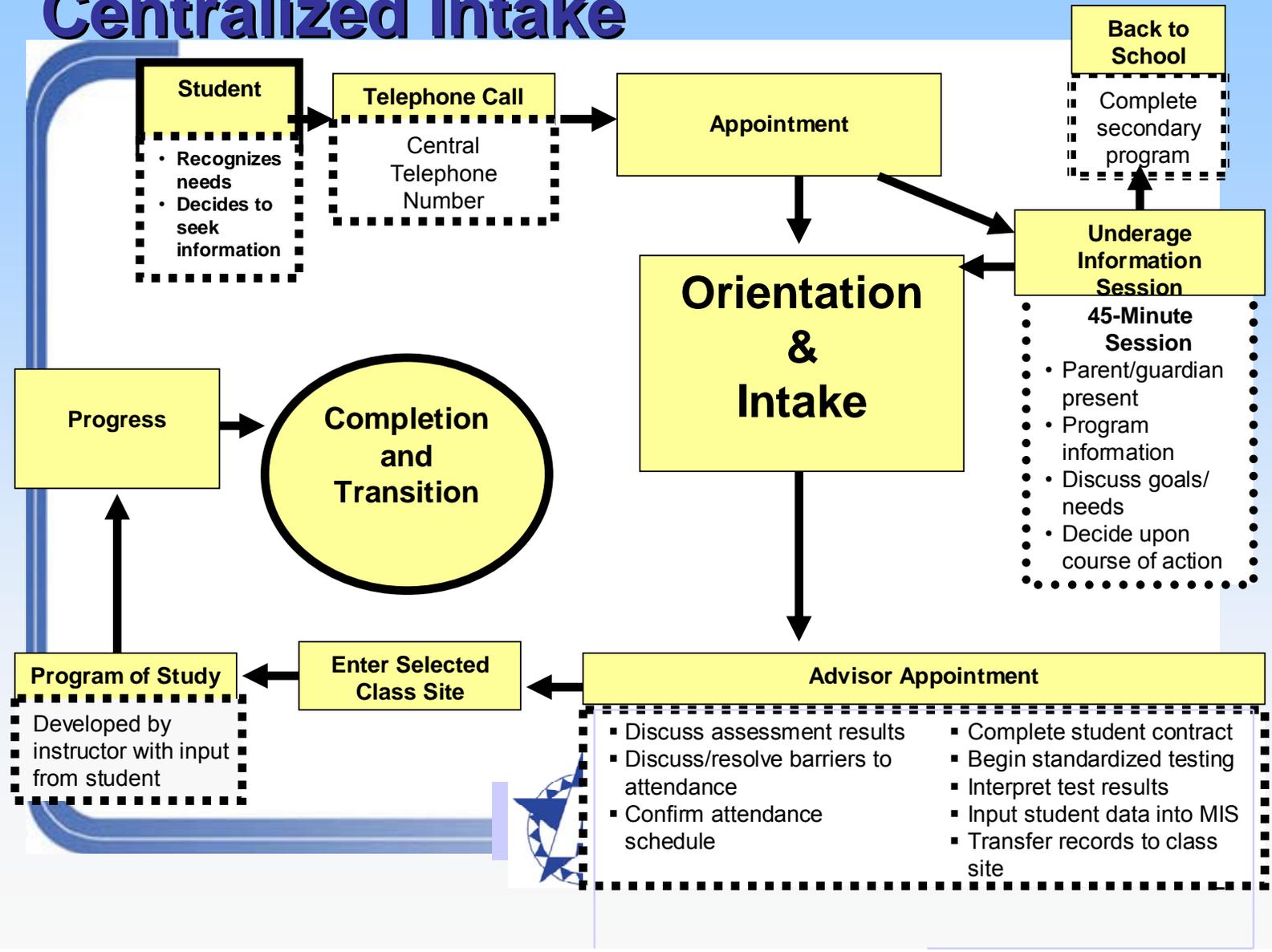
An intake process that will:

- ✓ Build the self esteem of our students
- ✓ Increase student retention
- ✓ Increase student recruitment
- ✓ Foster progression and transition
- ✓ Provide a common message
- ✓ Result in better student placement
- ✓ Actively engage and energize new students
- ✓ Address barriers to participation

Orientation & Intake Model



Centralized Intake



Sample Student Intake and Orientation Process for ABE/ASE Students

DAY ONE – Orientation to Adult Education

Activity	Description	Approximate Time	Resources Needed (IS=Intake Specialist)
Introduction and Welcoming Activity	<ul style="list-style-type: none"> • Component begins with a welcome and brief overview of the four-day orientation process. Explanation includes procedure for students unable to attend all four sessions (e.g., attendance is mandatory, they can attend make-up evening session (or vice versa), or attend the following orientation session). The importance of showing up on time is also addressed. • Video welcome from college president/agency head is presented. • Then, an engaging and fun activity is conducted that makes participants feel comfortable, safe, and excited about enrollment in the program. An activity that highlights their strengths is recommended. Participants introduce themselves to the group as part of the activity. 	30 minutes	<ul style="list-style-type: none"> • Nametags • Student folders with program information/forms • One-pager outlining schedule and activities of four-day intake process • Written policy on student participation in orientation process and procedure for “make-up” of a missed session • Day-by-day schedule of activities • Video welcome from agency head • Attachment A: Sample strength identification icebreaker
Program Overview	<ul style="list-style-type: none"> • Explanation of : <ul style="list-style-type: none"> • Types of classes and services available • Class schedule • Class locations • How program differs from K-12 • Registration forms are completed. • Parking decals are distributed. 	25 minutes	<ul style="list-style-type: none"> • A local program flyer/brochure describing services and a one-pager with class schedules and locations • A powerpoint with the information would be helpful for visual learners.
Break		10 minutes	Snacks (popcorn)
Preliminary Goal Setting	This component begins with the intake specialist talking about the role that goals play in our lives, explaining the difference between short-term and long-term goals. The IS explains that the program is committed to helping the participants reach their goals by building on the strengths that each participants brings to the program (referring back	30 minutes	Attachment B: Goal setting questionnaire IS needs to have individual folders for each student to place all of the paperwork, goal setting, learning style inventory results, CASAS results, etc. These folders will be transferred to the appropriate teachers for

Activity	Description	Approximate Time	Resources Needed (IS=Intake Specialist)
	<p>to the initial welcoming activity). Participants then complete the preliminary goal setting questionnaire. Based on the perceived comfort level of the participants, the IS make ask participants to share some of their goals with the group. (Have prizes/rewards available for the voluntary respondents.)</p> <p>Note: Depending on the audience, provisions may be necessary for participants unable to read or write responses, such as the IS reading the questions and possible responses as the group completes the questionnaire.</p>		<p>day four interviews. It is important that the teachers understand the content of the folders and their purpose (e.g., how to use learning style results within the instructional setting). It is recommended that a checklist is attached to each folder with a list of all of the folder attachments as a way of making sure that student folders are complete when they are transferred to the teacher.</p>
Student Testimony	<p>A live or videotaped presentation by a current or former student talking about his/her goals and experiences in the program (e.g., what it was like when he first enrolled, how instructors helped him and made him feel comfortable, how he had to discipline himself to attend regularly, how good it feels to accomplish his goals, etc.)</p>	10 minutes	Live student or videotape
Making the Commitment	<ul style="list-style-type: none"> • Component begins with a discussion on why regular attendance is important and that they will be asked to sign a participation contract during their interview appointment (sample student commitment contract – Attachment G) • IS recognizes that participants may encounter barriers along the way, and the program wants to help them address those barriers (then participants complete the <i>Building Steps to Success</i>) questionnaire. • IS discusses the types of support services that the college has available (e.g., anything related to assistance with transportation, car pools, child care, health issues, etc.) that can assist with barriers to participation. • IS discusses re-engagement procedures – how the program will stay connected with the participant (via phone, letters, distance learning, send-home workbooks, etc.) if the participant is forced to temporarily suspend attendance. 	<p>25 minutes</p> <ul style="list-style-type: none"> • Discussion (15 minutes) • Building Steps to Success questionnaire (10 minutes) 	<ul style="list-style-type: none"> • Attachment C: <i>Building Steps to Success</i> (need to determine if sample is appropriate) • Design of the program's re-engagement process (need to determine specifically how the program will stay connected to the student if he/she is forced to exit temporarily).

Activity	Description	Approximate Time	Resources Needed (IS=Intake Specialist)
Break		10 minutes	
Strengths Identification	<ul style="list-style-type: none"> • Learning Styles <ul style="list-style-type: none"> ○ Component begins with discussion of how people learn differently – their learning styles and preferences. ○ Explanation of how that information is important for them – as lifelong learners – to know as well as how the program can use that information to better suit their needs ○ Administration of a learning styles inventory, explaining that they will receive their results during their interview appointment. 	35 minutes	Selected learning style inventory (need to determine which inventory you will use – several free ones are available on the Internet)
Closing Activity – Reflection Activity	<ul style="list-style-type: none"> • Closes with a discussion on: <ul style="list-style-type: none"> ○ Day two activities, along with some brief test-taking tips for tomorrow ○ One thing that each participant learned today that they didn't know when they arrived. 	5 minutes	

Sample Student Intake and Orientation Process for ABE/ASE Students

DAY TWO – Making the Most of Your Learning Experience

Activity	Description	Approximate Time	Resources Needed
Opening Activity	<ul style="list-style-type: none"> IS welcomes everyone back and begins day with another fun ice-breaker 	10 minutes	<ul style="list-style-type: none"> Attachment D: Sample Icebreakers
Getting to Know Central Piedmont Community College – West Campus	<ul style="list-style-type: none"> Introductions of the Basic Skills instructors (brief intro and welcome then each can return to his/her classroom) Presentations by campus staff members about programs and services available on campus 	35 minutes	<ul style="list-style-type: none"> Flyers/brochures as appropriate Recommended presenters include the campus career counselor, the security head, and transitions staff member. If possible, the instructors should be present for a brief time to introduce themselves and welcome the students.
Break		10 minutes	
Student Rights and Responsibilities	<ul style="list-style-type: none"> IS discusses student rights and responsibilities, including an explanation of: <ul style="list-style-type: none"> Confidentiality issues and completion of the release form Student code of conduct Internet use policy Other site-specific issues It's important not to overwhelm them with paperwork here but to make sure they understand their responsibilities. 	15 minutes	<ul style="list-style-type: none"> IS needs to determine which of these (or other) forms is appropriate to include during this component. <ul style="list-style-type: none"> Release forms Student handbook or code of conduct, etc. Attachment E – Sample Student Code of Conduct Attachment F – Sample Internet Use Policy
Computer Literacy Self Assessment	<ul style="list-style-type: none"> IS administers the selected computer literacy self assessment. IS discusses the use of the SNAP account. If computer lab is available, students can see how it works. 	10 minutes	<ul style="list-style-type: none"> IS needs to be sure to submit registration forms from day one to the appropriate staff person as quickly as possible on day one to allow for the set up of the SNAP accounts by day two.
Making the Most of Your Learning Experience	<ul style="list-style-type: none"> IS engages participants in a presentation and discussion of test taking and study strategies to help them be successful in their educational experience. If the bulk of the students are there for a GED, you could explain the testing content, etc. 	15 minutes	<ul style="list-style-type: none"> Prepared presentation on study tips, etc.
Break		10 minutes	
Skill Sampler		45 minutes	<ul style="list-style-type: none"> CASAS appraisals, answer sheets, and

Activity	Description	Approximate Time	Resources Needed
	<ul style="list-style-type: none"> • (CASAS Appraisal) <ul style="list-style-type: none"> ○ Builds upon discussion on learning styles to show how each student also has strengths related to math and reading. Show some examples of how they are using math in everyday life (e.g., measuring flooring for a room, etc.). • IS explains that the Skill Sampler (appraisal) is like a smorgasbord – there will be some items they like (or can do), and some items they won't like, etc. Explain that the sampler will begin to give the IS an idea of what their strengths are and will help IS select the best skills inventory for them to try during day three. 		scoring
Campus Tour	<ul style="list-style-type: none"> • IS leads participants on a tour of the campus, including the classrooms they will report to on day four. 	30 minutes	<ul style="list-style-type: none"> • Campus map • Explanation of bookstore schedule

Sample Student Intake and Orientation Process for ABE/ASE Students

DAY THREE – Assessing Your Strengths

Activity	Description	Approximate Time	Resources Needed
Opening Activity	<ul style="list-style-type: none"> IS welcomes everyone back and begins day with another fun ice-breaker 	10 minutes	<ul style="list-style-type: none"> Attachment D: Sample Icebreakers
Jeopardy	<ul style="list-style-type: none"> IS explains that participants have reviewed a lot of information thus far, and it's not easy to remember everything. When learning is fun, however, it becomes easier to remember. IS introduces Jeopardy. Jeopardy will include questions of importance from the previous two days. Participants will be divided into four teams, and given "ringers" to use when they know the answer. Prizes should be awarded to everyone, with special prizes for the winning team. 	15 minutes	<ul style="list-style-type: none"> Jeopardy (for template, go to http://www.uscupstate.edu/academics/education/aam/wkshps/multimedia/jeopardy.doc) Four ringers (you can buy them at Office Depot for \$5 each.) Prizes
Introduction to Assessment	<p>IS:</p> <ul style="list-style-type: none"> explains the purpose of assessment and how we all get "rusty" when we don't use some skills, how the results will be used, how the participants will meet with their instructors in private interviews to review the results, the importance of pre- and post-testing, how assessment impacts the program's funding. 	10 minutes	
Skills Inventory: CASAS – Test One	IS administers reading or math (or ESL appropriate tests).	60 minutes	<ul style="list-style-type: none"> CASAS tests and materials
Break		15 minutes	
Skills Inventory: CASAS – Test Two	IS administers reading or math (or ESL appropriate tests).	60 minutes	<ul style="list-style-type: none"> CASAS tests and materials
Closing Activity	<ul style="list-style-type: none"> Component ends with each participant receiving an appointment card that will designate the time of their personal interview with their instructor on Day Four. 	10 minutes	<p>At the end of day three, the IS finalizes individual student folders with the following:</p> <ul style="list-style-type: none"> CASAS appraisal results CASAS pre-test results

Activity	Description	Approximate Time	Resources Needed
	<ul style="list-style-type: none"> • Review of what to expect on day four • Question/answer period 		<ul style="list-style-type: none"> • Building Steps to Success results • Preliminary goal setting results • Release forms (and any other forms) <p>These folders are given to the appropriate instructors for the interviews during day four.</p>

Sample Student Intake and Orientation Process for ABE/ASE Students

DAY FOUR – Getting Started

Activity	Description	Approximate Time	Resources Needed	Person/s Responsible
Instructor/Student Interviews	<ul style="list-style-type: none"> • Scheduled 15-minute interviews by two instructors to: <ul style="list-style-type: none"> ○ Explain how the instructor and student will mutually plan and evaluate learning ○ Explain how the instructor and student will track his/her progress ○ Discuss results of learning style inventory and CASAS ○ Discuss/resolve barriers to attendance using the Building Steps to Success responses as a guide ○ Confirm attendance schedule/sign participation contract ○ Discuss/confirm NRS goals ○ Complete registration information <p>Note: Time is going to be an issue here. You need to do some brainstorming to determine the most effective way to conduct this whenever there's a full load of students (20 – 25).</p>	3 hours	<ul style="list-style-type: none"> • Student folders compiled by IS • Attachment G – Sample Student Commitment Contract 	Instructors

Attachment A - Sample Welcoming Activity

Personality Tree

This activity helps to develop personal self-awareness about one's strengths and to assist in bonding with a group through getting to know each other better. Give each person a few colored pens, markers, or crayons and a sheet of paper.

Each person's task is to draw a tree on his/her sheet. (You can also elect to have a pre-drawn outline of a tree already on the sheets.) The tree must include a root system, trunk, branches, and leaves.

- roots = what they believe is important in life – their values
- trunk = things they do well or take pride in – their strengths and their accomplishments
- branches = things they like to do, how they spend their leisure time
- leaves = their hopes for the future

After each person has completed his/her drawing, explain that our beliefs or values provide a solid grounding for who we are. The trunk – our strengths – provide us with evidence that we can be successful – that we need to build on those strengths and constantly remember what we have already achieved in life. The branches remind us that we need to take time to do the things we enjoy in life. The leaves represent the future, our goals – what we hope to accomplish. Grounded by our values and building on our strengths, we can reach those goals.

After the participants complete their drawings, they introduce themselves to the group and share some of the parts of their tree.

Attachment B – Goal Setting Questionnaire

Name: _____ Date: _____

1. Name one thing that you want to do that you can not do now?

2. What do you think would help you be able to do that?

3. Why did you decide to come to this program?

4. What do you hope to learn here?

5. What do you hope to be doing one year from now?

Attachment C - Building Steps to Success

Name:

Date:

1. List three things you liked and disliked about school in the past:

Likes	Dislikes

2. What might keep you from coming to class or completing your goals in this program?

Please check all that apply to you:

- I sometimes have transportation problems.
- I have some health problems.
- I have a family member with health problems.
- I have childcare problems.
- I have elderly people to take care of at home.
- My work schedule sometimes changes or conflicts with class times.
- I am sometimes very tired because of working long hours.
- I have a lot of responsibilities.
- I am always thinking about problems at home.
- I have family members or friends who don't think I should go to school.
- Other:

3. What kinds of learning activities do you find difficult, if any?

Please check all that apply to you:

- It is hard for me to speak up in class.
- It is sometimes hard for me to understand what people are saying.
- I have trouble hearing sometimes.
- It is hard for me to work by myself.

- It is hard for me to work with other people.
- I get nervous taking tests.
- I get distracted easily.
- I have trouble finishing what I start on.
- Too much noise or activity bothers me.
- It is hard for me to work when it's too quiet.
- I have a lot of things on my mind, so sometimes it's hard for me to concentrate.
- I sometimes have trouble seeing the board.
- My eyes get tired from reading small print.
- Other:

8. Have you ever received special help in school? Yes No

If yes, please describe:

9. Do you feel that you have difficulty learning? Yes No

If yes, please describe:

Adapted from Cabell County ABE Program

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Attachment D - Sample Icebreakers

Warming Up the Classroom Climate

<http://712educators.about.com/cs/icebreakers/a/icebreakers.htm>

Fortune Cookie Icebreaker

<http://adulthood.about.com/od/icebreakers/a/quotations.htm>

New Friend Scavenger Hunt

<http://712educators.about.com/od/icebreakers/a/scavengerhunt.htm>

Training Games

<http://www.thiagi.com/games.html>

Classroom Icebreakers

<http://www.cba.uni.edu/buscomm/Faculty/CLASSROOM%20ICEBREAKERS.htm>

Break the Ice

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/breakice.htm>

Free Team Building Games

<http://www.businessballs.com/>

You Vs. Your Dog Personality Test

<http://www.helpself.com/happy.htm>

Pig Personality Test

<http://www.frenchspot.com/Fun/PigDraw/pigdraw.html>

Attachment E - RIGHTS AND RESPONSIBILITIES OF ADULT BASIC EDUCATION STUDENTS

Instructors and staff member in the Adult Basic Education program are committed to providing the best possible educational opportunities for adult students in our program. We are also committed to meeting the requirements of the Americans with Disabilities Act and Section 504 of the federal Rehabilitation Act and to protecting student privacy rights. As part of our commitment, we want to ensure that your rights and responsibilities are understood and to avoid any discrimination in services to you.

Student Rights:

- ◆ Free adult education instruction
- ◆ Evaluation for appropriate placement
- ◆ Trained and qualified staff members eager to assist you in meeting your goals
- ◆ A program of study designed to meet your educational needs
- ◆ Educational materials that are at your level and match your learning style
- ◆ Equal opportunity; no discrimination based on race, religion, nationality, sex, age, or disability
- ◆ A suitable and accessible learning environment
- ◆ Reasonable accommodations, modifications, or auxiliary aids for learning and testing if you have documented disabilities
- ◆ Confidential records shared only with your written consent

Student Responsibilities:

- ◆ Follow the code of conduct and terms of the contract.
- ◆ Take an active part in planning, learning, and tracking progress in your program of study.
- ◆ Attend class on a regular basis in order to meet goals in a timely manner.
- ◆ Tell the instructor when you need to be absent.
- ◆ Sign-in and sign-out each time you are in class using the attendance sheet.
- ◆ Ask for help if you have a special need.
- ◆ Tell about your disability if you want accommodations.
- ◆ Provide records about your diagnosed disability in order to access appropriate testing and classroom accommodations.
- ◆ Respect the rights of other students; be considerate.
- ◆ Report conduct of other students, instructors, or visitors to the program that disturb you.
- ◆ Be honest; do not cheat.
- ◆ Keep your study area clean; check with the instructor about eating areas.
- ◆ Do not take materials out of the classroom without permission – many materials must be shared with other students, so please ask your instructor.

Code of Conduct

Students will be terminated or suspended temporarily from the ABE program for any of the following offenses:

- ◆ Possession or distribution of stolen property, contraband, fireworks, explosives, firearms, or weapons of any kind
- ◆ Vandalism: intentionally defacing, breaking, or damaging school property or equipment
- ◆ Participation in any bomb threat or false fire alarm
- ◆ Damage or destruction of the property of instructors or students in the program
- ◆ Physical or verbal assault on others in the program
- ◆ Threatening to do bodily harm or inciting others to do bodily harm to another person
- ◆ Intimidation of another person by placing him or her in fear for personal safety
- ◆ Loud boisterous conduct that disrupts the classroom and prevents others from learning
- ◆ Use, distribution, or possession of beer, wine, other alcoholic beverages, controlled substances, or substances represented to be controlled substances
- ◆ Use of tobacco products on school premises

I have read the Rights and Responsibilities of Adult Basic Education Students and agree to abide by these guidelines and the Code of Conduct contained therein.

Student Signature

Parent/Guardian (for 16-17 year olds)

Date

cc: Judicial Officer (court-ordered youth only)

WV ABE Instructor Handbook, Section 4, 2005-06

Attachment F - SAMPLE INTERNET ACCEPTABLE USE POLICY

Use of the computer and Internet provides great educational benefits to students. Unfortunately, however, some material accessible via the Internet may contain items that are illegal, defamatory, or potentially offensive to some people. Access to the Internet is given as a privilege to students who agree to act in a considerate and responsible manner. We require that ALL students and parents or guardians or 16-18 year olds read, accept, and sign the following rules for acceptable behavior while utilizing the computer in the ABE classroom.

Students are responsible for good behavior on the Internet just as they are in school. General school rules for behavior and communications apply.

The student agrees to the following:

- I will NOT play games or use the computer resources for nonacademic purposes.
- I will NOT violate any copyright laws.
- I will use e-mail and chat rooms only when authorized by the ABE instructor for academic purposes.
- I will not access, write, transmit, or send unethical, illegal, immoral, inappropriate, obscene, or questionable information of any type.
- I will not download files without permission from the ABE instructor.
- I will not intentionally download, upload, or execute viruses.
- I will not corrupt, destroy, delete, or manipulate system data.
- I will not change the settings of the machine without the permission of the ABE instructor.
- I will not use the computer to harass, insult, or attack others.
- I will not intentionally damage computers, computer systems, or computer networks.
- I will not use another's password.
- I will not trespass in another's folders, work, or files.
- I will not intentionally waste limited resources, including through the use of "chain letters" and messages broadcasted to mailing lists or individuals.
- I will not employ the network for commercial purposes.
- I will not reveal the personal address or phone number of myself or any other person without permission from the instructor.

I understand the use of the computers is a privilege. Violation of the rules described above will result in the loss of computer privileges and could result in expulsion and / or criminal charges. I have read, or had explained to me, and understand the above stated rules. I agree to comply with said rules. I also understand that any user having a history of problems may be denied access to the computer resources.

Student Signature

Date

Parent/Guardian Signature

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Attachment G - STUDENT COMMITMENT CONTRACT

I, _____, with the help of my instructor, _____, agree to accomplish the following in my class:

1. _____

2. _____

3. _____

I plan to keep the following schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
Morning						
Afternoon						
Evening						

I further agree to attend class _____ hours per _____ (week/month) and to accomplish the class work and testing necessary to complete the goal(s) listed above. I understand that if any emergency arises that prevents me from attending class; it is my responsibility to inform the instructor.

It is also understood that it is the right of each student in the class to participate in an atmosphere that is conducive to learning, and I agree it is my responsibility to help make it so.

I have also signed the *Rights and Responsibilities of Adult Basic Education Students* and *Acceptable Use Policy (Technology Use)*. I fully understand the content and agree to follow the guidelines and *Code of Conduct* contained therein.

Student

Date

Teacher

Date

Date of Completion

cc: Attendance Director (for students maintaining driver's license)
Judicial Officer (for court-ordered participants)

WVABE SELF-ASSESSMENT SURVEY

Name: _____ Date: _____

1. List three things you liked and disliked about school in the past:

Likes	Dislikes

2. List a few of your short-term and long-term personal goals/objectives in life.

Short Term Goals/Objectives	Long Term Goals/Objectives

3. What is your main reason for deciding to attend this class? What do you hope to learn or accomplish before you leave the program?

4. Do you have any hobbies? What is something you like to do and can do well?

5. For each description of how you learn, check if you like it, it's OK, or you dislike it.

Learning Style	Like	OK	Dislike
Working with my hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saying things out loud I want to remember	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing things down I want to remember	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Studying alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with another person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working in a group of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Figuring out what to do by myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening to someone explain how to do something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having someone show me how to do something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading to myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing someone else read out loud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watching a movie or video to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using programs on the computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing worksheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. What might keep you from coming to class or completing your goals in this program?

Please check all that apply to you:

- I sometimes have transportation problems.
- I have some health problems.
- I have a family member with health problems
- I have childcare problems.
- I have elderly people to take care of at home.
- My work schedule sometimes changes or conflicts with class times.
- I am sometimes very tired because of working long hours.
- I have a lot of responsibilities.
- I'm always thinking about problems at home.
- I have family members or friends who don't think I should go to school.
- Other: _____

7. What kinds of learning activities do you find difficult, if any?

Please check all that apply to you:

- It's hard for me to speak up in class.
- It's sometimes hard for me to understand what people are saying.
- I have trouble hearing sometimes.
- It's hard for me to work by myself.
- It's hard for me to work with other people.
- I get nervous taking tests.
- I get distracted easily.
- I have trouble finishing what I start on.
- Too much noise or activity bothers me.
- It's hard for me to work when it's too quiet.
- I have a lot of things on my mind, so sometimes it's hard for me to concentrate.
- I sometimes have trouble seeing the board.
- My eyes get tired from reading small print.
- Other: _____

8. Have you ever received special help in school? Yes No

If yes, please describe:

9. Do you feel that you have difficulty learning? Yes No

If yes, please describe:

Adapted from Cabell County ABE Program

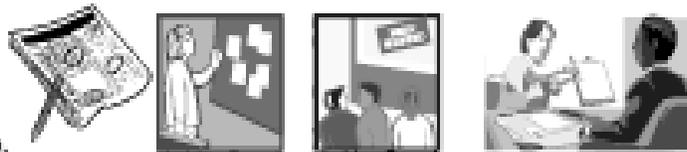
English as a Second Language Needs Assessment

Name _____

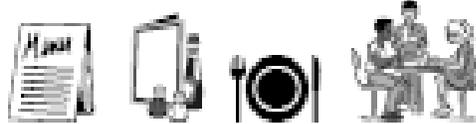
Date _____

Please check all situations in which you need to use English.

I want to get a job.



I want to read menus in restaurants.



I want to read English.



I want to write letters in English.



I want to talk with a doctor or nurse.



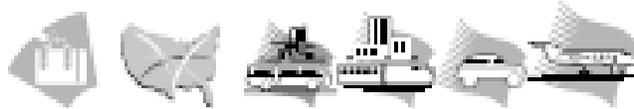
I want to learn to use computers.



I want to get a driver's license.



I want to travel in the USA.



I want to talk with Americans.



I want to read and understand signs.



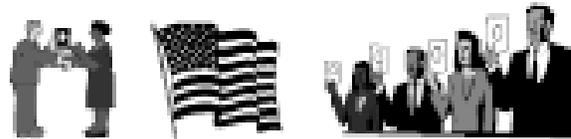
I want to understand weather reports.



I want more education.



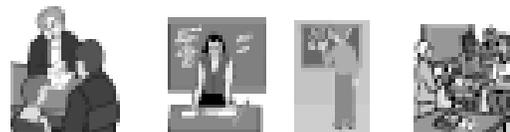
I want to become a U.S. citizen.



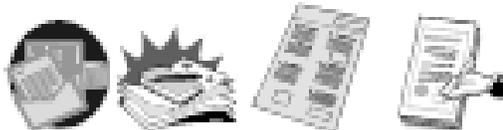
I want to speak and understand on the telephone.



I want to understand and talk with my children's teachers.



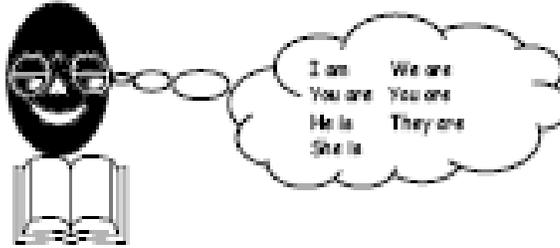
I want to understand bills and notices.



I want to understand emergency information.



I want to learn English grammar.



I want to learn pronunciation.



I want to understand and use English words for my religion.



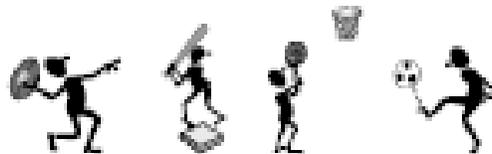
I want to understand songs in English.



I want to understand television and movies.



I want to understand American sports.



Created by: Cheryl Rowan, Garnet Adult Learning Center, 2001.
Revised by: Cathy Shank, 2003

C.I.T.E. LEARNING STYLES INSTRUMENT
 Babich, A.M., Burdine, P., Albright, L., Randol, P.
 Wichita Public Schools, Murdoch Teachers Center

Name: _____ Date: _____

Instructions: Read each statement carefully and decide which of the four responses agrees with how you feel about the statement. Put an X on the number of your response.

Questions	Most Like Me		Least Like Me	
	4	3	2	1
1. When I make things for my studies, I remember what I have learned better.	4	3	2	1
2. Written assignments are easy for me.	4	3	2	1
3. I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4. I learn best when I study alone.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6. It's harder for me to do a written assignment than an oral one.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8. If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1
10. I don't mind doing written assignments.	4	3	2	1
11. I remember things I hear better than I read.	4	3	2	1
12. I remember more of what I learn if I learn it when I am alone.	4	3	2	1
13. I would rather read a story than listen to it read.	4	3	2	1

14. I feel like I talk smarter than I write.	4	3	2	1
15. If someone tells me three numbers to add I can usually get the right answer without writing them down.	4	3	2	1
16. I like to work in a group because I learn from the others in the group.	4	3	2	1
17. Written math problems are easier for me to do than oral ones.	4	3	2	1
18. Writing a spelling word several times helps me remember it better.	4	3	2	1
19. I find it easier to remember what I have heard than what I have read.	4	3	2	1
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1
22. If homework were oral, I would do it all.	4	3	2	1

23. When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24. I get more work done when I work with someone.	4	3	2	1
25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk or listen to.	4	3	2	1
29. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30. Speaking is a better way than writing if you want someone to understand it better.	4	3	2	1
31. When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1
35. I like tests that call for sentence completion or written answers.	4	3	2	1
36. I understand more from a class discussion than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1

38. Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. When the teachers say a number, I really don't understand it until I see it written down.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43. Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I can't think as well when I work with someone else as when I work alone.	4	3	2	1

C.I.T.E. LEARNING STYLES INSTRUMENT WORKSHEET

Name: _____ Date: _____

Directions: Look at each statement number on the worksheet below. Find the statement number on the Learning Styles Inventory and get the "most like/least like" number of the response you selected for each statement. Write the number (1-4) in the blank provided. Total the numbers under each heading. Multiply the total by two. Look at the scores to decide if this is major, minor or negligible.

Visual Language

5 _____
 13 _____
 21 _____
 29 _____
 37 _____

Total _____ X 2 = _____ (Score)

Social-Individual

4 _____
 12 _____
 20 _____
 28 _____
 45 _____

Total _____ X 2 = _____ (Score)

Visual-Numerical

9 _____
 17 _____
 25 _____
 33 _____
 41 _____

Total _____ X 2 = _____ (Score)

Social-Group

8 _____
 16 _____
 24 _____
 32 _____
 40 _____

Total _____ X 2 = _____ (Score)

Auditory-Language

3 _____
 11 _____
 19 _____
 36 _____
 44 _____

Total _____ X 2 = _____ (Score)

Expressiveness-Oral

6 _____
 14 _____
 22 _____
 30 _____
 38 _____

Total _____ X 2 = _____ (Score)

Auditory-Numerical

7 _____
 15 _____
 23 _____
 31 _____
 39 _____

Total _____ X 2 = _____ (Score)

Expressiveness-Written

2 _____
 10 _____
 27 _____
 35 _____
 43 _____

Total _____ X 2 = _____ (Score)

Auditory-Visual-Kinesthetic

1 _____
 18 _____
 26 _____
 34 _____
 42 _____

Total _____ X 2 = _____ (Score)

Score: 34-40 = Major Learning Style

20-32 = Minor Learning Style

10-18 = Negligible Use

Definitions and Teaching Techniques for Learning Styles

The following are descriptions of learning styles identified by the *C.I.T.E.* and found in every learner to a major, minor, or negligible extent and teaching suggestions related to each learning style.

Learning Style	Teaching Techniques
<p>Visual-Language: This is the student who learns well from seeing words in books, on the chalkboard, charts or workbooks. He/she may write words down that are given orally in order to learn by seeing them on paper. He or she remembers and uses information better if it has been read.</p>	<p>This student will benefit from a variety of books, pamphlets, and written materials on several levels of difficulty. Given some time alone with a book, he or she may learn more than in class. Make sure important information has been given on paper, or that he or she takes notes if you want this student to remember specific information.</p>
<p>Visual-Numerical: This student has to see numbers on the board, in a book, or on paper in order to work with them. He or she is more likely to remember and understand math facts if he or she has seen them. He or she does not seem to need as much oral explanation.</p>	<p>This student will benefit from worksheets, workbooks, and texts. Give a variety of written materials and allow time to study it. In playing games and being involved in activities with numbers and number problems, make sure they are visible, printed numbers, not oral games and activities. Important data should be given on paper.</p>
<p>Auditory-Language: This is the student who learns from hearing words spoken. You may hear him or her vocalizing or see the lips or throat move as he or she reads, particularly when striving to understand new material. He or she will be more capable of understanding and remembering words or facts that have been learned by hearing.</p>	<p>This student will benefit from hearing audio tapes, rote oral practice, lecture, or a class discussion. He or she may benefit from using a tape recorder to make tapes to listen to later, by teaching another student, or conversing with the teacher. Groups of two or more, games or interaction activities provide the sounds of words being spoken that are so important to this student.</p>
<p>Auditory-Numerical: This student learns from hearing numbers and oral explanations. He or she may remember phone and locker numbers with ease, and be successful with oral numbers, games, and puzzles. He or she may do just about as well without a math book, for written materials are not as important. He or she can probably work problems in his or her head. You may hear this student saying the numbers aloud or see the lips move as a problem is read.</p>	<p>This student will benefit from math sound tapes or from working with other people, talking about a problem. Even reading written explanations aloud will help. Games or activities in which the number problems are spoken will help. This student will benefit from tutoring another or delivering an explanation to his or her study group or to the teacher. Make sure important facts are spoken.</p>

<p>Auditory-Visual-Kinesthetic: The A/V/K student learns best by experience and self-involvement. He or she definitely needs a combination of stimuli. The manipulation of material along with the accompanying sights and sounds (words and numbers seen and spoken) will make a big difference to him or her. This student may not seem able to understand, or keep his or her mind on work unless he or she is totally involved. He or she seeks to handle, touch and work with what is being learned. Sometimes just writing or a symbolic wriggling of the fingers is a symptom of the A/V/K learner.</p>	<p>This student must be given more than just a reading or math assignment. Involve him or her with at least one other student and give him or her an activity to relate to the assignment. Accompany an audiotape with pictures, objects, and an activity such as drawing or writing or following directions with physical involvement.</p>
<p>Social-Individual: This student gets more work done alone. He or she thinks best and remembers more when he or she has learned alone. He or she cares more for his or her own opinions than for the ideas of others. You will not have much trouble keeping this student from over-socializing during class.</p>	<p>This student needs to be allowed to do important learning alone. If you feel he or she needs socialization, save it for a non-learning situation. Let him or her go to the library or back in a corner of the room to be alone. Do not force group work on him or her when it will make the student irritable to be held back or distracted by others. Some great thinkers are loners.</p>
<p>Social-Group: This student strives to study with at least one other student and he or she will not get as much done alone. He or she values others' ideas and preferences. Group interaction increases his or her learning and later recognition of facts. Socializing is important to this student.</p>	<p>This student needs to do important learning with someone else. The stimulation of the group may be more important at certain times in the learning process than at others and you may be able to facilitate the timing for this student.</p>
<p>Expressive Oral: This student prefers to tell what he or she knows. He or she talks fluently, comfortably, and clearly. The teacher may find that this learner knows more than written tests show. He or she is probably less shy than others about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for this learner. Organizing and putting thoughts on paper may be too slow and tedious a task for this student.</p>	<p>Allow this student to make oral reports instead of written ones. Whether in conference, small group or large, evaluate him or her more by what is said than by what is written. Reports can be on tape, to save class time. Demand a minimum of written work, but a good quality so he or she will not be ignorant of the basics of composition and legibility. Grammar can be corrected orally but is best done at another time.</p>

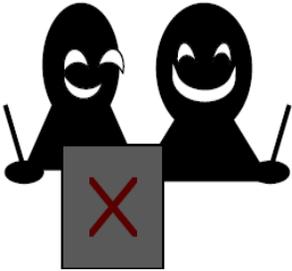
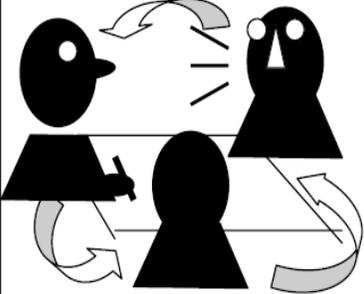
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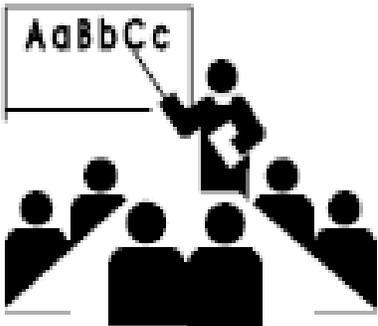
English as a Second Language Learning Styles Questionnaire

Name _____

Date _____

Circle the face that **best** describes how much you like learning using each activity.

 <p style="text-align: center;">Work by myself.</p>	 Always Do Not Like	 Sometimes Do Not Like	 OK	 Sometimes Like	 Always Like A Lot
 <p style="text-align: center;">Work with a partner.</p>	 Always Do Not Like	 Sometimes Do Not Like	 OK	 Sometimes Like	 Always Like A Lot
 <p style="text-align: center;">Work in a small group.</p>	 Always Do Not Like	 Sometimes Do Not Like	 OK	 Sometimes Like	 Always Like A Lot

 <p>Work with a teacher.</p>	 Always Do Not Like	 Sometimes Do Not Like	 OK	 Sometimes Like	 Always Like A Lot
 <p>Listen to audiocassette tapes.</p>	 Always Do Not Like	 Sometimes Do Not Like	 OK	 Sometimes Like	 Always Like A Lot
 <p>Practice English pronunciation.</p>	 Always Do Not Like	 Sometimes Do Not Like	 OK	 Sometimes Like	 Always Like A Lot
 <p>Practice conversations.</p>	 Always Do Not Like	 Sometimes Do Not Like	 OK	 Sometimes Like	 Always Like A Lot

Student Orientation and Intake Self-Assessment

1. What does your student orientation and intake process include? (check all that apply)

- a welcome and warm-up activity
- program overview including explanation of how, when and where classes are held
- explanation of how your class will differ from K-12
- discussion of potential barriers/roadblocks to participation and available options
- preliminary goal setting activities
- testimony/advice from currently-enrolled students
- self-assessment to determine student strengths and interests
- lots of fun, engaging, and strength-driven activities
- explanation of how adults learn and administration of a learning styles inventory
- administration of a locator or appraisal test
- completion of registration forms
- explanation of confidentiality issues and signed release of information form
- explanation of local program expectations, including signatures on program's code of conduct
- explanation of acceptable internet use policy and appropriate signature
- preliminary screening questions that address special learning needs
- follow-up student interviews to discuss assessment results (locator and learning styles inventory), confirm student attendance schedule, assist with resolving barriers to participation, etc.
- administration of standardized tests
- tour of the facility
- NRS goal resolution based on assessment results and student interview
- development of an individualized learning plan

