

**WVAdultEd Instructor Handbook  
2017-18**



## **Section 5**

# **Identifying Strengths and Weaknesses**



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**For questions or concerns related to the content of the *WVAdultEd Instructor Handbook*, contact Cathy Shank at the WVAdultEd Hotline, 1-800-642-2670, or via email at [cshank@k12.wv.us](mailto:cshank@k12.wv.us).**

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## Identifying Strengths and Weaknesses

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## **INTERVENTIONS REQUIRED BY THE WVADULTED PROGRAM**

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It is important to determine students' strengths and weaknesses at the outset to help them know what goals will be realistic and how to proceed with a plan of study. WVAdultEd programs are required to administer some type of screening instrument, questionnaire, and/or inventory (or a combination) to each student and to make interventions in the student learning plan based on the results. The intervention instrument(s) must include:

- **Learning styles** (auditory, visual, tactile, social, etc.) **identification** questions that will help you and your students identify materials and techniques that are best suited to their strengths.
- **Barrier identification** questions (about problems with transportation, scheduling, child care, health, family issues, etc.) that will help you assist the students in identifying potential problems and developing a plan to address these issues.
- **Special learning needs screening** questions that will tip you off to learning disabilities, attention deficits, and other special learning needs (e.g., vision or hearing problems, medical issues, etc.) so that you can identify appropriate strategies and accommodations or make referrals for formal diagnoses.

Different programs use different intervention instruments or combinations of instruments to screen and follow-up on students.

There are several instruments within this handbook that contain one or more of the required intervention instruments. These can be found in the [Section 5 Appendix](#). SPOKES classes are required to use particular instruments (see [Section 16](#)).

In addition to simply screening students, your program is **required to follow-up** by explaining the screening results, developing individual strategies to address the problem areas, making referrals to outside agencies as needed, and documenting this process.

Students with documented disabilities and other special needs should not be turned away. On the contrary, it is your job to find appropriate strategies and resources to assist them. Adults who struggle to attend your program due to barriers in their lives need your assistance.

## ASSESSING LEARNING STYLES

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As adult educators, we need to become more aware of different modes of learning. The tendency of most instructors is to deliver educational input in their own preferred style. Many times our students have had difficulty in the learning environment because they only received one type of input.

Learners are often more successful when they receive input in their preferred learning style (visual, auditory, tactile, kinesthetic, etc.). It is important to help each learner become aware of his or her learning style and to provide appropriate input to enhance learning. Learners who are aware of how they best receive input can choose appropriate materials and settings to work in as part of their plan of study. Instructors who pay attention to student learning styles offer choices in how students receive input and demonstrate their learning.

### Learning Styles versus Learning Disabilities

All of us learn through our senses. We obtain information from a variety of modalities. Our preferred modalities are our learning styles. Some adults have impairments in one or more of their learning modalities caused by learning disabilities (LD).

Adults with learning disabilities can ONLY receive information from their intact learning modalities. Thus, for an adult with LD, his or her learning style is *not simply a preference*; it is *mandatory*. Adults with learning disabilities MUST receive information in particular ways, or they cannot process the information and, therefore, cannot learn it.

For example, adults with auditory processing disabilities have problems hearing and understanding oral instructions. They must have written instructions to know what to do. In contrast, those with dyslexia may struggle with written text, but find the audio feature on some computer programs to be extremely helpful or even necessary.

While discerning one's learning style is valuable to almost any adult learner, it may be a vital step for an adult with learning disabilities. It may provide you with the key to how a particular learner needs to receive and process information.

### Learning Styles Instruments

A variety of instruments are available to help adult learners discover their preferred learning styles. Find out if your local program requires that you use specific instruments and which one(s). Because they may be freely reproduced, many WVAdultEd programs use the one of the following instruments:

- The [C.I.T.E.](#) (*Section 5 Appendix*) instrument distinguishes between learners who prefer visual-language, visual-numerical, auditory-language, auditory-numerical, auditory-visual-kinesthetic, social-individual or social-group. **SPOKES instructors are required to use the C.I.T.E.**

**Note:** An Excel version that will automatically score the instrument is available for download at <https://wvde.state.wv.us/abe/file-cabinet/CITE.xlsx> . (Be sure to click on the Summary tab at the bottom of the page to access the results worksheet.)

- The [Learning Style Preference Form](#) (Section 5 Appendix) from Linn-Benton Community College determines whether the student is a visual, auditory, tactile, or social learner.
- **ESL instructors** often use the pictorial *ESL Learning Styles Questionnaire* ([Section 14](#)).

Many other inventories are available for purchase and some are available online free-of-charge. A few of these are listed below:

- Human Relations Strategies for Success  
<http://www.mhhe.com/ps/hrelations/general/learninven.html>  
This is a short, 14-question survey designed to quickly assess learning styles.
- Index of Learning Styles Questionnaire  
<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>  
This instrument is an online questionnaire designed to assess a person's preferred learning styles on four dimensions: active/reflective, sensing/intuitive, visual/verbal, and sequential/global. This inventory is free for the personal use of individuals and teachers who want to use it with their students.
- Kiersey Temperament Sorter  
<http://www.keirsey.com/sorter/instruments2.aspx?partid=0>  
The Kiersey Temperament Sorter is a 70-question personality instrument that helps individuals discover their personality type. You must register for an account to get a mini-report. A full report is available for a fee.
- Learning Style Inventory  
<http://www.personal.psu.edu/bxb11/LSI/LSI.htm>.  
This short, 24-question survey, developed by the University of Hawaii's Learning Assistance Center, provides a quick and easy way to assess learning styles. This is a PDF document that is printable. For an online version of this assessment, visit
- Learning Styles  
[http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Learning\\_Styles.html](http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Learning_Styles.html)  
This webpage gives a list of resources by R. M. Felder relating to learning styles and learning style models.
- Learning Styles Chart  
<http://www2.fiu.edu/~keysj/LearningStylesChart.pdf>

This online chart gives learning style descriptions as well as strategies to enhance learning for each of the following learning styles: visual, aural, reading/writing, and kinesthetic. It also gives a list of resources for each learning style that may be helpful for improving one's study skills.

- Learning Styles and Multiple Intelligences

<http://www.ldpride.net/learningstyles.MI.htm>

This site provides definitions and information relating to learning styles and Multiple Intelligence (MI). It also provides practical tips on how to use your learning styles to enhance your learning experience. You may take an online learning styles assessment. However, you must pay to see the results.

- Multiple Intelligences Assessment

<http://www.literacyworks.org/mi/assessment/findyourstrengths.html>

This assessment will help you find out which intelligences are strongest for you. Teachers can use this with their students to find out which intelligences they use the most. This site also provides strategies for each of the different areas.



## SCREENING FOR BARRIERS AND SPECIAL LEARNING NEEDS

When adult learners decide to enter educational programs, they have many questions and concerns. They want to know how adult education is different from their past educational experiences. They may have transportation, child care, or health-related problems to work out. They may have physical or learning disabilities that they are concerned about. They may have scheduling conflicts that will interfere with studies. Sometimes they are only beginning to think about these barriers as they go through the registration process.

Unless someone helps new students to pinpoint the problems and identify potential solutions, they may abandon the program before they ever get started.

### **Recommended Screening Instruments**

As you select and use screening instruments to identify barriers to attendance and special learning needs, it is important to remember that written instruments may need to be read aloud to students with low-level reading skills. Also, confidential information will need to be handled carefully (see *Student Confidentiality* in [Section 4](#)).

All general adult education classes should use the [Learning Needs Screening](#) (*Section 5 Appendix*) to help determine whether a student should be sent for formal diagnosis of a disability. The first part of the screening includes 13 questions that determine the need for referral for formal psychological assessment. Other parts of the instrument screen for barriers to attendance and other special needs (vision, hearing, mental health, etc.). The *Additional Questions* are related to barriers and job-related problems and the *Confidential Questions* (including the required three questions) relate to diagnosed conditions and medications used by the individual. It is recommended that you complete the entire instrument regardless of the scoring on the first 13 questions. Finally, there is a follow-up form and release of information to help decide what referrals should be made and get permission to do that.

**SPOKES** programs are required to use a special version of the *Learning Needs Screening* (see [Section 16 Appendix](#)).

**ESOL** programs may use the ESL Registration/Background Interview (see [Section 14 Appendix](#)) to identify special needs and barriers. It includes the three required questions.

The WVAdultEd program requires that **at a minimum** all students must be screened for potential learning difficulties with **three questions**:

- *Have you ever had special help or special classes?*
- *Do you think you have trouble learning?*
- *What kinds of things do you have trouble with?*

If students answer ‘yes,’ then appropriate investigation must occur to determine how best to serve the student in the program. It is not enough to ask the questions; instructors must follow-

up and determine how these issues will effect learning in the classroom. Referrals will still need to be made if a student indicates a barrier.

Some programs have incorporated these three questions into their intake documents along with their own instruments for asking about barriers to attendance. However, the [Learning Needs Screening](#) is the best instrument to assist in screening for barriers and special learning needs and is preferred over simply using the three questions.

### **Using Screening Instruments**

Simply administering a screening instrument to every student is not enough. Instructors must use the information to connect students to community resources and to adapt instruction to help students overcome barriers and learning difficulties.

## IDENTIFYING RESOURCES AND ADDRESSING BARRIERS

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After screening is completed, discuss special needs as well as current and potential barriers with the student. Make a plan together for how to address each issue.

### Accessing Community Resources

There are many community service organizations that can assist with a variety of needs including food, shelter, and transportation. Other agencies may help with documenting disabilities, identifying accommodations, or providing educational services.

You might be able to partner with your local Board of Education to transport adults along with their child to your class. You may be able to arrange for free glasses or hearing aids from the local Lions or Optimists Club.

An adult with a disability (or likelihood of a disability) may need an official diagnosis from a certifying professional diagnostician in order to have access to the specific accommodations needed to be successful on assessments such as the high school equivalency assessment. You may need to refer the student to the [Division of Rehabilitation Services \(DRS\)](#) for diagnosis and job assistance.

A student with a disability or a special need may need to be scheduled to attend class at a specific time when you can devote a little more time to providing assistance or you may need to arrange for one-on-one tutoring by contacting a [Literacy WV program](#) to obtain assistance from a volunteer.

It is important to identify community resources to address barriers and special needs and set up assistance at the outset. To locate assistance in your community, there are several resources that may be useful:

- Family Resource Networks (FRNs) in each county maintain lists of community resources. For a listing of West Virginia FRN locations and contact information, see <http://www.alliancewv.org/docs/FRNListbyRegion.doc>. Contact your local FRN to obtain the local directory.
- *Partners In Adult Education, Literacy, and Workforce Development In West Virginia (Section 1)* includes descriptions and links for the following organizations with programs that may be of assistance:
  - The Department of Health and Human Resources (DHHR) Bureau for Children and Families
  - Literacy West Virginia
  - WorkForce West Virginia
  - West Virginia Division of Rehabilitative Services (DRS)

- The WVAdultEd LiveBinder, located at <https://www.tinyurl.com/wvabe>, includes a tab for Special Learning Needs (at <http://www.livebinders.com/play/play/816321>). Here you will find links to resources in the following areas:
  - Accommodations and Assistive Technology
  - ADHD
  - Child Care Resources
  - Learning Disabilities
  - College Resources
  - Family Literacy Resources
  - Health Services Resources
  - Hearing Resources
  - Legal Information
  - National and State Hotline Directory
  - Regional Family Resource Networks
  - Universal Design
  - Vision Resources
  
- Although it has not been updated recently, *ConXtions* is still a great resource in locating local services. See <http://wvde.state.wv.us/abe/connections.htm>.

### **Addressing Barriers and Special Needs**

Early identification of students with special needs is critical to developing an appropriate instructional plan with needed classroom and testing accommodations. You should work cooperatively with your county school system, vocational rehabilitation programs, local psychologists, and service agencies in developing a referral system for students who are likely to have specific physical or learning disabilities or mental impairments.

In addition, in order for students to show progress in a program, they need to attend class on a regular basis. If you can also deal with other barriers up front, you are more likely to retain students and truly meet the needs of the adults who come to you for help.

As additional barriers or learning problems present themselves later on, encourage students to be proactive and ask for support when it is necessary.

There are several instruments to assist in addressing barriers and special needs:

- In the *Section 5 Appendix*, you will find the [\*Plan for Reducing Barriers to Success\*](#). It can help you make plans to eliminate potential barriers and learning problems that you have identified and keep track of referrals you have made to appropriate agencies.
- For additional ideas, see *Retention* in [\*Section 10\*](#).

## Weighted Attendance/Contact Hours for Students with Disabilities

In recognition of the fact that adults with disabilities may require additional planning and instructional time on the part of the instructor, WVAdultEd has a policy for weighted attendance/contact hours. For students with physical or learning disabilities or mental impairments that have a written diagnosis by a certifying professional, their attendance hours are counted as “time and a half.” If the disability is **visible** (blind, missing limb, etc.), an official diagnosis is not necessary; but the instructor should make note of the disability in the student’s confidential file.

Examples of Disabilities	Professionals Qualified to Document Disabilities or Mental Impairments
<ul style="list-style-type: none"> <li>• Visual Impairments</li> <li>• Hearing Impairments</li> <li>• Speech Impediments</li> <li>• Mobility Impairments</li> <li>• Emotional Impairments</li> <li>• Psychological Impairments</li> <li>• Mental Impairment/Retardation</li> <li>• Dyslexia (reading disorder)</li> <li>• Dysgraphia (writing disorder)</li> <li>• Dyscalculia (math disorder)</li> <li>• Attention Deficit Disorder (ADD)</li> <li>• Attention Deficit Hyperactivity Disorder (ADHD)</li> <li>• Distractibility</li> <li>• Closed-head Injury</li> </ul>	<ul style="list-style-type: none"> <li>• Medical Doctors</li> <li>• Rehabilitative Services Counselors</li> <li>• University-based Clinic Staff</li> <li>• Social Workers or Instructors who verify existence of documentation</li> <li>• Clinical/Educational Psychologists</li> <li>• Language Therapists</li> <li>• Neuropsychologists and Neuropsychiatrists</li> <li>• Neurologists</li> <li>• School Psychologists/Psychometrists</li> <li>• The professional must be familiar with the candidate and be able to provide written verification that a physical or learning disability exists. The professional must have training appropriate to the diagnosis.</li> <li>• School Record/IEP</li> </ul>

The following procedures have been established to allow for weighted student attendance/contact hours.

- Select Documented Disability as the student type on the *Student Profile Form* ([Section 4 Appendix](#)) for students with **a visible disability** (blind, missing limb, etc.) or **who present documentation** for any type of physical or mental impairment (including a learning disability) that substantially limits or restricts one or more major life activities: walking, seeing, hearing, speaking, learning, or working.
- The instructor **MUST** maintain documentation from an appropriate certifying professional in a separate confidential folder for each student meeting the criteria (unless the disability is **visible**, in which case it should simply be noted by the instructor in the confidential file).

- In AEMIS, be sure that *Documented Disability* is selected as a student type. For every hour logged on the *Log Attendance Form* for a student with a student type of *Documented Disability*, AEMIS automatically increases the hours on the *300A Form* and *Class Summary Report* by an additional .5 hours in the appropriate FFL level.
- Because AEMIS handles this automatically, you should NOT input or record 1.5 hours when logging attendance within AEMIS; simply enter the actual time on task.

## **Making Requests for Information to Obtain Documentation for Students with Disabilities**

If an individual has been diagnosed with a disability or has a special education record, that person may already have documentation and may be able to demonstrate the need for classroom or testing accommodations. Helping students obtain this documentation may save them the expense of being reevaluated.

These psychological assessments may also give you more information about the person's strengths and weaknesses and help you to decide what classroom and testing accommodations should be offered. The Americans with Disabilities Act (ADA) requires that those with a history of being considered disabled must be offered appropriate accommodations.

To request diagnostic information from schools or other agencies, use the [Request for Information Form](#) (Section 5 Appendix).

Once you obtain this documentation, the student will be eligible for [weighted contact hours](#). Thus, it is beneficial to the program to obtain this documentation, maintain it in the confidential file, and select *Documented Disability* as a student type in AEMIS.

This documentation may also allow the learner to request appropriate accommodations in future educational, testing, and workplace settings whenever they are necessary. If an individual is planning to take the TASC test, results from previous psychological evaluations may be reinterpreted by a "certifying professional" or an "advocate" who can then fill out the [TASC Special Testing Accommodations Request Form](#). For more information on TASC test accommodations, see [Section 12](#).

Finally, the records may show that an individual was considered to have a "mental impairment" as opposed to a "learning disability." It is important to note that older testing may not reflect accurate diagnosis, when the diagnosis identifies "mental impairment," "borderline" or "low functioning." A new assessment, due to better protocols and current knowledge, may provide a learning disability diagnosis.

Requests for school records can be sent directly to the last school the individual attended, or in the case of school closings or consolidation, to the county office. Use the [Request for Information](#) (Section 5 Appendix) when requesting school records. It is important to note that even though special education files are requested, sometimes only a transcript is sent. This

does not mean that the student was never in special education classes. Special education records are maintained separately from regular transcripts and the person who fills the request for transcripts may not be aware of records kept elsewhere. You may have to request records more than once or send a follow-up letter clarifying what is needed.

On occasion you may have students who attended special education classes but whose records are lost or unavailable. In other cases, students may have been in special education, but were never diagnosed with a learning disability. If this happens it will be necessary to refer the student for a psychological assessment.

## **Making Referrals for Psychological Assessment**

After administering the [Learning Needs Screening](#) to an individual, if results indicate referral for further assessment is needed and no formal assessment has been done or no documentation of a previous diagnosis is available, the individual should be referred to another agency for formal assessment to determine the nature of the problem.

### **Referral to a Certifying Professional through the DRS**

In many cases WVAdultEd students will qualify for assessment services through the [Division of Rehabilitation Services \(DRS\)](#). To qualify, a client must be seeking future employment or to improve his or her capacity to obtain better employment. When making referrals, it is important to make it clear to the intake counselor that the individual's lack of documentation prohibits the individual from accessing needed accommodations and thus **poses a barrier to further training or career advancement**.

### **Referral Directly to a Professional Diagnostician**

Adult students who are employed and have private insurance may want to be referred to a private "certifying professional."

### **What to Send to DRS or the Professional Diagnostician**

Photocopy or retype the [Special Learning Needs Referral](#) (*Section 5 Appendix*) onto your program letterhead. Indicate the specific items that you are attaching to the referral:

- Provide as much class information as you have collected (assessment scores from TABE, *Learning Needs Screening*, notes of any difficulties you have observed, notes on any strategies or accommodations you have used successfully, etc.).
- Provide copies of any old records you or the student can collect:
  - School records showing participation in special education services
  - Individualized Education Plans (IEPs)
  - Transcripts from middle school or high school
  - Other records showing a history of academic difficulties due to your disability
- Have the student sign the *Release of Information to External Agencies* ([Section 4 Appendix](#)) listing the items the student permits you to send. Keep the original in the

confidential file and send along a copy.

- Have the student sign a [Request for Information](#) (*Section 5 Appendix*) so that you can receive the results of the formal assessment and discuss the case with the diagnostician or counselor. Send the original to the diagnostician and keep a copy in the confidential file.

If the individual is seeking the high school equivalency diploma, explain that the [TASC Special Testing Accommodations Request Form](#) will need to be completed by a professional diagnostician in order for the student to receive accommodations for any of the following:

- Attention Deficit Hyperactivity Disorder
- Emotional, Psychological, or Psychiatric Disorder
- Learning, Cognitive, or Intellectual Disability
- Physical Disability or Chronic Health Disability

The diagnostician will be a psychologist or doctor who administers a series of psychological, educational, or medical tests. This professional is likely to be unfamiliar with the process for obtaining TASC accommodations, so for individuals working toward a high school equivalency diploma you will also need to send a number of attachments to help in completing the process:

- The [Testing Accommodation Attachment](#) (*Section 5 Appendix*) that indicates what you are sending and which accommodations you have used successfully with the student in your classroom.
- the [TASC Special Testing Accommodations Request Form](#)
- The [Evaluator Guidelines for requesting TASC Special Testing Accommodations](#)

For more information or assistance regarding special accommodations for the TASC test, contact Pam Young at 1-800-257-3723 ext. 212, or [pbryan@k12.wv.us](mailto:pbryan@k12.wv.us).



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# APPENDIX

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## Section 5

### Identifying Strengths and Weaknesses

- Intervention Instruments
- Request and Referral Forms

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# Intervention Instruments

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## 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 Instrument 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

*See definitions of each learning style on the following pages!*

## BACKGROUND ON THE CENTER FOR INNOVATIVE TEACHING EXPERIENCES (C.I.T.E.) LEARNING STYLES INSTRUMENT

The *Center for Innovative Teaching Experiences (C.I.T.E.) Learning Styles Instrument* (Babich, Burdine, Albright, and Randol, 1976) is often used to identify learning styles for adults. The *C.I.T.E.* was formulated at the Murdoch Teachers Center in Wichita, Kansas to help teachers determine the learning styles preferred by their students.

The C.I.T.E. is divided into three main areas:

- **Information Gathering** includes auditory language, visual language, auditory numerical, visual numerical, and auditory-visual-kinesthetic combination.
- **Work Conditions** focus on whether a student works better alone or in a group.
- **Expressiveness Preference** considers if a student is better at oral or written communication.

Scores on the *C.I.T.E. Learning Styles Inventory* fall into one of three categories: major, minor, and negligible. These categories may be defined as follows:

**Major**—The student prefers this mode of learning, feels comfortable with it, and uses it for important (to the student) learning. A student does not necessarily have one and only one preferred style.

**Minor**—The student uses this mode but usually as a second choice or in conjunction with other learning styles.

**Negligible**—The student prefers not to use this if other choices are available. The student does not feel comfortable with this style.

An Excel version of this form, which will automatically score the instrument, is available on the WVAdultEd website at <http://www.wvabe.org/CITE/CITE.xlsx>. The Excel spreadsheet contains two worksheets: Questions and Summary. Click on the Questions tab (located at the bottom of the document) and answer the questions. The results for each category are automatically scored on the Summary worksheet (which may be accessed by clicking on the Summary tab at the bottom of the spreadsheet.)

Instructors may obtain copies of this form by contacting Louise Miller at 1-800-766-7372 ext. 1122; email: [lbmillier@k12.wv.us](mailto:lbmillier@k12.wv.us). The online instrument may also be downloaded at <http://www.wvabe.org/cite.htm>.

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

Babich, A.M., Burdine, P., Albright, L., Randol, P.  
Wichita Public Schools, Murdoch Teachers Center  
Center for Innovative Teaching Experiences

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

Questions	Most Like Me		Least Like Me	
	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



## DEFINITIONS AND TEACHING TECHNIQUES FOR LEARNING STYLES

The following are descriptions of learning styles identified by the *C.I.T.E. Instrument* and found in every learner to a major, minor, or negligible extent. Suggested teaching techniques are provided for each learning style. Each of the nine style areas are described here as if the student were a “major” in that particular style.

Learning Style	Teaching Techniques
<p><b>Visual-Language:</b> This is the student who learns well from seeing words in books, on the chalkboard, charts, or workbooks. He or 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><b>Visual-Language:</b> 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><b>Visual-Numerical:</b> 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><b>Visual-Numerical:</b> 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><b>Auditory-Language:</b> 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><b>Auditory-Language:</b> 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>

Learning Style	Teaching Techniques
<p><b>Auditory-Numerical:</b> 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><b>Auditory-Numerical:</b> 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><b>Auditory-Visual-Kinesthetic:</b> 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><b>Auditory-Visual-Kinesthetic:</b> 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><b>Social-Individual:</b> 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><b>Social-Individual:</b> 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>

Learning Style	Teaching Techniques
<p><b>Social-Group:</b> 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><b>Social-Group:</b> 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><b>Expressive Oral:</b> 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><b>Expressive Oral:</b> 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>
<p><b>Expressiveness-Written:</b> This student can write fluent essays and good answers on tests to show what he or she knows. He or she feels less comfortable, perhaps even stupid when oral answers are required. His or her thoughts are better organized on paper than when they are given orally.</p>	<p><b>Expressiveness-Written:</b> This student needs to be allowed to write reports, keep notebooks and journals for credit, and take written tests for evaluation. Oral transactions should be under non-pressured conditions, perhaps even in a one-to-one conference.</p>

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## LEARNING STYLE PREFERENCE FORM

Kathy Clark, Linn-Benton Community College

Place a check on the answer that is right for you.	Yes	No
1. I can learn more about a subject through listening than reading.	<input type="checkbox"/>	<input type="checkbox"/>
2. I can follow written directions better than oral directions.	<input type="checkbox"/>	<input type="checkbox"/>
3. I like to write things down or take notes for visual review.	<input type="checkbox"/>	<input type="checkbox"/>
4. I bear down extremely hard with pen or pencil when writing.	<input type="checkbox"/>	<input type="checkbox"/>
5. I need explanations of diagrams, graphs, or visual directions.	<input type="checkbox"/>	<input type="checkbox"/>
6. I enjoy working with tools.	<input type="checkbox"/>	<input type="checkbox"/>
7. I am skillful and enjoy developing and making graphs and charts.	<input type="checkbox"/>	<input type="checkbox"/>
8. I can tell if sounds match when presented with pairs of sounds.	<input type="checkbox"/>	<input type="checkbox"/>
9. I remember best by writing things down several times.	<input type="checkbox"/>	<input type="checkbox"/>
10. I can understand and follow directions on maps.	<input type="checkbox"/>	<input type="checkbox"/>
11. I do better at academic subjects by listening to lectures and tapes.	<input type="checkbox"/>	<input type="checkbox"/>
12. I play with coins or keys in pockets.	<input type="checkbox"/>	<input type="checkbox"/>
13. I learn to spell better by saying the letters out loud than by writing the word on paper.	<input type="checkbox"/>	<input type="checkbox"/>
14. I understand a news article better by reading about it in the paper than by listening to the radio.	<input type="checkbox"/>	<input type="checkbox"/>
15. I chew gum, smoke, or snack during studies.	<input type="checkbox"/>	<input type="checkbox"/>
16. I feel the best way to remember is to picture it in my head.	<input type="checkbox"/>	<input type="checkbox"/>

17. I learn by “finger spelling” the words.	<input type="checkbox"/>	<input type="checkbox"/>
18. I would rather listen to a good speech or lecture than read the same materials in a textbook.	<input type="checkbox"/>	<input type="checkbox"/>
19. I am good at solving jigsaw puzzles and mazes.	<input type="checkbox"/>	<input type="checkbox"/>
20. I grip objects in my hands during learning periods.	<input type="checkbox"/>	<input type="checkbox"/>
21. I prefer listening to the news on the radio rather than reading about it in the newspaper.	<input type="checkbox"/>	<input type="checkbox"/>
22. I get information on an interesting subject by reading relevant materials.	<input type="checkbox"/>	<input type="checkbox"/>
23. I feel comfortable touching others, hugging, handshaking, etc.	<input type="checkbox"/>	<input type="checkbox"/>
24. I follow oral directions better than written ones.	<input type="checkbox"/>	<input type="checkbox"/>

## LEARNING STYLE PREFERENCE SCORING FORM

Scoring Procedures

YES = 5 points

NO = 1 point

Place the point value on the line next to its item number. Next, add the values to get your preference score under each heading. For example, if you answered question number 2 with YES give yourself 5 points and write the 5 next to the number 2 under VISUAL.

### VISUAL (VPS)

Item    Points

2        \_\_\_

3        \_\_\_

7        \_\_\_

10       \_\_\_

14       \_\_\_

16       \_\_\_

19       \_\_\_

22       \_\_\_

VPS = \_\_\_\_\_

### AUDITORY (APS)

Item    Points

1        \_\_\_

5        \_\_\_

8        \_\_\_

11       \_\_\_

13       \_\_\_

18       \_\_\_

21       \_\_\_

24       \_\_\_

APS = \_\_\_\_\_

### TACTILE (TPS)

Item    Points

4        \_\_\_

6        \_\_\_

9        \_\_\_

12       \_\_\_

15       \_\_\_

17       \_\_\_

20       \_\_\_

23       \_\_\_

TPS = \_\_\_\_\_

VPS is visual preference score

APS is auditory preference score

TPS is tactile preference score

From: Kathy Clark, Linn-Benton Community College





## LEARNING NEEDS SCREENING INSTRUMENT

A four-year study conducted by the State of Washington shows that **44% of welfare recipients were found to have learning disabilities. Another 9% were identified with other significant disorders.**

A short screening tool called the *Learning Needs Screening* was developed to identify welfare recipients in need of further formal assessment, diagnostic evaluation, and other related referrals/resources. This instrument was field-tested and validated for this population and was found to be 72.5% accurate in identifying learners with learning disabilities and those classified as MMR (Mildly Mentally Retarded) or as 'slow learners.'

According to the developers, the *Learning Needs Screening* can be used by case managers, counselors, employment and training personnel, instructors, and social workers who are assisting TANF clients. The purpose of the tool is solely to identify significant learning difficulties in order to refer clients for diagnostic evaluation. The *Learning Needs Screening* uses a self-report format and is **most accurate and effective when administered individually using an oral interview protocol.** The tool was developed with federal funding and therefore may be reproduced freely.

The *Learning Needs Screening* is not a diagnostic tool, but a predictor of need. It does NOT diagnose a learning disability, does NOT identify learners' strengths or weaknesses, and does NOT assist in determining classroom or workplace modifications; it ONLY determines the need for referral for formal assessment.

It has NOT been validated with any population other than the TANF population; therefore, use in elementary or secondary schools or with individuals in university, college, or work environments may not produce accurate results. It is NOT appropriate for use with limited English speaking adults. In most cases, it WILL be appropriate for adult education and literacy students in West Virginia since this group has a similar educational profile to that of the TANF client.

In West Virginia, Adult Education practitioners can administer the *Learning Needs Screening* to adults in WVAdultEd and SPOKES classes. For West Virginia's purposes, the Washington State version of the *Learning Needs Screening* has been modified to include additional questions. **The original 13 questions which were field-tested for accuracy in the Washington State study have not been modified in any way.** Students with a score of 12 or higher on the 13 questions should be referred for formal assessment. The additional questions have been added to aid in identifying barriers to learning and to help instructors identify referrals that may need to be made (e.g., child care, transportation, literacy tutor, medical doctor, optometrist, audiologist, etc.).

Formal assessment, diagnosis, and documentation of learning disabilities will make it possible for students to apply for accommodations on the high school equivalency assessment and other post-secondary examinations. Information from formal assessment can be used to identify appropriate learning strategies and classroom accommodations. Individuals with documented disabilities may also be eligible for workplace accommodations.

# LEARNING NEEDS SCREENING DIRECTIONS

## for WVAdultEd and Literacy Programs

Before proceeding to the questions, read this statement aloud to the student:

*The following questions are about your school and life experiences.*

*We're trying to find out how it was for you (or your family members) when you were in school or how some of these issues might affect your life now.*

*Your responses to these questions will help identify resources and services you might need to be successful in completing your education or getting a job.*

*You are not required to answer if you are uncomfortable with specific questions.*

1. Provide the student with a copy of the questions. Read the questions out loud to the student or group of students. Circle "Yes" or "No" for each question in Sections A, B, C, and D.  
**Note:** you may administer the screening to a group of students, having students circle their own answers, but the questions should still be read out loud.
2. **Since July 2016 it is "strongly recommended" that you ask all 30 questions regardless of the score.** Count the number of "Yes" answers in Sections A, B, C, and D. Multiply the number of "Yes" responses in each section by the appropriate number below:
  - Section A total X 1
  - Section B total X 2
  - Section C total X 3
  - Section D total X 4
3. Record the number obtained for each section. To obtain a Total Score, add the subtotals from Sections A, B, C, and D and write the total at the bottom of the page. It is recommended that you ask all 30 questions.
4. Ask **all students** the **Additional Questions in Section E** in order to identify barriers to learning. These answers do not count in the tally (and are not considered 'strictly confidential') but may be used to determine referrals that need to be made.
5. **If a student has a Total Score for Sections A-D of 12 or more, proceed with the Confidential Questions in Section F.** Write down the student's answers. If you complete Section F, *Confidential Questions*, this screening will then become a strictly confidential document and should be kept in a separate locked file.
6. **If the Total Score for Sections A-D is 12 or more, refer the student for formal psychological assessment.** If you are making a referral for psychological assessment and will be sending the screening information along, you must have the student sign the *Release of Information* form. If the client has other issues (vision, hearing, etc.) identified in Section E, make additional referrals (vision specialist, audiologist, etc.).
7. **If the Total Score for Section A-D is less than 12 still ask all students the Additional Questions in Section E and F**(since many adults have other problems that are unrelated to disabilities) that can affect their learning progress. You may need to make other referrals to local literacy providers, child care providers, transportation assistance, etc.

Note: The 13 questions on Parts A-D of the *Learning Needs Screening* were developed for the Washington State Division of Employment and Social Services Learning Disabilities Initiative (November 1994 to June 1997) under contract by Nancie Payne, Senior Consultant, Payne & Associates, Olympia, Washington. Other parts of the screening have been adapted and modified for use with West Virginia Adult Education (WVAdultEd) students. The *Learning Needs Screening* is not a diagnostic tool and should not be used to determine the existence of a disability. Its purpose is to determine who should be referred for formal assessment.

## LEARNING NEEDS SCREENING

*I am going to read this Learning Needs Screening out loud to you.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please answer the following questions. Circle Yes or No.

<b>Section A</b>			
1.	Did you have any problems learning in middle school or junior high school?	Yes	No
2.	Do any family members have learning problems?	Yes	No
3.	Do you have difficulty working with numbers in columns?	Yes	No
4.	Do you have trouble judging distances?	Yes	No
5.	Do you have problems working from a test booklet to an answer sheet?	Yes	No
<b>Total of Section A</b>			_____
<b>Section B</b>			
6.	Do you have difficulty or experience problems in mixing arithmetic signs?	Yes	No
7.	Did you have any problems learning in elementary school?	Yes	No
<b>Total of Section B</b>			_____
<b>Section C</b>			
8.	Do you have difficulty remembering how to spell simple words you know?	Yes	No
9.	Do you have difficulty filling out forms?	Yes	No
10.	Did you (do you) experience difficulty memorizing numbers?	Yes	No
<b>Total of Section C</b>			_____
<b>Section D</b>			
11.	Do you have trouble adding and subtracting small numbers in your head?	Yes	No
12.	Do you have difficulty or experience problems taking notes?	Yes	No
13.	Were you ever in a special program or given extra help in school?	Yes	No
<b>Total of Section D</b>			_____
<b>Total of all Sections (A+B+C+D)</b> _____			

The 13-question *Learning Needs Screening* was developed for the Washington State Division of Employment and Social Services Learning Disabilities Initiative (November 1994 to June 1997) under contract by Nancie Payne, Senior Consultant, Payne & Associates, Olympia, Washington.

Name: \_\_\_\_\_

**Section E: Additional Questions**

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

Answer yes to all that apply to you:

- |   |     |    |
|---|-----|----|
| • It's hard for me to speak up in class.  | Yes | No |
| • It's sometimes hard for me to understand what people are saying.              | Yes | No |
| • It's hard for me to work by myself.   | Yes | No |
| • It's hard for me to work with other people.                                   | Yes | No |
| • I get nervous taking tests.   | Yes | No |
| • I have trouble finishing what I start.  | Yes | No |
| • Too much noise or activity bothers me.  | Yes | No |
| • It's hard for me to work when it's too quiet.                                 | Yes | No |
| • I have a lot of things on my mind, so sometimes it's hard for to concentrate. | Yes | No |

Other:

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

Answer yes to all that apply to you:

- |   |     |    |
|---|-----|----|
| • I sometimes have transportation problems.                               | Yes | No |
| • I have a family member with health problems.                            | Yes | No |
| • I have child care problems.   | Yes | No |
| • I have elderly people to take care of at home.                          | Yes | No |
| • My work schedule sometimes changes or conflicts with class times.       | Yes | No |
| • I am sometimes very tired because of working long hours.                | Yes | No |
| • I have a lot of responsibilities.                                       | Yes | No |
| • I'm always thinking about problems at home.                             | Yes | No |
| • I have family members or friends who don't think I should go to school. | Yes | No |

Other:

16. Do you have difficulty finding or keeping a job you like? Yes No

If so, what makes it hard for you to get or keep this kind of job?

What would help?

Name: \_\_\_\_\_

**Section F: Confidential Questions**

- |     |   |     |    |
|-----|---|-----|----|
| 17. | Do you have problems with your vision (eyes)?               | Yes | No |
| 18. | Have you had your vision checked in the last three years?   | Yes | No |
|     | If so, what kind of eye exam did you have?                  |     |    |
|     | • for near or far-sighted problems?                         | Yes | No |
|     | • for cataracts?  | Yes | No |
|     | Other vision problems?                                      | Yes | No |
|     | Explain:  |     |    |
| 19. | Do you need to wear glasses?                                | Yes | No |
|     | If so, do you have the correct prescription?                | Yes | No |
| 20. | Do you have trouble hearing?                                | Yes | No |
|     | If so, when was the last time you had your hearing checked? |     |    |
| 21. | Do you have a prescription for a hearing aid?               | Yes | No |
|     | If so, do you wear it?                                      | Yes | No |
|     | Does the hearing aid work for you?                          | Yes | No |
| 22. | Was school difficult for you?                               | Yes | No |
|     | Explain:  |     |    |
| 23. | Do you think that you have trouble learning?                | Yes | No |
|     | If yes, what kinds of things do you have trouble with?      |     |    |
| 24. | Do you feel you are easily distracted?                      | Yes | No |
|     | If yes, what kinds of things distract you?                  |     |    |

25.	Have you ever been diagnosed or told you have a		
	• learning disability?	Yes	No
	• an attention deficit?	Yes	No
	If so, by whom?		
	When?		
	What were you told?		
26.	Do you have other problems or disabilities that make studying or working difficult?	Yes	No
	If yes, please describe:		
27.	Do you have documentation of a disability?	Yes	No
	Notes:		
28.	Would you like to request accommodations?	Yes	No
	Notes:		
29.	Have you ever had trouble with any of the following? If so, please explain.		
	• multiple, chronic ear infections	Yes	No
	• multiple, chronic sinus problems	Yes	No
	• serious accidents resulting in head trauma	Yes	No
	• prolonged, high fevers	Yes	No
	• diabetes	Yes	No
	• severe allergies	Yes	No
	• frequent headaches	Yes	No
	• concussion or head injury	Yes	No
	• convulsions or seizures	Yes	No
	• long-term substance abuse problems	Yes	No
	• serious health problems	Yes	No
	Notes:		
30.	Are you taking any medications that would affect the way you function?	Yes	No
	If yes, what are you taking?		
	How often?		

Name: \_\_\_\_\_

Provided information to student on barrier assistance (Section E):

- \_\_\_ Child Care (ConXitions, other resource) Explain: \_\_\_\_\_
- \_\_\_ Transportation: \_\_\_\_\_
- \_\_\_ Health: \_\_\_\_\_
- \_\_\_ Work Schedule: \_\_\_\_\_
- \_\_\_ Other Barriers: \_\_\_\_\_

Refer this individual to:

- \_\_\_ Division of Rehabilitation Services (Attach checklist and Release of Information below):
- \_\_\_ Psychological evaluation/possible high school equivalency assessment and other educational accommodations
- \_\_\_ Psychological evaluation/possible job accommodations
- \_\_\_ Audiologist
- \_\_\_ Vision Specialist for:
  - \_\_\_ Developmental vision evaluation (usually by an optometrist)
  - \_\_\_ Diabetic eye disease checkup (if diabetic and no recent eye exam)
  - \_\_\_ Lions Club for glasses prescription filled
- \_\_\_ Medical Doctor for \_\_\_\_\_
- \_\_\_ Literacy Tutor at \_\_\_\_\_
- \_\_\_ Request records of previous formal assessments from \_\_\_\_\_
- \_\_\_ Other: \_\_\_\_\_

Notes: \_\_\_\_\_

**Note: Authorization is only needed if you attach confidential information when you make the referral. It would not be necessary for all referrals.**

### Authorization for Release of Information

I give permission to release the information contained in the *Learning Needs Screening* to the following agencies or individuals for educational and assessment purposes:

Date	Initials	✓	Agency
___	___	[ ]	WV Department of Health and Human Resources Staff Person: _____
___	___	[ ]	WV Division of Rehabilitation Services Staff Person: _____
___	___	[ ]	Other Agency: _____ Staff Person: _____

This release is valid for two years from the date of my signature, or until it is revoked in writing, whichever occurs first. This release has been read out loud to me and I understand its contents.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of parent/guardian (if necessary): \_\_\_\_\_

Signature of interviewer releasing the information: \_\_\_\_\_





## PLAN FOR REDUCING BARRIERS TO SUCCESS

Check off items that might get in the way of success in class. Note plans to deal with each of the problems. Update these plans later on or comment on success.

BARRIER	PLAN OF ACTION
<b>I. FAMILY</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lack of child care</li> <li><input type="checkbox"/> Lack of family or partner support</li> <li><input type="checkbox"/> Single parent pressures</li> <li><input type="checkbox"/> Extended family (parents, grandparents) responsibilities</li> <li><input type="checkbox"/> Domestic problems/abuse</li> <li><input type="checkbox"/> Other:</li> </ul>	
<b>Comments/Updates:</b>	
<b>II. PERSONAL HABITS</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Difficulty getting up in the morning</li> <li><input type="checkbox"/> Difficulty getting kids off to school or daycare</li> <li><input type="checkbox"/> Not eating properly</li> <li><input type="checkbox"/> Not getting enough sleep</li> <li><input type="checkbox"/> Not having a quiet place to study</li> <li><input type="checkbox"/> Other:</li> </ul>	
<b>Comments/Updates:</b>	
<b>III. HEALTH</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chronic illness</li> <li><input type="checkbox"/> Physical disability</li> <li><input type="checkbox"/> Mental or emotional disability</li> <li><input type="checkbox"/> Family member with health problems</li> <li><input type="checkbox"/> Alcohol or drug addiction</li> <li><input type="checkbox"/> Other:</li> </ul>	
<b>Comments/Updates:</b>	

<b>BARRIER</b>	<b>PLAN OF ACTION</b>
<b>IV. TRANSPORTATION</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> No transportation</li> <li><input type="checkbox"/> Undependable transportation</li> <li><input type="checkbox"/> No buses where needed</li> <li><input type="checkbox"/> Other:</li> </ul>	
<b>Comments/Updates:</b>	
<b>V. WORK/FINANCIAL</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Looking for work</li> <li><input type="checkbox"/> Work hours conflict with class</li> <li><input type="checkbox"/> Work schedule changes frequently</li> <li><input type="checkbox"/> Must go out of town for work</li> <li><input type="checkbox"/> Other:</li> </ul>	
<b>Comments/Updates:</b>	
<b>VI. ACADEMIC</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Difficulty with reading or writing</li> <li><input type="checkbox"/> No experience with success in school/fear of failure</li> <li><input type="checkbox"/> Learning disability</li> <li><input type="checkbox"/> Parents and/or other family members did not finish school</li> <li><input type="checkbox"/> Other:</li> </ul>	
<b>Comments/Updates:</b>	
<b>VII. PROGRAM PERCEPTIONS/ LOGISTICS</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lack of choices for class days and times</li> <li><input type="checkbox"/> Inconvenient location</li> <li><input type="checkbox"/> Too many hours expected</li> <li><input type="checkbox"/> Too many rules to follow</li> <li><input type="checkbox"/> Other:</li> </ul>	
<b>Comments/Updates:</b>	

Adapted from Cabell County ABE Program

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# Request and Referral Forms

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## REQUEST FOR INFORMATION

Client Name: \_\_\_\_\_  
(last, first, middle)

Other Last Name(s) Used: \_\_\_\_\_  
(for those who changed their name due to marriage, adoption, etc.)

Client Address: \_\_\_\_\_

Client Telephone: \_\_\_\_\_

Social Security #: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

### AUTHORIZATION FOR RELEASE OF INFORMATION

I, \_\_\_\_\_, a student in the West Virginia Adult Education Program in \_\_\_\_\_, authorize \_\_\_\_\_ to release to the Adult Education Program the indicated information (**check and initial all items that apply**) for educational and assessment purposes.

\_\_\_\_\_ All educational records **including psychological or achievement test results** as well as special education files which might contain my Individualized Education Plan (IEP).

\_\_\_\_\_ All evaluations or diagnostic reports related to cognitive processing/learning.

\_\_\_\_\_ All medical records or other information regarding my treatment including psychological or psychiatric condition.

\_\_\_\_\_ Other: \_\_\_\_\_

Please send this information to:

Attention: \_\_\_\_\_

Agency: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This release is valid for two years from the date of my signature, or until it is revoked in writing by me. I understand the information will be kept confidential and will not be shared with another agency without consent. This form has been read out loud to me and I understand its contents.

Client/Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Witness Signature: \_\_\_\_\_ Relationship: \_\_\_\_\_

## SPECIAL LEARNING NEEDS REFERRAL

Date: \_\_\_\_\_

**Referral to:**

Attention: \_\_\_\_\_

Agency: \_\_\_\_\_

Address: \_\_\_\_\_

**From:**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

**Regarding:**

Student Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Social Security: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

I am referring this student from the West Virginia Adult Education (WVAdultEd) program to your office because he or she has experienced learning difficulties that could pose an impediment to training or employment.

Our WVAdultEd program seeks to assist its students as is fair and appropriate according to the *Americans with Disabilities Act (ADA)* and other pertinent preceding legislation. Our goal is to provide the opportunity for unimpaired instruction and testing for individuals with disabilities.

Many of our students hope to attain the high school equivalency diploma by taking the TASC test, but some may need special accommodations in order to pass the test due to disabilities or certain psychological impairments. A professional diagnostician must perform a psychological, neuropsychological, or physical evaluation (depending on the types of disabilities) in order for a student to receive appropriate testing accommodations.

In addition, our students also require documentation of their disabilities for a variety of future educational and vocational purposes. Some of our students with learning difficulties may have low intelligence or physical or psychological impairments which will make it difficult for them to achieve academically or prepare for vocational programs. Alternative training programs may be necessary for these individuals to prepare for the world of work. Again, formal assessment is needed to determine options for these students. To serve our students adequately, we require specific information about their learning potential in comparison with achievement and about their instructional needs.

Enclosed is the student's signed ***Request for Information***, giving you written permission to send **copies of assessment results and reports** directly to our program.

For your information and with the student's signed permission, enclosed are the following:

- Learning Needs Screening results
- Test of Adult Education (TABE) scores
- TASC Readiness Assessment (TRA) scores
- Official Practice Test (OPT) scores
- School Records
- Other: \_\_\_\_\_

Please send all forms and reports to the following address:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

Please contact us if we can be of further help. Thank you for your assistance.

# TESTING ACCOMMODATIONS ATTACHMENT

Re: \_\_\_\_\_

Student Name: \_\_\_\_\_

SS#: \_\_\_\_\_ D.O.B. \_\_\_\_\_

This individual is hoping to take the state-approved high school equivalency assessment in order to attain a d but will likely need special accommodations in order to pass. A formal evaluation is necessary in order for the student to receive appropriate accommodations.

A professional diagnostician will need to complete the enclosed [TASC Special Testing Accommodations Request Form](#).

The diagnostician must specify the disabilities of the student, describe the functional limitation(s), recommend accommodations, and include the rationale for the requested accommodations. The accompanying [Evaluator Guidelines for Requesting TASC Special Testing Accommodations](#) explain which assessments must be administered and which parts of the forms should be filled out by the evaluator.

Below is some information to assist the person filling out the form in explaining what interventions have been attempted and with what results. In our experience with this individual, the following accommodations indicated below have been successful:

- |  |  |
|--|--|
| <input type="checkbox"/> Extended time for tests<br><input type="checkbox"/> Frequent breaks for tests<br><input type="checkbox"/> Isolated space or private room for work<br><input type="checkbox"/> Scribe for essay writing or to fill-in answer sheet | <input type="checkbox"/> Use of calculator or talking calculator<br><input type="checkbox"/> Written text read aloud and/or audio cassette versions used<br><input type="checkbox"/> Large print version of text and/or answer sheet<br><input type="checkbox"/> Magnifying device |
|--|--|

The following results reflect a difference in test scores when the above accommodations are in place:

<b>No Accommodations</b>	<b>With Above Accommodations</b>
<b>TABE Scores</b>	<b>TABE Scores</b>
Reading Comprehension _____	Reading Comprehension _____
Mathematics _____	Mathematics _____
Language _____	Language _____
<b>TASC RA2</b>	<b>TASC RA2</b>
Writing _____	Writing _____
Social Studies _____	Social Studies _____
Science _____	Science _____
Literature _____	Literature _____
Math _____	Math _____
Total _____	Total _____
Average _____	Average _____

Please feel free to call \_\_\_\_\_ at \_\_\_\_\_ with any questions.