

Learning Needs Inventory

Student: _____

Tutor: _____

Interviewer: _____

Date administered: _____

Please return completed LNI to:

**Indy Reads, Indianapolis-Marion County Public Library
2450 N. Meridian St.
Indianapolis, IN 46208**

or send to Indy Reads through inter-library mail

(317) 275-4040



INDY READS
OPENING DOORS THROUGH LITERACY

Revised April 2005



**Indianapolis
Marion County
Public Library**

Interviewer Information:

The Learning Needs Inventory (LNI) is a tool to help identify how a student may learn and any special learning needs that s/he may possess. You will conduct the LNI during the first meeting/introduction of the student and tutor. Please re-familiarize yourself with the instructions prior to the introduction.

When finished, please obtain the tutor's completed LNI and send it to Indy Reads, preferably via inter-library mail. A library staff member will be able to assist you with this. Call the Indy Reads office at 275-4040 with any questions.

Tutor Information:

Just as people have different tastes in music and art, people also have different preferences in the way they learn. For example, some people prefer to study in a quiet room; others learn better through a lively discussion. The purpose of the Learning Needs Inventory (LNI) is to help you identify how your student learns and any special learning needs s/he may have.

The LNI should be included with your introduction/match notification. The student interviewer will conduct the LNI. The interviewer will ask the questions and you will record your student's responses and any observations and notes. Please feel free to ask questions of the student if you need clarification.

Please give your copy of the LNI to the interviewer. The interviewer will send it to the Indy Reads office. A photocopy of the LNI will be promptly returned to you. When you receive your copy, take some time to review your student's responses. Use the Rationale for Question column as a means to provide insight in developing tutoring strategies. **If you need assistance interpreting the results, please contact the Student Coordinator at 275-4038.**

General Instructions:

Interviewer, please help the student (and tutor) to feel comfortable – the student (and tutor) may be nervous. Let the student know you'll be asking him/her some questions to help find out what ways s/he learns best which will help the tutor to plan lessons. Remember to take your time and be patient with the student. If a student is hesitant in responding to a question, feel free to skip it and continue with the next question. Also, remind the tutor to observe, take notes, and ask questions for clarification.

Rationale for Question	Question	Student Response / Tutor Notes								
<p><u>Questions 1-5:</u> Information about a student's background or interests will help identify some learning style preferences. Usually, people tend to choose projects or hobbies at which they possess some natural ability.</p> <p>Look for visual, auditory, tactile/kinesthetic elements in the student's responses or descriptions. We all use each of the four learning styles, but most have a preference.</p>	<p>1. What is your favorite hobby or project?</p> <p>How did you learn to do it?</p>									
	<p>2. Describe something you recently learned how to do.</p> <p>How did you learn to do it?</p>									
	<p>3. When someone is teaching you something new, which ways work best for you? (check all that apply)</p>	<table border="0"> <tr> <td><input type="checkbox"/> show you</td> <td><input type="checkbox"/> have you write it down</td> </tr> <tr> <td><input type="checkbox"/> tell you</td> <td><input type="checkbox"/> use pictures or graphs</td> </tr> <tr> <td><input type="checkbox"/> let you do it</td> <td><input type="checkbox"/> discuss</td> </tr> <tr> <td><input type="checkbox"/> let you read the information</td> <td></td> </tr> </table>	<input type="checkbox"/> show you	<input type="checkbox"/> have you write it down	<input type="checkbox"/> tell you	<input type="checkbox"/> use pictures or graphs	<input type="checkbox"/> let you do it	<input type="checkbox"/> discuss	<input type="checkbox"/> let you read the information	
	<input type="checkbox"/> show you	<input type="checkbox"/> have you write it down								
<input type="checkbox"/> tell you	<input type="checkbox"/> use pictures or graphs									
<input type="checkbox"/> let you do it	<input type="checkbox"/> discuss									
<input type="checkbox"/> let you read the information										
<p>4. How would you put together a ready-to-assemble bookshelf? (check all that apply)</p>	<table border="0"> <tr> <td><input type="checkbox"/> look at the diagram or pictures</td> </tr> <tr> <td><input type="checkbox"/> read the directions</td> </tr> <tr> <td><input type="checkbox"/> do it without either</td> </tr> <tr> <td><input type="checkbox"/> talk about it with someone</td> </tr> </table>	<input type="checkbox"/> look at the diagram or pictures	<input type="checkbox"/> read the directions	<input type="checkbox"/> do it without either	<input type="checkbox"/> talk about it with someone					
<input type="checkbox"/> look at the diagram or pictures										
<input type="checkbox"/> read the directions										
<input type="checkbox"/> do it without either										
<input type="checkbox"/> talk about it with someone										

Rationale for Question	Question	Student Response / Tutor Notes								
	<p>5. Which is better when getting directions to a new place? (check all that apply)</p>	<table border="0"> <tr> <td><input type="checkbox"/> written directions</td> <td><input type="checkbox"/> landmarks</td> </tr> <tr> <td><input type="checkbox"/> a map</td> <td><input type="checkbox"/> street/highway signs or names</td> </tr> <tr> <td><input type="checkbox"/> oral directions</td> <td><input type="checkbox"/> repeat the directions</td> </tr> <tr> <td><input type="checkbox"/> pictures</td> <td><input type="checkbox"/> hearing and writing them</td> </tr> </table>	<input type="checkbox"/> written directions	<input type="checkbox"/> landmarks	<input type="checkbox"/> a map	<input type="checkbox"/> street/highway signs or names	<input type="checkbox"/> oral directions	<input type="checkbox"/> repeat the directions	<input type="checkbox"/> pictures	<input type="checkbox"/> hearing and writing them
<input type="checkbox"/> written directions	<input type="checkbox"/> landmarks									
<input type="checkbox"/> a map	<input type="checkbox"/> street/highway signs or names									
<input type="checkbox"/> oral directions	<input type="checkbox"/> repeat the directions									
<input type="checkbox"/> pictures	<input type="checkbox"/> hearing and writing them									
<p><u>Question 6:</u> Learning styles and memories are connected. Knowing a student's ability to recall information will help the tutor to pinpoint the student's strongest learning style.</p>	<p>6. Generally speaking, how is your memory? (choose one)</p> <p>What helps you remember things?</p>	<table border="0"> <tr> <td><input type="checkbox"/> great</td> <td><input type="checkbox"/> average</td> </tr> <tr> <td><input type="checkbox"/> good</td> <td><input type="checkbox"/> weak</td> </tr> </table>	<input type="checkbox"/> great	<input type="checkbox"/> average	<input type="checkbox"/> good	<input type="checkbox"/> weak				
<input type="checkbox"/> great	<input type="checkbox"/> average									
<input type="checkbox"/> good	<input type="checkbox"/> weak									
<p><u>Question 7:</u> Environmental distractions can affect a student's learning. It is important to know these distractions so you can make accommodations.</p>	<p>7. Are you easily distracted or bothered by (check all that apply):</p>	<table border="0"> <tr> <td><input type="checkbox"/> background noises</td> <td><input type="checkbox"/> large rooms</td> </tr> <tr> <td><input type="checkbox"/> background scenery</td> <td><input type="checkbox"/> window</td> </tr> <tr> <td><input type="checkbox"/> fluorescent lighting</td> <td><input type="checkbox"/> total quiet</td> </tr> </table>	<input type="checkbox"/> background noises	<input type="checkbox"/> large rooms	<input type="checkbox"/> background scenery	<input type="checkbox"/> window	<input type="checkbox"/> fluorescent lighting	<input type="checkbox"/> total quiet		
<input type="checkbox"/> background noises	<input type="checkbox"/> large rooms									
<input type="checkbox"/> background scenery	<input type="checkbox"/> window									
<input type="checkbox"/> fluorescent lighting	<input type="checkbox"/> total quiet									

Rationale for Question	Question	Student Response / Tutor Notes
<p><u>Question 8:</u> A student's ability or inability to focus can impact learning.</p> <p>Spatial orientation difficulties can affect a student's performance. Briefly, spatial orientation defines our natural ability to maintain our body orientation and/or posture in relation to the surrounding environment (physical space) at rest and during motion.</p> <p>Poor spatial orientation, a characteristic of dyslexia and attention deficit disorders, can result in poor handwriting and problems with "reading" body language.</p> <p>A student who struggles with some of these tasks may require different teaching methods such as more hands-on activities, shorter periods of tutoring, avoiding distracting stimuli such as noise, high traffic areas, and windows, reviewing instructions to ensure comprehension, changing seating arrangement, and providing more reassurance and encouragement.</p>	<p>8. Do you have trouble (check all that apply):</p>	<ul style="list-style-type: none"> <input type="checkbox"/> focusing or paying attention <input type="checkbox"/> concentrating on a task <input type="checkbox"/> finishing a task or project <input type="checkbox"/> getting organized <input type="checkbox"/> sticking to a schedule <input type="checkbox"/> getting places on time <input type="checkbox"/> keeping track of time <input type="checkbox"/> judging distances <input type="checkbox"/> finding your way in a familiar place <input type="checkbox"/> finding the door you came in at the mall or other large building such as a hospital or school <input type="checkbox"/> finding your car in the parking lot

Rationale for Question	Question	Student Response / Tutor Notes
<p><u>Question 9:</u> This question helps identify how students process information.</p> <p>A student who expresses trouble with many of these tasks will often require a variety of activities (written, visual, <u>and</u> hands-on) in his/her tutoring sessions.</p>	<p>9. Do you have trouble (check all that apply):</p>	<ul style="list-style-type: none"> <input type="checkbox"/> expressing your ideas out loud <input type="checkbox"/> recalling the exact word you want to use <input type="checkbox"/> writing your ideas down <input type="checkbox"/> recalling names of familiar people or objects <input type="checkbox"/> listening <input type="checkbox"/> hearing <input type="checkbox"/> having a conversation with someone <input type="checkbox"/> participating in group discussions <input type="checkbox"/> understanding things the first time <input type="checkbox"/> answering oral questions <input type="checkbox"/> following spoken directions <input type="checkbox"/> following written instructions <input type="checkbox"/> pronouncing words
<p><u>Question 10:</u> Comprehension is a challenge for slow readers. Different strategies can help improve comprehension. Utilizing your student's preferred learning style can help improve his/her recall and process information.</p>	<p>10. Which ways seem to work best?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> reading silently to yourself <input type="checkbox"/> reading aloud <input type="checkbox"/> having someone else read to you <input type="checkbox"/> having someone else read to you while you follow along

<p>Question 11: Students who experience difficulty with some of these tasks may have special learning needs.</p> <p>If so, you may need to use a variety of learning strategies to help students understand and learn new materials or skills. Techniques may include using large and clear type, pointing to the words or holding a card/ruler under the line of text while reading, reading out loud, and asking comprehension questions during and after reading.</p> <p>It is <u>important</u> to involve your student in deciding which strategies work best.</p>	<p>11. Do you have difficulty or experience problems with (check all that apply):</p>	<ul style="list-style-type: none"> <input type="checkbox"/> filling out forms <input type="checkbox"/> handwriting or printing <input type="checkbox"/> finding a number in the phone book <input type="checkbox"/> copying information from a book to your paper <input type="checkbox"/> taking notes <input type="checkbox"/> keeping your place when you read <input type="checkbox"/> words looking different each time you see or write them <input type="checkbox"/> blurring or fading of words when you try to read <input type="checkbox"/> skipping lines, words, letters <input type="checkbox"/> mixing or reversing letters <input type="checkbox"/> remembering how to spell simple words you know <input type="checkbox"/> concentrating when you read <input type="checkbox"/> remembering what you read <input type="checkbox"/> remembering important facts or dates <input type="checkbox"/> remembering what you saw <input type="checkbox"/> understanding what you saw <input type="checkbox"/> remembering what you heard <input type="checkbox"/> understanding what you heard
--	--	---

Rationale for Question	Question	Student Response / Tutor Notes
<p><u>Question 12:</u> Difficult in writing or copying may be a symptom of poor motor skills or eye-hand coordination.</p> <p>Visual-motor skills are necessary in order to learn good handwriting and keyboard skills.</p>	<p>12. Which way do you prefer to write?</p> <p>Why do you prefer to write that way?</p>	<p><input type="checkbox"/> cursive (writing)</p> <p><input type="checkbox"/> print (printing)</p> <p><input type="checkbox"/> keyboard/computer</p>
<p><u>Question 13 and 14:</u> Most people use one side of the brain more than the other. Handedness is one of the best ways to determine a person's dominant side.</p> <p>A person who experiences confusion of handedness and eyedness could have what is called mixed dominance (lateral confusion, mixing sides). A person with mixed dominance may be ambidextrous.</p> <p>Lesson structure and frequent review may need to be used for students with mixed dominance.</p>	<p>13. Which hand do you use the most?</p> <p>Which eye do you use when you look through a camera lens?</p>	<p><input type="checkbox"/> right</p> <p><input type="checkbox"/> left</p> <p><input type="checkbox"/> either</p> <p><input type="checkbox"/> right</p> <p><input type="checkbox"/> left</p> <p><input type="checkbox"/> either</p>
	<p>14. Do you regularly confuse right and left?</p>	<p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p> <p><input type="checkbox"/> sometimes</p> <p>Describe:</p>

Rationale for Question	Question	Student Response / Tutor Notes
<p><u>Questions 15-18:</u> Knowing a student's educational background may provide insight on their successes and failures.</p> <p>The types of classes a student took or did well in may indicate his/her learning style preferences and strengths. It may also indicate learning style dysfunctions and weaknesses.</p> <p>Students with significant learning needs are usually able to describe their troubles or problems learning in school. This will help identify emotions, feelings and self-esteem issues the student may have.</p> <p>Evidence suggests that students who were having trouble in school recognized their learning difficulty in mid-elementary through early high school.</p> <p>Most special services are based on some element of assessment of special learning needs.</p>	<p>15. How many years of schooling have you had?</p> <p>Have you received any certificates or diplomas? If yes, please explain:</p>	
	<p>16. Did you like your last school experience?</p> <p>What classes did you enjoy? Why? What classes did you NOT enjoy? Why?</p>	<input type="checkbox"/> yes <input type="checkbox"/> no
	<p>17. Did you have problems learning in school?</p> <p>At what level? Describe:</p>	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> some <input type="checkbox"/> elementary <input type="checkbox"/> middle school <input type="checkbox"/> high school <input type="checkbox"/> other
	<p>18. Were you ever in a special program or given extra help in school? Describe:</p>	<input type="checkbox"/> yes <input type="checkbox"/> no

Rationale for Question	Question	Student Response / Tutor Notes
<p>Questions 19 – 21: “Learning disability” is a broad term covering a number of learning problems associated with the way the brain processes information.</p> <p>Knowing if a family member has been diagnosed with a learning disability can provide insight since learning disabilities can be genetic.</p> <p>People with learning disabilities can learn. They just learn differently.</p> <p>Emotional expression of frustration can be related to a student’s learning challenges. Depending upon the level of frustration and the ability of the student to control it, referral to counseling may be needed.</p>	<p>19. Do any family members have any problems learning? (skip if student is hesitant to respond)</p>	<input type="checkbox"/> grandparent <input type="checkbox"/> brother/sister <input type="checkbox"/> uncle/aunt <input type="checkbox"/> children <input type="checkbox"/> parent <input type="checkbox"/> other
	<p>20. Were you ever diagnosed with a learning disability?</p> <p>(Student interviewer may give examples such as attention deficit disorder, hyperactivity, dyslexia.)</p>	<input type="checkbox"/> yes <input type="checkbox"/> no If so, what were you diagnosed as having?
	<p>21. Are you easily frustrated or angered?</p> <p>How do you handle anger or frustration?</p> <p>Is it hard for you to control anger?</p>	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> sometimes <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> sometimes

Rationale for Question	Question	Student Response / Tutor Notes
<p><u>Questions 22 – 26:</u> A student’s health or physical limitations can affect his/her ability to learn.</p> <p>It is important to know if your student has visual or hearing impairments so different techniques can be used to assist the student in learning.</p>	<p>22. How would you rate your overall health:</p>	<p><input type="checkbox"/> great</p> <p><input type="checkbox"/> good</p> <p><input type="checkbox"/> fair</p> <p><input type="checkbox"/> poor</p>
	<p>23. Have you had any of the following? (check all that apply)</p>	<p><input type="checkbox"/> eye problems</p> <p><input type="checkbox"/> hearing problems</p> <p><input type="checkbox"/> ear infections</p> <p><input type="checkbox"/> diabetes</p> <p><input type="checkbox"/> serious accident</p> <p><input type="checkbox"/> convulsions or seizures</p> <p><input type="checkbox"/> severe allergies</p> <p><input type="checkbox"/> prolonged high fevers</p> <p><input type="checkbox"/> concussion or head injury</p> <p><input type="checkbox"/> long-term substance abuse problem (if uncomfortable asking this question, skip to next item; line out to indicate not asked)</p> <p><input type="checkbox"/> frequent headaches</p> <p><input type="checkbox"/> serious health problems</p>

Rationale for Question	Question	Student Response / Tutor Notes	
	<p>24. Do you or are you supposed to wear glasses or contacts? If so, do you know why?</p> <p>Do you think you need glasses?</p> <p>Why?</p> <p>Date of last examination:</p>	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no	<p>(NOTE: Indy Reads has an arrangement with the Indiana Optometric Association. Some students may be eligible for free eye exams and glasses after completing two months of tutoring.)</p>
	<p>25. Do you or are you supposed to wear a hearing aid?</p> <p>Describe:</p> <p>Do you think you might need a hearing aid?</p> <p>Why?</p> <p>Condition, if known:</p> <p>Date of last examination:</p>	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no	
	<p>26. Some medications affect the way we learn – are you taking any medications?</p> <p>What:</p> <p>How long:</p> <p>Side effects?</p>	<input type="checkbox"/> yes <input type="checkbox"/> no	<div data-bbox="1367 1312 1942 1409" style="border: 1px solid black; padding: 5px; text-align: center;"> <p><i>We're done! Thank you!</i></p> </div>