Function-Based Interview Tool - Parents

Semi-Structured Interview Guide

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| **Sample Opening Script**: Thank you for meeting with me. We have planned 1 hour for our discussion. We can also schedule additional time if needed. I wanted to start by sharing with you how happy we are to have [insert student’s name] as part of our school community. She/he brings many strengths to fabric of our school and I would like to start by highlighting some of the [insert student’s name] qualities we find particularly admirable.  * [insert a description of the student’s strengths]
* [share a story that illustrate the student’s strengths]

I want to reiterate our commitment to implementing this assessment process so that we can figure out what supports and strategies are going to work best for [insert student’s name]. You are an important partner in this process and the interview we are about to do helps me learn about [insert student’s name] and your family from your point of view. I previously sent you the interview questions that will guide our discussion today. As I mentioned in the email, those are my starter questions. Based on information you share, new questions may occur to me so that I can better understand your point of view. Before we get started, are there any questions that you prefer not to discuss today? Did you have any questions I can answer? At any time, you can end the interview or decide that there are questions you prefer not to answer.  |

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| 1. **I would like to begin by learning a little bit more about your familiar. Is it okay if I begin asking some questions?**
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| **Tell me about your family.** |
| **Examples of Follow-Up Questions** | **Notes** |
| * Who are the members of the household?
* Where does [*student’s name*] fall in the order of his/her siblings (oldest, youngest, middle child)?
* How does [insert student’s name] get along with his/her siblings or other family members living in the home?
* Who are the significant people in [*insert student’s name*]’s life?
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| **Tell me about [*insert family’s last name, e.g., the Martin’s*] family life.** |
| **Examples of Follow-Up Questions** | **Notes** |
| * What is the primary language spoken at home?
* What are your family’s favorite or important family traditions?
* What types of activities do you enjoy doing as a family?
* What is a typical day like for your family?
* What are your priorities for your family?
* What is the most important thing you would like me to know about your family?
* Are there any significant changes or stressors occurring with your family that you would like to share that you think are important to understanding what is happening at school?
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| **How would you describe [*insert student’s name*]?** |
| **Examples of Follow-Up Questions** | **Notes** |
| * What are [insert student’s name]’s positive qualities and strengths that you would like to emphasize?
* What does [insert student’s name] like to do in his/her free time?
* What interests or preferences does [insert student’s name] have?
* Is there a special moment you remember about [insert student’s name]?
* Who does [insert student’s name] turn to for comfort when they are upset?
* Who does [insert student’s name] like to share good news with first?
* What is the most important thing you want me to know about [insert student’s name]
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| **How do you envision the future for [insert student’s name]** |
| **Examples of Follow-Up Questions** | **Notes** |
| * What do you see [insert student’s name] doing as an adult?
* What hopes, dreams, or aspirations do you have for [insert student’s name]?
* What worries or fears do you have for [insert student’s name]?
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| * That concludes the questions in this first section. Is it okay to continue with the next set of questions?
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| 1. **Now that we have talk a little bit about your family, I’d like to ask you some questions about how [insert student’s name] is doing here at school. At any time, please feel free to ‘pass’ on a question you prefer not to answer. Is it okay if I begin asking some questions.**
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| **The teachers are concerned when [insert an operationalized definition of behavior] occurs. Do you have the same concern or do you have a different perspective about what is occurring?** |
| **Examples of Follow-Up Questions** | **Notes**  |
| * Is the description provided by the teachers consistent with you understanding of what is happening at school?
* What concerns you the most about [insert student’s name] experience at school?
* Do you recall when school personnel first let you know that this is a concern?
* How long has this behavior been occurring?
* How often does the behavior occur?
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| **Does [*insert student’s name*] engage in this or any other specific behaviors at home that cause you concern?** |
| **Examples of Follow-Up Questions** | **Notes** |
| * Tell me more about [insert the descriptor]. What does [insert the student’s name] say and do when they are [insert descriptor]
* What concerns you the most about when [insert student’s name] [insert the behavior of concern]?
* How often does the behavior occur?
* How long has this behavior been occurring?
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| **Of the behaviors you described as a concern, which ones would you prioritize for your family as the most important for intervention?** |
| **Examples of Follow-Up Questions** | **Notes** |
| * What is the impact on family members and your family routines when the behavior occurs?
* Does an occurrence of behavior result in family members changing their plans or routines or abandoning plans or routines?
* Are there routines you avoid doing because you are concerned about a behavior occurring?
* How would changing or improving this behavior have a positive impact for [insert the student’s name]?
* How would changing or improving this behavior have a positive impact on your family?
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| **Have you noticed when occurrences of [insert behavior description] are most likely to occur?** |
| **Examples of Follow-Up Questions** | **Notes** |
| * Are there times, activities, or routines, when [insert student’s name] is most likely to engage in [insert the behavior of concern]?
* Are there times, activities, or routines, when [insert student’s name] is least likely to engage in [insert the behavior of concern]?
* Are you aware of anything that seems to cause [insert student’s name] to engage in the behavior?
* Are there family members that when present [insert student’s name] is more or less likely to engage in [insert behavior of concern]?
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| **When an occurrence of behavior happens, how is the situation typically resolved?** |
| **Examples of Follow-Up Questions** | **Notes** |
| * What do you typical say and do in response to [insert student’s name] engaging in [insert the behavior of concern]?
* What do other family members say and do?
* Does [insert student’s name] get access to something he/she wants? Do they get out of something she/he doesn’t want to do? Is there a disciplinary response?
* Does an occurrence of behavior result in family members changing their plans or routines or abandoning plans or routines?
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| **It’s often helpful to walk through an occurrence of behavior step by step. Can you think of a recent occurrence that we can talk about?** |
| **Examples of Follow-Up Questions** | **Notes** |
| * Just prior to [insert student’s name] engaging in [insert the behavior of concern], who was present?
* What was everyone doing?
* What is the last thing you remember occurring just before [insert student’s name] engaged in [insert the behavior of concern]?
* When she/he [insert behavior of concern] what did you or other family members say and do?
* Did that resolve the situation or did it continue?
	+ How did [insert student’s name] respond to you? What did they say or do?
	+ How did you or other family members respond?
	+ What do you think eventually resolved the situation?
* Do you have any strong feelings about why [insert student’s name] might have engaged in [insert the behavior of concern] at that time? Do you think they were trying to get something? Or get out of something?
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| **Do you recall what was going on in your family’s life, at school or with [*insert student’s name*] when you first became concerned about her/his behavior?** |
| **Examples of Follow-Up Questions** | **Notes** |
| * When did notice that [insert student’s name] began engaging in [insert target behavior]?
* Was there a change in what was happening at school at that time?
* Was there a change in your family or home situation at that time?
* Was there a change in [insert student’s name] health at that time?
* Does [insert student’s name] have any medical conditions or taking medication that maybe related to the occurrence of behavior?
* Had [insert student’s name] or family members been exposed to stress, trauma, or violence?
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| * That concludes the questions in this third section. Is it okay to continue with the next set of questions?
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| 1. **In this last set of questions I would like us to look ahead to supports and strategies. A*t any time, please feel free to ‘pass’ on a question you prefer not to answer.***
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| **We can get a lot of great ideas by learning what strategies have been used in the past. What strategies have you to tried to stop future occurrences of behavior?**  |
| **Examples of Follow-up Questions** | **Notes** |
| * Are there particular strategies do you use to prevent an occurrence of [insert behavior of concern]?
* Are there routines you avoid doing because you are concerned about a behavior occurring?
* Are there any disciplinary practices that you have tried?
* Have you noticed if there is anything in particular that works to quickly resolve the situation?
* Are there any reward or incentive strategies that you have tried?
* What do you think would be most helpful for [insert student’s name]?
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| **What supports are most important for [insert student’s name]** |
| **Examples of Follow-Up Questions** | **Notes** |
| * What types of social support does [insert student’s name] rely on or find helpful?
* Are there particular routines or activities that [insert student’s name] finds comforting / relaxing?
* When [insert student’s name] is upset is there something they do or someone they go to for help/support/comfort?
* What is the most important thing we should know about support [insert student’s name] here at school?
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| **The occurrence of behavior can often be stressful for family members. It’s important for you to attend to your well-being. What resources and supports are available to you and your family to help you when times are stressful?** |
| **Examples of Follow-Up Questions** | **Notes** |
| * What do you do as a family to manage stress or work through difficulty times?
* Does your family have traditions, routines or rituals that are important to how you mange stress or difficulty times?
* What types of social support do you and your family rely on?
* Are there friends or family members that you can lean on when you are stressed or having a difficult time?
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| Is there anything else that you would like to discuss? |  |