

***FAST MATERIALS BY PSYCHSOFT***

**Interview with Teacher/Caregiver**

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

Start time: \_\_\_\_\_

End time: \_\_\_\_\_

Name of Informant, duties and location:

\_\_\_\_\_

- I. Characteristics of the target child. What is the worst behavior the child is exhibiting, and where does it usually happen.

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

II. What does the child do that makes him or her difficult to work with. (make sure that you ask for descriptive examples of behaviors)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_

III. Rank the above problems in order of severity.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

IV. Which of the above has priority, for example which behavior, if changed first would have the greatest impact on this child's success or in your opinion needs to be changed first. If they are different behaviors, rank them equally as #1.

Rank# \_\_\_\_\_  
Rank# \_\_\_\_\_  
Rank# \_\_\_\_\_  
Rank# \_\_\_\_\_  
Rank# \_\_\_\_\_  
Rank# \_\_\_\_\_

V. Now which one of the above behaviors do you think could be changed the easiest. (of course along with these questions the interviewer should query the informant as to why they have come to these conclusions)

Ease of change 1 \_\_\_\_\_  
Ease of change 2 \_\_\_\_\_  
Ease of change 3 \_\_\_\_\_  
Ease of change 4 \_\_\_\_\_  
Ease of change 5 \_\_\_\_\_  
Ease of change 6 \_\_\_\_\_

VI. Describe some of the strengths you see in this student, behaviors you perceive may be useful in building

positive change. (look for behaviors that could be used as replacements in a management plan)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

VII. Identify the best times to observe the student, in other words, when are the best times or school subject areas to catch him or her engaging in the problem behaviors and also times when he or she is acting positively. (try to get specific class subjects and or times and explore with the informant if something special usually occurs at that time)

- Day and time 1 \_\_\_\_\_
- Day and time 2 \_\_\_\_\_
- Day and time 4 \_\_\_\_\_
- Day and time 5 \_\_\_\_\_

VIII. Now set up an agreement as to when you will be coming to observe the student.

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