**Student Interview**

*This sample form is intended to show only what types of questions are typically asked during a student interview. Most actual interview protocols include many more questions.*

**Date:** 4/20/20XX

**Student:** DJ

**Grade:** 4

**Interviewer:** R. Joseph, School Psychologist

**Directions:** Before the interview, fill in the blanks below with student-friendly descriptions of the behavior being assessed. Follow each step below to complete the interview with the student, recording the student’s answers below each question.

**Introduce the interview to the student:** “I want to talk with you today so that we can find ways to help you be more successful at school. You can help us do that if you are honest about how you feel and what you do at school. Nothing that you tell me will get you in trouble.”

**Explain the behavior being assessed:** **“**We’re here to talk about your off-task behavior, which includes talking to your friends, making jokes, or leaving your seat when you are supposed to be working.”

**Ask the following questions:**

1. When is it easiest for you to stay focused and do what you’re supposed to be doing at school?

When we’re doing fun stuff like PE and science projects.

1. Why do you think that is?

Because it’s not boring.

1. When is it hardest for you to stay focused and do what you’re supposed to be doing at school?

When we do boring stuff like writing and when my teacher just talks a lot. When I’m not allowed to talk to my friends.

1. Why do you think that is?

It’s boring to just listen and write stuff that doesn’t matter. Yesterday we had to write this whole long essay about what we did over the weekend even though I could have just said it out loud in 2 minutes.

1. What are your favorite activities at school?

I like going to PE and recess.

*This interview was adapted from* [*O’Neill et al. (2015)*](https://www.cengage.com/c/functional-assessment-and-program-development-for-problem-behavior-a-practical-handbook-3e-o-neill-albin-storey-horner-sprague/9781285734828/) *and* [*Kern et al. (1994)*](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.1177%2F073724779401900203&data=05%7C02%7Cnicholas.m.shea%40Vanderbilt.Edu%7Cb10f8afc49bd42c2038208dd924f52a6%7Cba5a7f39e3be4ab3b45067fa80faecad%7C0%7C0%7C638827591593216914%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=C2vPL33ywFb4ODV%2Bstg9sgBiXoSYyyKzJSVn5IXph2I%3D&reserved=0)*.*