**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:** 9/24/20XX

**Student:** Tasha

**Grade:** 10

**Interviewer:** P. Chinn, 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 playing games on your laptop, putting your head down when you are supposed to be working, or leaving the classroom without permission.”

1. When is it easiest for you to stay on task?

In band and math and when we’re just talking about stuff in class.

1. Why do you think that is?

I’m good at band, and math is easy and interesting. My math teacher doesn’t get onto me like my other teachers do. Sometimes in chemistry we do an experiment and we just talk about it. I like when I can just explain what I saw and what I learned.

1. When is it hardest for you to stay on task?

When I have to do a bunch of busy work, like worksheets and essays. Mostly in history and English, and sometimes chemistry.

1. Why do you think that is?

It’s boring to have to do all that work. Nothing is hands on and I don’t get to talk to anyone. I just have to write down a bunch of stuff that doesn’t matter.

1. What are your favorite activities at school?

I like the hands-on things, like science experiments and making things and doing stuff on the computer. Band is my favorite.

*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)*.*