

Parent Interview Form to Consider Routine

Parental Analysis to Inform Antecedents (what comes before the misbehavior) and Functions (the purpose of the misbehavior)

Using the following chart, choose one misbehavior on which to focus: _____

Ask parents, "Which of the following statements seem to describe what's happening when your child misbehaves?"

Statement	Follow-Up Questions
<input type="checkbox"/> My child does not seem to understand directions.	
<input type="checkbox"/> The task is less structured.	
<input type="checkbox"/> Classmates are irritating my child.	
<input type="checkbox"/> My child is irritating classmates.	
<input type="checkbox"/> My child is sitting near a certain classmate.	
<input type="checkbox"/> My child is working alone.	
<input type="checkbox"/> My child is working with classmates.	
<input type="checkbox"/> It's during small-group instruction.	
<input type="checkbox"/> It's during whole-group instruction.	
<input type="checkbox"/> It's during transitions.	
<input type="checkbox"/> The task seems too hard.	

<input type="checkbox"/> The task seems too easy.	
<input type="checkbox"/> The task seems too long.	
<input type="checkbox"/> The task is physically demanding.	
<input type="checkbox"/> My child has been corrected.	
<input type="checkbox"/> My child has been reprimanded.	

Use the following chart to determine why a parent thinks his or her child seems to misbehave.

Statement	Follow-Up Questions
<input type="checkbox"/> For adult attention	
<input type="checkbox"/> For peer attention	
<input type="checkbox"/> For access to a preferred activity or task	
<input type="checkbox"/> To avoid an activity or task	
<input type="checkbox"/> To acquire objects	
<input type="checkbox"/> For sensory stimulation	
<input type="checkbox"/> To avoid sensory stimulation	
<input type="checkbox"/> To avoid interactions with others	

REPRODUCIBLE

Use the following chart to determine what routines the parent has in place for his or her child.

How would you describe your child's routines?	On a scale of 1 to 4, with 1 meaning <i>not a lot of routines</i> and 4 meaning <i>a lot of routines</i> , how many routines would you say your child has?

Use the following chart to determine what types of things get in the way of having helpful routines.

Things That Get in the Way	Follow-Up Questions
<input type="checkbox"/> Hunger	
<input type="checkbox"/> Lack of sleep	
<input type="checkbox"/> Trouble at home	
<input type="checkbox"/> Trouble at school	
<input type="checkbox"/> Homework not done	
<input type="checkbox"/> Missed medication	
<input type="checkbox"/> Illness; feeling sick	
<input type="checkbox"/> Confusion; doesn't understand the subject	

Closing

Use the following questions to conclude the conference.

Closing Questions	Notes
Can you think of any times or situations in school that your child would really avoid if possible?	
In what classes or situations does your child feel most successful?	
In what classes or situations is your child's behavior the best?	
Can you think of anything that you wish would happen that doesn't happen often or at all for your child?	
Can you name one or two things you wish were different about school for your child?	
Can you name one or two things you wish were different outside of school for your child?	