

Student Interview Form

Student Interview

To begin, say something like, "We're gathering information in order to better understand what goes on in and out of the classroom. We would like to know your point of view, and we need your help getting an accurate picture of what's going on. Please answer openly and honestly."

Student name: _____ Grade: _____

Interviewer: _____ Date: _____

Interests and Strengths

Ask the student, "What do you like to do, and what do you do well in school and outside of school?" Then, write down what the student says in the following spaces.

- In school: _____
- Outside of school: _____

Misbehaviors

Use the questions in the following chart to focus on when, where, with whom, and with what misbehaviors occur.

Can you specifically describe the challenges that occur?	What happens after you react to those challenges?	When do challenges seem to occur?	What are you doing or what are you asked to do when challenges occur?	How often does this happen? (Direct the student to rate him- or herself on a scale of 1 to 4, where 1 means <i>rarely</i> and 4 means <i>a lot</i> .)	How likely do you think it is that this will happen again? (Direct the student to rate him- or herself on a scale of 1 to 4, where 1 means <i>rarely</i> and 4 means <i>a lot</i> .)
Step 1	Step 2	Steps 3a and 3b	Steps 3c and 3d		

REPRODUCIBLE

Use the questions in the following chart to focus on what challenges, misbehaviors, or both, the student ranks highest.

What are the challenges or misbehaviors? (step 1)	What were the environments, antecedents, and causes? (step 3)

Use the questions in the following chart to focus on what specific behaviors lead to challenges.

Questions	Notes
Do you think that what goes on outside of school affects how a student works and behaves in class? How?	
What about you? What is happening in your life outside of school that affects you while you're in school?	
Most students are bothered by someone or something that goes on at school. Who or what bothers you?	

REPRODUCIBLE

To complete the following chart, present the student with a copy of this table and ask him or her to rank (from 1 to 9) the specific events that they believe most led to their frustrations or challenges. Then record their rankings in the table.

___ Arriving late; tardy	___ Pushing, shoving, hitting, fighting	___ Bullying or threatening people
___ Not seeming to care	___ Using bad language or mean language	___ Disrupting class
___ Destroying materials	___ Destroying property	___ Missing class; absent

Answer the following questions to conclude.

- Describe what you feel *before* you get in trouble.

- Describe what you do when you get in trouble.

- Share how long the challenge, problem, or trouble usually lasts.

- Describe what you feel *after* you get in trouble.

Student Self-Analysis Form

Choose one misbehavior or challenge on which to focus: _____

Use the following chart to determine which statement(s) seems to describe what's happening when the misbehavior or challenge occurs.

Statement	Follow-Up Questions
<input type="checkbox"/> I'm not sure what to do.	
<input type="checkbox"/> There's nothing to do.	
<input type="checkbox"/> My classmates are bugging me.	
<input type="checkbox"/> I'm sitting by a certain classmate.	
<input type="checkbox"/> I'm working alone.	
<input type="checkbox"/> The teacher keeps telling me what to do.	
<input type="checkbox"/> I'm having a bad day.	
<input type="checkbox"/> The teacher keeps telling me what not to do.	
<input type="checkbox"/> The work is too hard.	
<input type="checkbox"/> The work is too easy.	
<input type="checkbox"/> The work is too boring or too long.	
<input type="checkbox"/> The work is too long.	
<input type="checkbox"/> I need to talk to the teacher.	
<input type="checkbox"/> I need help.	