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## HOME INTERVIEW

Dear Family Member:

The purpose of this form is to gather information from parents/caregivers about your observations of your child and other issues that may affect the school performance. The information you provide will be included as part of the evaluation and summarized in the Evaluation Report (ER). Your ideas and concerns are important to this evaluation process. Thank you for your time and input.

Student's Name: \_\_\_\_\_

Grade/School: \_\_\_\_\_

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

Parent/Caregiver(s): \_\_\_\_\_

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

Do you feel your child's school difficulties are the result of a cultural or other misunderstanding?

Please share the strengths and special abilities of your child.

What are your child's interests?

Were there any unusual complications during the pregnancy or birth of your child? Yes No  
If yes, please explain:

Were the developmental stages such as walking, sitting, etc. for your child within normal ranges? Yes No  
If no, please explain:

Does your child have any medical, physical or psychological conditions? Yes No\_

	Medications	Explanation
Vision		
Hearing		
Attention Deficit Hyperactivity Disorder		
Head Injury		
Asthma		
Allergies		
Diabetes		
Depression		
Other		

What are your child's current school problems?

When did you first notice them?

What do you think caused them?

Each section of this informal measure represents one component of information processing. Along with helping us better understand how your child processes information; it will also be used to determine appropriate programming. Please rate your child on the following behaviors by checking Strength, Typical, or Difficult. In considering your ratings, it may be helpful to compare your child to siblings or his/her other same age friends.

<i><b>Compared to other children of the same age, how well does your child...</b></i>	<i><b>This is a strength or is an easy skill for my child</b></i>	<i><b>My child does this most of the time/ typical of other kids</b></i>	<i><b>This is difficult for my child/ he/she requires help</b></i>
<b>Acquisition of Information</b>	<b>Strength</b>	<b>Typical</b>	<b>Difficult</b>
Learns new information the first time it is told to them			
Works on homework despite distractions			
Takes new information and connect it to things he/she already knows (i.e. when reading a story, making connections to things in his/her life)			
<b>Organization</b>	<b>Strength</b>	<b>Typical</b>	<b>Difficult</b>
Keeps his/her bedroom organized			
Locates appropriate materials to complete homework			
Takes appropriate materials to activities (i.e. piano or dance lessons)			
<b>Planning and Sequencing</b>	<b>Strength</b>	<b>Typical</b>	<b>Difficult</b>
Prioritizes tasks (i.e. know the most important thing to work on first)			
Follows a schedule			
Writes or tells you logical stories			
Completes chores on time			
<b>Working Memory (Verbal/Visual/Spatial)</b>	<b>Strength</b>	<b>Typical</b>	<b>Difficult</b>
Follows two- and three- step directions			
Remembers things like other people's names			
Immediately tells you information about something he/she read or saw			
Immediately tells you information about something he/she just heard			
Understands directions without having them repeated			
<b>Visual Processing</b>	<b>Strength</b>	<b>Typical</b>	<b>Difficult</b>
Notices differences in pictures, letters, words, objects			
Follows directions presented visually (i.e. cooking, making a craft)			
Notices if things change in his/her surroundings (i.e. new posters or signs, different position for furniture)			

<b>Auditory Processing</b>	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Works on homework or other work despite distracting sounds			
Remembers directions and stories told verbally			
Understands questions and directions without needing them repeated			
<b>Processing Speed</b>	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Responds in acceptable amount of time when having a conversation			
Completes tasks efficiently			
Discusses and has conversations with others			
Learns new things easily			
<b>Expression (Verbal/Nonverbal)</b>	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Speaks without having difficulty finding the words they want to use			
Talks at a pace that is easy to understand (i.e. not too fast, not overly slow)			
Uses appropriate gestures when communicating if needed			
Easily engages in conversation with peers and adults			
<b>Transfer of Information</b>	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Correctly copies information (i.e. math problem from a book to paper on homework assignments)			
<b>Motor Coordination</b>	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Prints/writes letters neatly and legibly			
Spaces letters, words, sentences, or numbers appropriately			
Colors/ paints within the lines of a drawing or a sketch			

Please use this space to clarify any items or add additional comments: