

# Tiered System of Supports - Collaboration Phase: Caregiver Interview

## PURPOSE

This tool supports staff in building a partnership and rapport with caregivers to provide the necessary supports for students. These interview questions can be used to get the caregiver perspective when they are unable to attend a Tier 3 meeting. The interview is one way for a school to demonstrate its commitment to equity in voice by providing this as an option.

## DIRECTIONS:

This tool should only be used by a member of the leadership team or student support team. The content of this tool is to be shared in the event that a caregiver is unable to attend. This interview should be conducted prior to the Tier 3 meeting.

## Pre-Interview Preparation

### BASIC INFORMATION

<b>Student Name:</b>		<b>Grade (choose):</b>	
<b>Interviewer Name:</b>		<b>Role:</b>	
<b>Interviewee Name:</b>		<b>Role:</b>	

### LOGISTICS

<b>Method:</b>	<input type="checkbox"/> In person <input type="checkbox"/> Phone call <input type="checkbox"/> Video call <input type="checkbox"/> Other:	<b>Date and Time:</b>		<b>Language:</b>		<b>Translation:</b>	<input type="checkbox"/> <b>No</b> , translation is not needed <input type="checkbox"/> <b>Yes</b> , translation is needed  Translator name:
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## Interview Script

### INTRODUCTION

- **Start the interview by thanking the caregiver** for participating and providing this information, as they are the expert on their child.
- **Ask the caregiver if translation** will be needed (ideally this would be known prior to the interview).
- **Explain your role** in the school.
- **Share some of the student's strengths.**
- **State the reason the caregiver is being interviewed** at this time. The purpose is to develop a deeper understanding of the family so that the appropriate supports can be put together for the well-being of the student. Provide some insight into the concerns listed on the referral.
- **Warn that some of the questions may feel intrusive**, as it is an effort to develop a more holistic and deeper understanding of the student's context. The information will remain confidential, with the exception of it being shared with the team.
- **Ask the caregiver if they have any questions before and after the interview.**

**NOTES:****Interview Questions**

**“Can you tell me about the family composition?”** *(Siblings, relationship to adults in the home, living arrangements, etc.)*

**“Can you tell me more about [student name]’s background and culture?”** *(Languages spoken, religious practices that impact school attendance and participation, etc.)*

**“What are some of [student name]’s interests? What talents do they have?”** *(Extracurricular activities, strengths, talents, etc.)*

**“Does [student name] demonstrate this need(s) indicated at home?”** *(Restate the reason for referral as needed)*

**“Are there any concerns about how [student name] is feeling or functioning at home?”** *(Reports feeling sad, angry, scared, thoughts of harming themselves or others, etc.)*

**“Are there any significant school changes, involvement in services, etc., that we should know about?”** (Particularly for new students) (*Academic support, retention, safety transfers, multiple moves, academic concerns, testing, etc.*)

**“Are there any past or current significant events that may be impacting [student name]?”**

**“Are there family stressors of which the school should be aware? With what would you like support?”** (*Medical care for student or family members, living arrangements, employment, etc.*)

**Additional Question(s):**