

# ROUTINES-BASED INTERVIEW FORM

<b>Child's Name</b>	
<b>Date of Birth</b>	
<b>Person Being Interviewed</b>	
<b>Date</b>	
<b>Interviewer</b>	

## *Introduction to the Routines-Based Interview (for the Family)*

"The purposes of this interview are to make a list of useful things you would like the team to work on with your child and family and to get to know you better.

"To do this, I'll be asking you about your daily life, going through the different times of the day. I'll start with when you get up all the way to when you go to bed. This will help us understand what your child and family need our help for and it will help us make relevant suggestions.

"Two things you might not have thought about are these. First, your child's improvement comes from the little things that are done with him or her during the day, not from "lessons" or "sessions." Second, your child doesn't live in a vacuum; he or she lives in a family, so it's important for us to concentrate on the whole family—not just your child who's enrolled in the program.

"At any point in this interview, you can of course refuse to answer questions or ask us to stop. Is it OK if we proceed?"

"Before we get started, what overall concerns do you have?"

Routing:	___ Is this a home routine? How satisfied (1-5)? <input type="checkbox"/>
<b>Question Prompts</b> What's everyone doing? What's this child doing? Engagement  Independence  Social Relationships	___ Or is this a "classroom" routine? Fit of routine and child (1-5)? <input type="checkbox"/>
<b>Summary Of Performance</b>	<b>Domains Addressed (CHECK ALL THAT APPLY)</b> ___ Physical ___ Cognitive ___ Communication ___ Social or Emotional ___ Adaptive
	If a concern or priority, circle star  

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Make as many copies of this page as needed.

- ♦ Summarize information from Domains Addressed in the *current level of functioning* section of the IFSP.
- ♦ Review concerns and priorities, without writing them down.
- ♦ Ask the family, "What would you like the team to work on?"

***Family's Outcomes***

Priority	Outcome

- ♦ Ask the family, "What is the most important outcome?" Continue asking to establish priority order.
- ♦ Rewrite outcome statements (a) to fit your form, (b) with an *in order to* statement as appropriate, (c) considering both acquisition and maintenance, and (d) in a measurable way.