

Teacher Interview

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By Char Boshart, M.A., CCC-SLP

If you are a speech-language pathologist (SLP) in the schools have you ever had a teacher stop you in the hallway or in the teacher's lounge to "make a referral?"

Granted, time is of the essence for everyone and it's definitely in short supply. The quick 30-second encounter, however, is usually nothing more than seed planting, i.e., you get the child's name, the teacher perceives a potential problem, and in effect, passes it along to you.

The teacher, no doubt, has more to share about the child, and you the SLP, need an opportunity to ask questions, glean more information, and document the meeting.

The *Teacher Interview* form can help you do that.

This *Teacher Interview* form is made up of Five Categories:

- I. General questions
- II. Reading/Writing/Math questions
- III. Attention/Focus/Learning questions
- IV. Receptive/Expressive Language questions
- V. Personal Interactions questions

You have 26 questions to choose from. During the course of your meeting with the teacher, add pertinent questions and choose the ones on the form that make sense. This is YOUR FORM—you don't have to ask all the questions unless you feel it necessary. Hopefully the meeting will become more productive and time-effective for you both. Also, it's rather nice to not have to totally come up with all the questions, and they cover several areas.

As the teacher sees you making notes, perhaps that will impress upon him/her to share well thought-through information.

Attach any examples to the *Teacher Interview* form that the teacher gives you.

In some cases, this initial *Teacher Interview* will help you answer and add information to the Eligibility or IEP paperwork (or whatever terminology your district uses for your initial intake paperwork).

Also, the *Teacher Interview* form can be a handy, informative cover sheet for your student folder.

Hope it's helpful!

-- Char Boshart

Teacher Interview

Student: _____ Age: _____ Birth Date: _____ Grade: _____

Teacher: _____ Examiner: _____ Date: _____

I. General	Yes/No	Comments
1. In general, how is this student's performance in class? 2. Speech or language issues, or both? 3. What is he/she good at in class? 4. What are areas of weakness in class?		
II. Reading/Writing/Math 5. If he/she struggles at reading, where is the breakdown (can be several): ___ Phonological ___ Phonics ___ Level of vocabulary knowledge ___ Word recognition ___ Comprehension ___ Fluency ___ Other _____ 6. Age-appropriate writing skills? _____ 7. Age-appropriate math skills? _____ 8. Is he/she organized in his/her work? _____		
III. Attention/Focus/Learning 9. Does he/she appear to attend & focus? If not, do any of the following apply? ___ is fidgety ___ bothers neighbors ___ gets out of his/her seat ___ seat-area unorganized/disheveled ___ constantly off-task; looks elsewhere ___ does not follow directions/activities 10. Can he/she identify facts and details? _____ 11. Does he/she retain knowledge? _____ 12. Does he/she have trouble multi-tasking? _____		
IV. Receptive/Expressive Language 13. Does he/she participate in class? _____ 14. How often does he/she ask questions? _____ 15. Does he/she respond in a timely manner, or are responses delayed? _____ 16. How often does he/she voluntarily answer questions? Answers correctly? _____ 17. When he/she speaks, is vocabulary and grammar age-appropriate? _____ 18. Can he/she tell a story & relate events? _____ 19. Does he/she sequence thoughts? _____ 20. Does he/she respond to humor? How? _____		
V. Personal Interactions 21. What are his/her personal likes and dislikes? 22. What motivates him/her? 23. What is his/her demeanor in class? Outgoing? Average? Shy? 24. Does he/she converse with friends? _____ 25. What does he/she do on the playground? 26. Is he/she an auditory learner? A visual learner? A kinesthetic learner? 27. What strategies have you tried?		