

**Ventura County SELPA
FAMILY INTERVIEW WORKSHEET**

Student: _____	Age: _____	Date: _____	IEP Date: _____
Interview Location: _____		Interviewer(s): _____	
Person(s) Interviewed: _____			
Language of Interview: <input type="checkbox"/> English <input type="checkbox"/> Other (_____)			
List	Translator	Name	

SELF CARE, INDEPENDENT LIVING

Describe how student takes care of personal needs at home:

Eating _____

Toileting _____

Grooming _____

Dressing _____

Food preparation _____

Household Shopping _____

Household and Outdoor Maintenance _____

Other _____

What skills would enable him/her to be more independent in self-care/independent living?

Are there academic needs in this area?

Are there social/emotional concerns in this area?

Are there communication issues in this area?

RECREATION, LEISURE ACTIVITIES

Describe leisure time activities he/she participates in at home:

What does he/she do during free time? (*i.e. watch TV, look at books, listen to music.*)

What skills would enable him/her to participate more in family activities? (*i.e. get out VCR tapes, turn on TV, look at TV, stand by door, etc.*)

Are there academic needs in this area?

Are there social/emotional concerns in this area? _____

Are there communication issues in this area? _____

VOCATIONAL

Describe the tasks/jobs he/she does at home:

What skills would enable him/her to be more independent in vocational activities?

(*For students 14 and older*) What kind of job/career has he/she expressed an interest in?

What skills would he/she need to have in order for this to be a reality?

Are there academic needs in this area?

Are there social/emotional concerns in this area? _____

Are there communication issues in this area?

COMMUNITY ACCESS, MOTOR SKILLS

Describe activities he/she participates in, in the community. (i.e. going to the movies, attending summer camp, going to the park, etc.)

What skills would enable him/her to be more independent in these activities?

Describe specific places that you take him/her in community (*i.e. grocery store, church, doctor/dentist, barber shop, crosses the street, visits relatives, etc.*):

What skills would enable him/her to be more independent in accessing these places?

COMMUNICATION

How does he/she communicate his/her needs to you?

How do you communicate to him/her?

What communication skills would enable him/her to be more independent?

SUMMARY QUESTIONS

1. What, in your opinion, is the most outstanding activity that your son/daughter is capable of?

2. What were the accomplishments of your child during this past year?

3. What frustrates you most concerning your child?

4. (If aged 15 or older) What are your son/daughter's and your family's dreams and goals after leaving public school, in these areas:

- Independent Living_____
- Employment_____
- College or training program_____

Does your son/daughter's Regional Center plan address any of the above items? If so, please specify:

OTHER ISSUES

Specialized Healthcare:_____

Mobility/Positioning:_____

Behavior Plan:_____

Vision Impairment/Hearing Impairment:_____

- Other Agencies:
- | | |
|--|--|
| <input type="checkbox"/> CCS/CMS | <input type="checkbox"/> Regional Center |
| <input type="checkbox"/> Mental Health | <input type="checkbox"/> Social Services |
| <input type="checkbox"/> Other _____ | |

What supports or services are the above agencies providing your son/daughter?

VENTURA COUNTY SELPA
FAMILY INTERVIEW
INITIAL SUMMARY WORKSHEET

(List needed skills mentioned by family for increased independence and participation in each area)

1. Selfcare, Independent Living: _____

2. Recreation, Leisure _____

3. Vocational _____

4. Community Access, Motor Skills _____

5. Communication _____

6. Social, Emotional

7. Functional Academics

Circle the skills that are considered to be "*highest priority critical skills*". Use the **Critical Skills Ranking Worksheet**, if there are too many to work with, or if family has difficulty prioritizing according to need. Use the **VC SELPA Functional Skills Curriculum Framework** to develop goals and objectives to address the highest priority critical skills.

