**Student Information / Interview Template**

**Student Self-Report**

The student was asked to respond to the following questions, which are designed to provide insight into their unique experiences and assist in developing a comprehensive evaluation. Responses were collected using a combination of student interviews, self-report measures, and projective techniques.

**General Questions for Elementary, Middle, and High School Students**

1. **About School and Learning**
   * What are your favorite subjects in school and why?
   * Are there subjects or activities in school that you find challenging? Can you tell me about them?
   * How do you feel when you are working in a group at school?
   * Do you prefer to work alone or with others?
2. **Social Interactions**
   * Who are your friends at school? What do you like to do together?
   * Is there something that you wish your classmates knew about you?
   * How do you feel about making new friends?
   * Do you have times at school when you feel really happy or upset? What happens during those times?
3. **Communication and Self-Expression**
   * What do you do if you need help with something in school?
   * Do you ever have a hard time telling people what you are thinking or feeling?
   * When someone asks you to explain something, is it easy or hard for you?
4. **Interests and Hobbies**
   * What do you like to do for fun?
   * Do you have a favorite hobby or activity? Why do you like it?
   * How do you spend your time after school or on the weekends?
5. **Daily Life and Routines**
   * Tell me about what you do to get ready for school in the morning.
   * Are there things you do at home or school by yourself, or do you need help with them?
   * Do you have chores or responsibilities at home? What do you do?
6. **Emotions and Coping**
   * What things make you feel happy?
   * What things make you feel upset or angry? What do you do when you feel this way?
   * How do you calm down if something is bothering you?
7. **Classroom Behavior and Work Habits**
   * What do you do in class when you finish your work early?
   * How do you feel about speaking in front of the class?
   * What do you do if a task is too hard or confusing?
8. **Sensory Sensitivities**
   * Are there noises, lights, or smells in your school or classroom that you don’t like? What are they?
   * What do you do if something in the classroom is too loud, too bright, or too overwhelming?
9. **Adaptability and Change**
   * How do you feel when your daily routine changes unexpectedly?
   * What do you do if there is a substitute teacher one day?
10. **Support Needs**
    * What helps you learn better at school?
    * Is there anything that could be done differently at school to help you feel more comfortable?

**ADHD/ADD-Specific Questions**

**Regarding attention and hyperactivity, the student reported that they:**

1. ☐ Struggle to stay focused on tasks or activities, like listening to the teacher or completing assignments.
2. ☐ Often forget or lose things, such as homework or school supplies.
3. ☐ Feel restless or fidgety when expected to sit still (e.g., during class).
4. ☐ Frequently get in trouble for talking or interrupting others.
5. ☐ Have difficulty waiting for their turn or waiting in line.

**Emotional Disturbance (ED) Specific Questions**

**Regarding emotional regulation, the student reported that they:**

1. ☐ Frequently feel happiness, sadness, anger, or other emotions.
2. ☐ Often feel worried, scared, or nervous about things that other students may not worry about.
3. ☐ Have difficulty controlling their temper or emotions, often becoming angry or upset quickly.
4. ☐ Feel lonely or have trouble making and keeping friends at school.
5. ☐ Occasionally feel like hurting themselves or others.

**Autism (AU) Specific Questions**

**Regarding communication, sensory, and social interactions, the student reported that they:**

1. ☐ Have difficulty making friends and talking to other kids their age.
2. ☐ Prefer routines and get upset when things change unexpectedly.
3. ☐ Have special interests that they like to focus on for long periods.
4. ☐ Are sensitive to sounds, lights, or textures that bother them.
5. ☐ Have difficulty understanding what others are saying or have trouble expressing themselves.

**Additional Resources:**

* [**Theory of Mind Interview Questions**](http://wix.to/7VYklWN)
* [**ADOS Student Interview**](http://wix.to/P21vo6L)
* [**Autism Communication and Language Look-Fors**](http://wix.to/OtX3XiC)

**Learning Deficit-Specific Questions**

**Regarding academic performance, the student reported that they:**

1. ☐ Find it hard to read words or understand what they read.
2. ☐ Struggle with remembering math facts or solving math problems.
3. ☐ Have difficulty forming letters or numbers correctly when writing.
4. ☐ Sometimes feel confused when teachers give instructions.
5. ☐ Need extra time or help to complete schoolwork compared to their peers.

**Dyslexia-Specific Questions**

**Regarding reading and writing, the student reported that they:**

1. ☐ Frequently reverse letters or numbers when reading or writing.
2. ☐ Struggle with phonics or decoding unfamiliar words.
3. ☐ Avoid reading or writing tasks and feel frustrated when doing them.
4. ☐ Have persistent difficulties with spelling, even for common words.
5. ☐ Forget sight words or previously learned words.

**AI Prompt for Legally Defensible Narrative**

Here’s a **concise AI prompt** to convert this interview data into a formal, legally defensible narrative for an FIE.

**Prompt:**  
"Using the responses to the student interview questions, generate a legally defensible narrative for the 'Student Information' section of a Full and Individual Evaluation (FIE). Summarize the responses, noting observations regarding ADHD, emotional disturbance, autism, learning deficits, and dyslexia. Use the student’s name instead of 'the student' and ensure the final output follows proper grammar, formal tone, and legally defensible language. The narrative should clearly link student self-report to key eligibility criteria where applicable."

**Example of AI-Generated Narrative (Concise Version)**

**Student Information**

During the interview, [Insert Name] provided information regarding [his/her/their] school experience, social skills, behavior, and emotional well-being. The interview was conducted using age-appropriate questions designed to provide insight into [Insert Name]'s thoughts, behaviors, and self-perception.

**ADHD/ADD**  
[Insert Name] reported having difficulty staying focused on tasks and sometimes feels restless or fidgety during class. [He/She/They] also indicated that it is difficult to remain seated during structured activities and that [he/she/they] frequently misplaces or forgets school supplies and personal items.

**Emotional Disturbance**  
When asked about emotions, [Insert Name] reported frequent mood shifts, including sadness and frustration. [He/She/They] also noted that certain situations make [him/her/them] feel anxious or overwhelmed. [Insert Name] shared that [he/she/they] sometimes feels lonely and has difficulty maintaining friendships with peers.

**Autism (AU)**  
Regarding social interactions, [Insert Name] indicated that making and keeping friends is challenging. [He/She/They] also noted a preference for daily routines and shared that changes in routines often cause anxiety or frustration. [Insert Name] reported that certain sounds, textures, or lights are bothersome and that it can be difficult to understand what others mean in conversations.

**Learning Deficits**  
[Insert Name] reported having difficulty with reading, writing, and math tasks. [He/She/They] also stated that following multi-step instructions can be challenging and that [he/she/they] requires extra help from teachers or parents to complete schoolwork.

**Dyslexia**  
During the interview, [Insert Name] indicated persistent struggles with letter and number reversals and difficulties with decoding unfamiliar words.

**Student Information / Interview Template**: Collects student responses during interviews to assess areas related to ADHD, emotional disturbance, autism, learning deficits, and dyslexia. The section includes questions designed for elementary, middle, and high school students to support eligibility determination and provide insight into social, emotional, and academic functioning.