

Child Interview of Social Functioning

Social

1. How many friends do you have? (If child responds that he/she does not have friends, go to question 5)
2. What are their names? What grade/How old are they?
3. Please describe them?
4. What kind of things do you do with your friends? (Skip to Question 6)
5. Would you like to have friends?
6. What is a friend?
7. How are you (or how would you be) a good friend?
8. Do you ever get teased or bullied? Why? What do you do when you are teased/bullied?
9. Do people ever do things that bother you? What?
10. Do you ever do things that bother or upset others? What?

Emotional

1. What kind of things make you feel happy?
2. What kinds of things make you scared? What makes you nervous? Can you describe what scared feels like? Nervous? (Provide examples if necessary, for instance, "do your hands shake?") What do you do when you feel nervous? Does it help?
3. What kinds of things make you angry? What do you do when you feel angry? Does it help?
4. What kinds of things make you sad? What do you do when you feel sad? Does it help?
5. Do you ever feel lonely? When? What do you do when you feel lonely? Does it help?
6. How do you know when someone else is (sad, happy, scared, angry, etc.)?

Interests/Routines and Stereotypical Behaviors

1. What kind of things do you like to do?
2. How much time do you spend on these interests?
3. Does it bother you when you are asked to switch from one activity to another?
4. Do any sounds bother you?
5. Does it bother you to be in a noisy, crowded room? Where do you work best?
6. What makes you different from other people? The same? (If the child engages in any stereotypical behaviors such as hand-flapping, use this answer to assess whether he is aware of the behavior, and if he/she perceives it as problematic.)

Additional Questions

1. What is your best quality? What do you like most about yourself?
2. What is your worst quality? What do you like least about yourself?
3. If you could change one thing about yourself or your life, what would it be?

“Problems I’ve got ... solutions I need!”

In addition to the general information gathering that takes place during the initial interviews, more structured interviews with primary stakeholders (parents and classroom teachers) are conducted to help direct and guide the intervention process. I hesitate to use the term “problem” when I discuss children’s social skills, as I believe that we tend to focus too much of our attention on “problems.” However, like it or not, it is problems that we have, and it is problems that motivate parents to seek my clinical services. To date, I have not received a single phone call from a parent saying, “Scott, everything is going great with my son, no problems at all ... can you fit him in for an appointment?” So until I receive this call, I can accept the reality that it is problems that prompt parents to seek my services, and it is solutions that they seek for their child.

Problem Identification and Problem Analysis Interview