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COVID-19 PARENT INTERVIEW FORM

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August 2020

Many parents and students are stressed about the upcoming school year and some are faced with making decisions regarding full-time online schooling or sending children back into school buildings. These are hard decisions and ones that no parent could ever imagined having to make. As every child is different and every family has a unique set of circumstances, there is no one right choice; there is only the choice that is best for you and your family. So, how can you consider the safety, welfare, and individual mental health needs of your children to help guide decision-making? This interview form may guide clinicians in querying parents regarding their child's response to the COVID-19 pandemic. This form may also assist in understanding a child's progress and needs and in developing supportive interventions. As this is simply a guide, only ask relevant questions and query further if needed.

DISCLAIMER: This form is not a standardized tool nor is it meant to offer advice.

BACKGROUND INFORMATION

Student Name: _____ Age: _____
School enrolled: _____ Grade: _____
Parent/Guardian Name: _____ Relationship: _____
Clinician completing form: _____ Date: _____

PRE-PANDEMIC FUNCTIONING

Note: It is important to gather an understanding of how the child was doing at school in regard to academic, social/emotional, and behavioral functioning prior to the pandemic. The disruption caused by the pandemic has had an impact on us all and providing context for the presenting concerns will assist with decision-making as well as intervention planning.

In general, describe how your child functioned prior to COVID-19.
Describe your child's greatest strengths and areas of need prior to COVID-19.

How did your child function *academically*?

Did your child feel successful or feel as if they could never keep up with peers academically?
How successful was your child with homework and task completion?
Did your child have issues with attention or executive functioning?
Would you have described your child as self-directed or in need of external support?
Has your child received prior special education services?

How did your child function *socially*?

Would you describe them as introverted or extroverted?

Did your child have friends, play sports, and engage in activities?
 Did your child suffer from bullying or social isolation?

How did your child function *behaviorally*?
 How does your child respond to authority, rules, limits and expectations?
 Has your child had any problems with discipline or truancy?

How did your child function *emotionally*?
 Prior to the COVID-19 pandemic, was school a safe place for your child or a place of stress?
 Did your child have a history of anxiety and/or depression?
 Any other mental health issues or concerns, such as school refusal, stress or difficulty coping?

COVID-19 RESPONSE

In general, describe how your child has functioned since COVID-19.
 Describe your child’s greatest strength and area of need since COVID-19.
 How do you believe your child has been impacted by this pandemic?
 What impact do you see social distancing has had on them?
 What activities has your child engaged in since the COVID-19 pandemic stay-at-home orders began?
 How have they coped with the challenges presented since COVID-19?
 What supports do you feel your child has accessed through this time?
 Would you describe that your child thrived at home or struggled since stay-at-home orders began?

How has your child function *socially* since COVID-19?
 Was this time home was a respite from school stress, bullying, or not fitting in or have they greatly missed the socialization?
 Have they withdrawn from social interaction?

How did your child function *behaviorally*?
 Have there been changes in how your child responds to authority, rules, limits and expectations?
 Has your child had any problems with discipline or truancy since COVID-19?

How did your child function *emotionally*?
 In general, how would you describe your child’s emotional functioning since COVID-19?
 Since COVID-19, have you had concerns with regard to your child’s anxiety or depression?
 Any other mental health issues or changes, such as school refusal, stress or difficulty coping?

VIRTUAL LEARNING

How has your child functioned *academically* since COVID-19?
 How successful was virtual learning for your child?
 How successful do they *feel* with virtual learning?
 What was their greatest strength with it and what was their greatest struggle?

How successful has your child been with homework and task completion since COVID-19?
 Were some subject areas more challenging than others? If so, which ones?
 Would you describe your child as self-directed with virtual learning or in need of external support?
 Since COVID-19, have you had concerns with regard to attention or executive functioning (or how the child plans, organizes, and directs their behavior)?

EQUITY

Does your child have equal access to technology and consistent Wifi required for virtual learning?
 Has your child experienced racial bias, tension or inequity, including systemic or implicit racism?
 Has your child witnessed racial bias, tension or inequity?
 How did your child respond and how is this impacting them?

TRAUMA

Has your family had secondary losses due to the pandemic, such as job loss, financial insecurity, etc., that may impact your child?
 Has there been any other family stressors?
 How has your child responded to various stressful or traumatic events?
 Have you observed any symptoms such as trouble sleeping, hypervigilance, etc.? *(Clinician should consider a trauma response interview or scale to assess symptoms of PTSD, etc.)*

Has your child known anyone who became ill from COVID-19?
 Were any family members ill with whom the child resides?
 Has your child lost any loved ones or friends to COVID-19?
 Has your child lost any loved ones or friends during this time, but unrelated to COVID-19?

If the answer to questions above are all 'no', please skip the following and move to the next section.
 If so, were funeral services offered and how did your child respond?
 If so, how has your child grieved this loss or these losses?

PERSONAL SAFETY

Has your child ever expressed suicidal thoughts?
 Does your child ever mention feeling hopeless?
 Does your child ever mention feeling that they are a burden to others?
 Does your child drink alcohol or engage in substance use?
 Has your child ever engaged in self-injurious behavior, such as cutting or burning?
 Has your child isolated themselves?
 Does your child have access to suicide means, such as guns or pills?
 Has your child ever had a psychiatric hospitalization?
 Has your child ever attempted suicide? *(If this answer is yes, it is recommended that a comprehensive suicide risk assessment be conducted)*
 If yes, please describe where/when/method, etc.
 If yes, did the child thwart the attempt or was it thwarted by another person?

Has your child ever made threats to hurt another person? *(If this answer is yes, it is recommended that a comprehensive threat assessment be conducted)*

PHYSICAL SAFETY

How has your child responded to wearing PPE (personal protective equipment) such as masks?
 How has your child responded to temperature checks and other symptom checks?
 How has your child responded to others (such as adults, teachers) wearing masks and other PPE?
 Describe how social distancing has been going for your child.



Has your child expressed or showed any signs of health related anxiety, either around themselves or their families, in regards to the virus?

Has your child developed any compulsive rituals or routines in regards to safety measures (such as handwashing and cleaning)?

CHILD'S EXPECTATIONS FOR SCHOOL

Note: We recognize that many children want a return to "normal." Countless students are asking to re-enter school buildings as they seek a return to the way life was before COVID-19 changed everything they know. However, it is important to examine how the child's expectations align with what school will be like in reality, and to ensure they understand the differences.

What are your child's expectations for the 2020-2021 school year?

How do they compare to what school will actually be like?

How does your child *feel* about the 2020-2021 school year?

SPECIALIZED SCHOOL SUPPORT

Note to clinician: The switch to virtual learning and disruption of school attendance during a pandemic will have an affect on all students that should be considered. Further, evaluations being conducted during this time have limitations. This may include assessment conditions in which the tests were not standardized such as conducting virtual assessments or wearing PPE such as face masks, face shields and having a plastic partition separating the examiner and the student. Limitations may also include an inability to conduct classroom observations during this time. Thus, it is suggested to consider "pre-COVID" information noted above (along with developmental/health/family history; school records/grades, etc.) to create a context for the severity of challenges the student is facing.

(Note: If you are a private clinician and a family answers "I do not know," to any items below, consider obtaining a release to speak to the school on behalf of your client and to help coordinate support).

Did your child receive interventions or specialized support prior to COVID? What did that look like?

Is your child currently receiving specialized services such as an IEP or 504 plan?

If so, what supports and interventions have been most helpful for them in the past?

How has COVID-19 impacted their ability to access academic supports or accommodations?

If relevant, how has COVID-19 impacted their ability to access social-emotional or behavioral supports or accommodations?

Have you shared feedback with your child's teachers regarding your concerns?

Are there additional interventions or supports that can be considered or you think might help?

Does your child have any medical diagnoses or take any medication?

For students presently receiving special education services:

Have you reached out to the child's IEP case manager or an administrator to express your concerns or request an IEP meeting?

For regular education students who receive accommodations through a 504 Plan

Have you reached out to your child's 504 case manager to express your concerns or request a meeting?

THANK YOU!

