**ELL Family Background Interview & Student Record Form**

**Student: Date: Date of Birth:**

**Classroom Teacher: Consultant: Informant:**

**All information in an existing student’s record or a new record should be evaluated with the following questions in mind:**

* *Is the information in the records current?*
* *Is the information in the records reliable?*
* *Have the records been translated correctly?*
* *How familiar with the student’s culture and language was the person(s) who completed the report?*
* *Are there consistent patterns across the available information?*
* *Are there discrepancies in the information?*
* *If there are no records has every attempt been made to contact the previous school or has a parent interview been conducted?*
* *Take time to explain to families the purpose of the interview and if applicable, provide education about special education prior to or at the end of the interview. End the interview by giving parents an idea about what may happen next.*

**General Family History**

\*When did the family immigrate to the United States?

\*Was the immigration voluntary or does the family have refugee status?

\*Did the student experience unusual trauma or stress during immigration?

\*Did the family spend any time in relocation/refugee camps?

If yes, how long?

\*What is the student’s place of birth?

If born in the U.S., how many generations have lived in this country?

\*Is this the only location the family has lived in the U.S.? Establish a residential history.

\*With what frequency does the family travel to their country of origin?

\*Who are the family members? Who lives in the home?

What are their roles and duties within the family?

What is the hierarchy of authority in the family?

Which family members work and what are their occupation(s)?

What educational levels have been attained by family members?

\*How long has the student been exposed to an English speaking environment?

\*When was the student’s first formal exposure to English? What was the setting?

\*How well has the student adjusted to the mainstream culture?

**Developmental and Health Background**

\*What is the student’s gestational, birth, and neonatal history?

\*What is the student’s health and developmental history?

\*When did the student first

Crawl?

Walk?

Toilet trained?

\*Has the student had any problems with vision or hearing?

Is there a record of repeated illness and/or excessive absences?

If yes, have these absences been health related or due to other factors?

\*Have any prenatal abnormalities or developmental delays been noted by the parents?

\*Are speech abnormalities noted in both English and the other language(s) used by the student?

\*Is the student diagnosed with any medical conditions?

\*Is the student currently on medication/prescription drugs?

\*Are there any known congenital or genetic abnormalities?

\*Were any milestones not reached within the recommended guidelines as appropriate to the student’s culture?

\*Has the student had any medically related conditions or hospitalizations?

\*Has the student’s health and development differed from his/her siblings?

If yes, describe.

Does the family have a traditional/homeopathic approach to health care?

What medicinal uses are made of food or categories of food?

**Communication / Language Background**

\*What language(s) and dialects are used in the home?

\*What is the student’s native language proficiency in the following areas?

Comprehension:

Speaking:

Reading:

Writing:

\*What is the student’s proficiency in English?

Oral language:

Reading:

Writing:

\*What is the language preference of the student?

\*Has the student received any instruction in his/her home language?

Has the language of instruction been consistent?

Is proficiency information complete?

Is proficiency information current?

\*What language(s) are spoken in the student’s community/social environment (i.e., stores, church, family, visitors, shopping, etc.)?

\*What language(s) do the parents or other adults in the home use to communicate with each other?

\*What language(s) does the child use with parents? Siblings? Other family members?

What family members read and write in the primary language?

What is the language of media in the home?

\*How does the student’s language use compare to his/her siblings?

What language(s) does the student use during play and family activities?

What language(s) does the student use with his/her playmates?

\*Have the parents attempted to minimize the use of the first language with the student?

If yes, did they determine to do so or were they advised to do so? Why? By

whom? When?

\*If the child has received, or is receiving child care, what is the language(s) used by the childcare provider?

\*When did the child say his/her first words?

\*Use two to three word sentences?

\*Use five to seven word sentences?

\*Does your child understand general conversation in the first language?

\*Is your child able to converse easily in the first language with parents? With peers? With other adults?

\*Is your child able to describe an event or item such that you understand the intent and can form a mental picture of it?

\*Is your child able to sequence an event in appropriate order?

\*Does your child use vocabulary appropriately?

\*Does he/she have difficulty finding the right word to use?

\*Does your child initiate, maintain and end conversations without difficulty?

\*Does your child understand and follow your directions?

One step? Two step? Three step?

\*Do you consider your child a fluent communicator in your first language?

\*What if any, speech errors does your child have in your first language?

**Academic Background**

\*What are the student’s previous experiences with schooling?

What is the highest grade attained?

\*Have there been significant gaps in the student’s school attendance?

\*Have there been multiple school changes?

What is the student’s current attendance record?

\*Did the student attend school in his/her native country?

If yes, what was the highest grade level attained?

Was schooling consistent?

What has been the student’s response to previous instruction?

How well has the student performed in various instructional situations?

\*Has the student received English as a Second Language instruction, bilingual instruction, or both?

If yes, for how long?

Was there a change in the primary language of instruction?

If yes, how did this affect achievement?

Has the student been referred to special education services?

If yes, was the student placed in special education?

Was the placement consistent with district procedures for second language learners?

Were the assessments administered in the student’s primary language?

\*Has the student received any other specialized instruction (i.e., Title I, migrant education, etc.)?

Has the student been retained? What reasons were given for retention?

What are the family’s expectations for their child’s education and for the future?

What methods for teaching and learning are used at home (e.g. modeling and imitation, didactic stories and proverbs, direct verbal instruction)?

Do the parents have different educational and occupational goals for boys and girls?

Do the parents or other family members assist the student with homework?

What is the education history of the parent(s)?

\*Is the student able to read and understand material printed in their first language?

\*Is the student able to write sentences—paragraphs—letters, etc. in the first language?

\*Does the child understand either reading or math more easily?

Is he/she able to complete either more effectively in the first language?

**School Social / Emotional Information**

\*How well has the student adjusted to the school culture?

Has the student had any suspensions and/or expulsions?

In what grade(s)? What were the reasons?

Does the student appear happy in the school environment?

**Work and Play**

What is the family’s current socioeconomic status?

What was their socioeconomic status in their country of origin?

Does the student work outside the home?

Does the family view the student’s income as essential to the well-being of the family?

If yes, is the student’s job interfering with his/her attendance/academic

performance?

Is the family willing to have the student rearrange his/her work schedule?

What is the family’s perception of future economic and occupational growth and security?

What recreational activities does the family enjoy?

**Time and Space**

Are calendars and/or clocks present in the home?

Is there a particular space in the home (or elsewhere) in which the student has privacy for doing homework or studying?

**Other**

Do the parents have any other questions or concerns not addressed?