

ATRI™

SCHOOL INTERVIEW GUIDE

School Interview Guide

Structured Questions for Teachers
and School Staff



Supporting Comprehensive
Autism Assessment Through
Educational Observation

PART OF THE ABATOOLS ATRI CLINICAL FRAMEWORK

 Developed by **AbaTools**

PREPARATION

Before the Interview

A well-prepared interview ensures accurate and meaningful information that supports a comprehensive understanding of the student's functioning in the school environment.



Who Should Be Interviewed

Prioritize interviews with individuals who observe the student regularly in different contexts.

- ✓ Classroom Teacher
- ✓ School Coordinator or Pedagogical Coordinator
- ✓ Support Staff (recess monitor, aide, therapist, etc.)



When To Conduct

Timing the interview appropriately helps ensure complete and relevant information.

- ✓ Ideally, after the parent/caregiver interview
- ✓ Preferably before final diagnostic conclusions
- ✓ Repeat if new professionals are added to the team



How To Conduct

A structured yet flexible approach promotes open communication and reliable information.

- ✓ Duration: 30–45 minutes
- ✓ Ask neutral, open-ended questions
- ✓ Record qualitative observations and examples



The goal is to gather diverse perspectives that complement parent interviews and direct observations.

ROTEIRO • PARTE 1

Social Behavior & Classroom Functioning

Explore how the student interacts with others and functions within the classroom environment.



A. SOCIAL INTERACTION

|  OBSERVATIONS

- 1 How does the child relate to peers of the same age?
- 2 Does the child prefer to play alone or in groups?
- 3 Does the child show genuine interest in other children?
- 4 Can the child initiate and maintain conversations with peers or adults?
- 5 Does the child understand and follow implicit social rules (e.g., taking turns, sharing, waiting)?



B. CLASSROOM BEHAVIOR

|  OBSERVATIONS

- 1 How does the child behave during structured activities?
- 2 How does the child react to changes in routine or transitions?
- 3 Does the child present repetitive behaviors or stereotyped movements?
- 4 Does the child demonstrate restricted or very specific interests?
- 5 How does the child respond to sensory stimuli (noise, lights, textures, etc.)?

ROTEIRO • PARTE 2

Communication & Academic Performance

Understand how the student communicates and performs academically in the classroom.



A. COMMUNICATION & LANGUAGE

 OBSERVATIONS

- 1 How does the child communicate verbally in different situations?
- 2 How would you describe the child's language development?
- 3 How does the child understand and follow instructions?
- 4 How would you describe the child's eye contact during interactions?
- 5 How does the child use nonverbal communication (gestures, facial expressions)?



B. LEARNING & PERFORMANCE

 OBSERVATIONS

- 1 How would you describe the child's academic performance?
- 2 What are the child's strengths and areas of difficulty?
- 3 How does the child perform with multi-step instructions or tasks?
- 4 How would you describe the child's attention and concentration during class activities?



GENERAL OBSERVATIONS

Please share any additional information that may be relevant.



CLINICAL REMINDER

School information should be integrated with caregiver interviews, direct observations, and standardized assessment tools to support accurate and meaningful clinical decision-making.