

Faith Formation Parent Interview

Name of Child:

Name of Interviewer:

Name of Parents/Caregiver:

Date:

The parent interview is an opportunity to gather additional information about the child and family. It serves to augment the information gathered from the faith formation questionnaire filled out by the parent. Specifically it is an opportunity:

1) for parents to share their story with the faith community and for the faith community to respond with care and compassion

2) for the catechist/DRE to clarify information gathered in the faith formation questionnaire

3) for the DRE/catechist to meet the child (and for the child to meet the DRE/catechist)

4) for the parent and DRE/catechist to discuss explicit ways the faith community may provide pastoral support to the parents as they raise a child with a developmental disability (see Part IV of Faith Formation Questionnaire).

**“Since the whole life of a parish is its faith curriculum, all functions of the Church’s ministries should be considered opportunities to educate in faith”
(Groome, T., 2003)**

I. Pastoral Support for Parents and Family

1. How does the family currently participate in the life of the parish? Are they able to attend Mass? Are there obstacles that the parish could address so that it may be easier for the family to participate?

2. Would it be helpful for the family to be linked with other families experiencing similar challenges (i.e., raising a child with a developmental disability); i.e., families who are empathetic and interested in supporting one another?

3. Are there challenges in the day that the parish might be able to help (e.g., picking up groceries, siblings from afterschool activities, accompanying parent to an IEP meeting)?

II. Catechetical Religious Education:

A. Developmental Supports

1. If the child were to attend CRE, what supports would need to be in place? Would the child need an aide? If so, would the family arrange to have the child's aide attend the sessions? If not, would a volunteer need to be secured? If so, what level of training and skills should the volunteer have? Would the parent attend the session(s) to train the volunteer?

2. What is the communicative stage of the child? (circle one):*

Social Partner

- Communication is primarily nonverbal, gestures and/or some single words

Language Partner

- Communication is primarily gestures and short phrases

Conversational Partner

- Communication is primarily phrases and sentences where there is frequent "back and forth" conversation

3. Does the child use augmentative communication (e.g., a picture exchange system, speech output device)? Will this system accompany the child?

4. What receptive language supports does the child use? In other words, what helps your child to understand what is being said and done (e.g., topic boards, picture communication symbols, text, combination other visual supports)?*

5. Ask the parent to identify the emotions the child demonstrates/understands (use Emotions worksheet as a guide).

6. If the child enjoys music, ask the parent elaborate upon the types of music and any specific song titles. If appropriate, consider these songs being incorporated into CRE sessions and other activities.*

* Duplicated question from parent questionnaire in the event further discussion on topic is needed

B. Regulation Supports

Directions: If the interview is taking place at home ask the parent to view the types of sensory regulation and learning supports the child uses. Below are the questions stated on the Parent Questionnaire that may be used as a guide to obtain additional information from the parent.

1. What sensory regulation supports does the child use?* (For example does the child use movement breaks, deep pressure, use of quiet space, swings, trampoline, use of modulated voice, oral-motor materials such as a chewy” toy, gum, deep breathing?)

2. What learning supports should the faith partner use to support the child’s attention, motivation and language comprehension?* (If possible, have the parent show them to you.)

Schedule
First/then board
Completion supports
Timer
Picture rehearsal strategies
Sequence of activity
Social stories
Comic strip conversations
Other

3. What interpersonal supports should the faith partner use to support the child’s attention and emotional regulation?* (If possible, have the parent demonstrate these strategies to you.)

Voice modulation
Physical proximity
Partner’s ability to be “in tune” with signals indicating dysregulation
Other

* *Duplicated question from parent questionnaire in the event further discussion on topic is needed*

II. Faith formation/Catechetical Education

1. Relative to the contexts listed below, describe the parents' faith vision regarding the development of their child's relationships and friendships; his/her participation in the faith community and his/her ability to participate in Christian spiritual practices.

HOME

- Daily family life such as mealtime, bedtime, leaving and returning, celebrations, milestones, first day of school/graduations

CHURCH:

- Mass: (e.g., attending and/or participating in the Mass such as exchanging the sign of peace; making the sign of the cross, presenting the gifts of bread and wine; distributing church bulletin; greeting and/or bidding goodbye to parishioners and priest, singing in the choir)
- Faith community activities: Participating in the Church's ministries of the Word, Worship, Welfare and Witness (including peer group activities)
- CRE session: Consider whether or not the child—with supports— has the capacity to meaningfully participate in the session relative to the cognitive and language demands of the sessions. If CRE sessions are deemed not to be a "good fit" consider whether there would be reasons to include the child for relationship-building opportunities

SCHOOL/COMMUNITY:

- Consider whether or not the friendships the child may have at school could be nurtured within the context of activities sponsored by the faith community (e.g., friend comes with child to a CRE session, friend and child participate in youth group activity). Similarly, are there extracurricular activities/sports the child enjoys that a peer from the faith community could be invited to attend (e.g., child enjoys swimming and a peer from the faith community is invited to join the child)?

2. From the information gathered thus far, discuss with the parents the CRE priorities that will be initially addressed. Use the Catechetical Educational Grid as a guide.