

FRB30™ Interview & Goal Setting Process

General Flow

1. Students will complete interview with parents
2. While students take a few minutes to complete the Action Planning Goals and Outcomes form for the family, they will give parents feedback survey and ask to complete it while they wait.
3. Students collect completed Family Survey and give family white copy of completed Action Planning Goals and Outcomes form and gift card.
4. Using this interview form and the completed Action Planning Goals and Outcomes enter the data you collected on the computers provided before leaving interview office.

Interview Part 1 – FRB30 Review & Priority Setting

- Your personal introduction
- Setting family at ease - ‘Why did you decide to be part of the study?’
- What’s important is that they want to discuss?
- Taking good notes on their priority concerns

Interview Part 2 – Goal setting & Action Planning

- Beginning the goal setting & action planning process
- Feedback on the FRB30 & student research process

Supplies Needed for Interview

For Parents:

1. Copy for each of the Family Report (includes their needs assessment and action planning form)
2. Family Feedback Survey (to be handed out and completed at end)
3. Gift Card (to be handed out with completed Action Planning Goals and Outcomes form)

For Each Student:

- FRB30™ Interview and Goal Setting Process (this packet)
- Family Report (includes non-carbon copy needs assessment only)
- Two carbon copies of Action Planning forms (when complete give family white copy, retain yellow carbon for XU study)

XU Resilient Families FRB30 Self-assessment & Action Planning Interview

Introduction (10 minutes)

In completing this online form, please write as much of participants actual comments as you remember or have in your notes. In a research study of this nature, detailed information is very valuable to the researchers as well as the family.

1. Family Name - full name of parents or guardians attending the interview

2. Family ID

3. Student Interviewers full names & XU college or degree curriculum

4. Why did you want to participate in this research study? and What did you like about completing the FRB30 self-assessment?

5. Was there anything about completing the FRB30 self assessment that was confusing? List and recognize those confusing items and clarify as needed.

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Priority Setting (20-30 minutes)

Assume 2 parents. For each of you (looking at them individually) I'd like you to take about 5 minutes and circle 3 items that you might like to talk about during our time together. Ones that you feel you could work towards a better solution.

6. (Mom) What three items did you choose?

Item

Item

Item

7. (Mom) Which item one or two items were the most important of those you circled? Can you tell me more about why you chose that item(s) and what you see as your families need in this area(s)?

8. (Dad) What three items did you choose?

Item

Item

Item

9. (Dad) Which one or two items were the most important of those you circled? Can you tell me more about why you chose that item(s) and what you see as your families need in this area(s)?

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5 MINUTE BREAK / PART TWO PREP

Family members are excused to stretch and use restroom.

Interviewers use time to review and prepare for Part Two - Goal Setting and Action Planning.

In the next part of the interview parents will choose one or two items from their priority setting task to proceed to set goals and define a set of action steps. At the end of the interview, an FRB Action Planning Goals and Outcomes carbon form will be completed for each item. The answers to the questions below will enable you to complete the form and give the white copy(s) to the family.

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Goal Setting and Action Planning for Parent Choices (15 minutes)

Indicate Item (3-5 words) then outcome desired.

10. From all that you've shared in the first part of the our time together, what one or two things would you like to begin solving/resolving?

Mom's #1 item . . .	<input type="text"/>
Mom's #2 item . . .	<input type="text"/>
Dad's #1 item	<input type="text"/>
Dad's #2 item	<input type="text"/>

Repeat writing 3-5 word item descriptor, followed by what's happening now.

11. What's happening now relating to this problem or situation?

Mom's #1 item resource request . . .	<input type="text"/>
Mom's #2 item resource request . . .	<input type="text"/>
Dad's #1 item resource request . . .	<input type="text"/>
Dad's #2 item resource request	<input type="text"/>

Goal Setting and Action Planning for Parent Choices (15 minutes)

Mom's #1 & #2, and Dad's #1 & #2. Repeat writing 3-5 word item descriptor, followed by what it would mean to them.

12. What would it mean to your family to solve those items?

Mom's #1 item What it would mean...

Mom's #2 item What it would mean...

Dad's #1 item What it would mean...

Dad's #2 item What it would mean...

Mom's #1 & #2, and Dad's #1 & #2. Repeat writing 3-5 word item descriptor, followed by their desired best solution.

13. What would the best solution be for each item you chose, if a miracle occurred tomorrow? What have you considered as solutions?

Mom's #1 item BEST solution...

Mom's #2 item BEST solution...

Dad's #1 item BEST solution...

Dad's #2 item BEST solution...

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Family resources needed to achieve a great solution (15 minutes)

This section focuses on the resources the family needs to access to achieve a great solution to their identified problem (s). Resources could be within the family or from outside support.

Write 3-5 word item description, followed by resource help needed.

14. What would be a help for you in solving this situation?

Mom's #1 item resource request . . .

Mom's #2 item resource request . . .

Dad's #1 item resource request . . .

Dad's #2 item resource request . . .

Write 3-5 word item description, followed by 3 steps to be taken.

15. What are 3 small steps you can take to begin solving this situation?

Mom's #1 item - 3 steps...

Mom's #2 item - 3 steps...

Dad's #1 item - 3 steps...

Dad's #2 item - 3 steps...

Write 3-5 word item description, followed by brainstorm ideas or barriers.

16. Now that you've identified some small steps you can take, are their additional resources we can brainstorm that might be helpful in accomplishing those steps? Or, Barriers that will keep you from taking those steps?

Mom's #1 item - more resources or barriers

Mom's #2 item - more resources or barriers

Dad's #1 item - more resources or barriers

Dad's #2 item - more resources or barriers

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FAMILY WRAP UP and COMPLETION

* We really appreciate your participation. Our department would like to continue our relationship with you. As part of that process, will you please complete this quick survey to give feedback on the process and your interest in the future.

* As family completes Feedback survey, students take time to finish Action Planning draft before giving white copy to the family.

*Collect completed Family Survey and give family white copy of completed Action Planning Goals and Outcomes form and gift card.

* Using this interview form and the completed Action Planning Goals and Outcomes enter the data you collected on the computers provided before leaving interview office.