

## Quick Reference Sheet for Student Interviews for students with ASD

1. Put in this intro. before you type up the responses.... watch for these things when you interview the student.

\_\_\_\_\_ was interviewed on \_\_\_\_\_ to look at his/her overall reciprocity, responsiveness to topics initiated by the interviewer, and his/her ability to converse based on a topic from the interviewer. Other general areas included eye gaze, appropriate responses, body language, tone of voice, and facial expression. (If you included perspective taking you should also add that in here).

2. Enter the main body of the interview. Answers can be paraphrased. I usually put things in direct quotes which capture the essence of the student. This gives the reader a nice picture of the language style of the student, how on/off topic they are, etc. I put in comments which are atypical or unexpected when compared to a typical peer.

3. Add in a summary paragraph below where you comment about the things you introduced in the beginning paragraph. You can bring up concerns/needs/implications for education.

\_\_\_\_\_ eye contact was \_\_\_\_\_. \_\_\_\_\_'s body was directed at \_\_\_\_\_ overall. His/her body language appeared \_\_\_\_\_. \_\_\_\_\_'s tone of voice was appropriate/inappropriate with this interviewer. \_\_\_\_\_'s facial expression \_\_\_\_\_. When \_\_\_\_\_ was interviewed, he/she occasionally needed (prompts/clarification) for responses. Comment if student was off topic. Comment if student could discuss a topic of the interviewer's interest. Comment on tone of voice. Comment about friendship or other areas of concern that were evident as a result of the interview.

Comment about embarrassment. If not embarrassed... \_\_\_\_\_ reported that he/she does not feel embarrassed. This is a perspective taking question and indicates \_\_\_\_\_ may have trouble taking the perspective of others. In order to feel embarrassed a person has to realize that other people are having thoughts about them.

Comment about perspective taking. If your interview included the Sally and the marble and the candy bar pictures, comment about the student's responses as related to theory of mind and eye gaze.

## High School Sample Student Interview (High Functioning)

\_\_\_\_\_ was interviewed on 4/13/10 in the high school office to look at his overall reciprocity, responsiveness to topics initiated by the interviewer, and his ability to converse based on topic from the interviewer. Other general areas included eye gaze, appropriate responses, body language, tone of voice, and facial expression.

\_\_\_\_\_ said that his favorite thing to talk about was cars- different types of cars. He said that this is something that he and his dad talk about and that his friends were "good with that". \_\_\_\_\_ talked about the car that he and his dad are working on restoring together. His mom is involved in that she helps with ordering parts online. \_\_\_\_\_ said that his best friend is \_\_\_\_\_. He knows that he is his best friend because "We do alot together, we say it alot, hang out together, videos, and borrow each other's stuff". One thing that \_\_\_\_\_ really likes about \_\_\_\_\_ is that he's cool, laid back, and not a jerk. Also his friend is nice to everyone unless they aren't nice to him. \_\_\_\_\_ plays video games together, specifically World of Warfare-II and Army of 2. They go to each other's houses and text each other. He has slept over at his friend's house. \_\_\_\_\_ said that this was fine. He also reported that \_\_\_\_\_'s parents are nice and that he sometimes goes over there to have dinner and then drives home. \_\_\_\_\_ said that one thing \_\_\_\_\_ thinks is really important is being good at video games. One thing that he thinks is funny is "Anything with comedians- he likes funny stuff on the internet". When asked what was one important rule at school, he said "Make good friends". With a redirection and prompt to the question, \_\_\_\_\_ then stated "Don't talk back and you can't be in the hallway without a pass". He went on to describe that there is some leeway with this rule. \_\_\_\_\_ reported that schools need rules so that people don't get hurt and so that there isn't mass chaos in school. When asked what would make his teacher really mad, \_\_\_\_\_ said that when he talked during his old study hall. Also "smart" (sarcastic) responses would make the teacher mad. He said that these things would make the teacher mad because they're there to teach you, not listen to sarcastic responses. \_\_\_\_\_ said that he can tell when his teacher is mad because they'll say something, send you out, or ignore you. "She's upset at me, I get upset at her..." \_\_\_\_\_ said that he doesn't push her buttons on purpose, but that he doesn't always think about how that would upset her. \_\_\_\_\_ replied that the best thing about school is hanging out with friends and getting to learn new stuff. When asked what kinds of new stuff, \_\_\_\_\_ said anything, but that he isn't a fan of stuff he doesn't think he'll use. He provided an example of how some kids think that they won't use math, but that he knows it is important because his dad is a carpenter and uses his math every day. The worst thing about school for \_\_\_\_\_ is boring classes. This would be a class that has alot of easy stuff he already knows. \_\_\_\_\_ reported that sometimes it's hard in math because some kids don't get it right away, so the same information is reviewed 3 or 4 days in a row. "I can see 1 or 2 days, but more than 2 days is boring". \_\_\_\_\_ also said that watching most movies is boring. \_\_\_\_\_ eats lunch with \_\_\_\_\_. \_\_\_\_\_ was asked if he ever has trouble getting along with people. He stated that this was occasionally a problem at his old school with people who didn't like his brother and made fun of him with name calling. This has not been a problem here as it's smaller. \_\_\_\_\_ said that he doesn't talk to certain groups because he doesn't like the way they act and the things they do. When asked for clarification, he reported he meant kids who were snobs and think they're better than everyone else. The most frustrating thing for \_\_\_\_\_ about adults is that "They don't understand where you're trying to come from. Play the elder card- been on the planet longer- which is usually true but hard to see". The most frustrating thing about kids his age are the ones that act like snobs. \_\_\_\_\_ said that he hasn't been teased very often at school. He had a reputation at his old school. People "don't want to mess with me here". He was teased for making stupid comments. \_\_\_\_\_ laughed. Things that make him really mad at school are when teachers force him to do stuff when he doesn't see a point. When he gets mad he usually walks out and goes to see the principal. \_\_\_\_\_ reported that this strategy usually works "\_\_\_\_\_ is good at talking me through stuff". \_\_\_\_\_ said that it's important to look at someone when you're talking to them so they know you're talking. The hardest thing about that is if you're in trouble you get the evil glare. If he had three wishes for his friends of something that they'd really want, he'd wish for \_\_\_\_\_ to have a PS-3, \_\_\_\_\_ to get better because he hasn't been feeling well, and for \_\_\_\_\_ to get along better with her parents. \_\_\_\_\_ was presented with a situation in which he had to take the perspective of another person. He was able make an appropriate response. When asked why he would react in that way, he stated "I don't know, it's a programmed response. When asked if he ever wants to get married, \_\_\_\_\_ said he isn't shutting out the idea, but is not worried about it right now. "I'm not a big fan of marriage".

People want to be married because they like each other and want to be with each other. He reported that an old guy once told him that "Marriage is a life long commitment based on an unstable emotion". When asked who the old guy was, \_\_\_\_\_ reported his name is \_\_\_\_\_ and he works with \_\_\_\_\_ at \_\_\_\_\_. When this interviewer told him she'd been married almost 12 years, \_\_\_\_\_ said "That's cool". He did not ask a follow up question. "My parents have been married a long time too". When asked how long, \_\_\_\_\_ said he wasn't sure, wondered about 25 years. The other members of the family were then discussed. When \_\_\_\_\_ grows up he wants to work on cars. "Automotive Science, I don't know if that's a career or not". He reported he wanted to design/create parts, steering, and suspension systems for cars. He said that he'll need to get more schooling about cars and take mechanic's tests every 1-6 years. \_\_\_\_\_ plans to enter into the Advanced Automotive Technology course at Wright Technical Center next year as a Jr. and return to \_\_\_\_\_ as a senior. He then wants to go to technical school after that, and possibly a 4 year college after he's worked in the automotive field for 5-10 years. \_\_\_\_\_ recently took the practice ACT at school. His projected score was 28-32-- indicating strengths in math and science. \_\_\_\_\_ reported that a score of 17-21 was indicative of a school/industry including technical college for automotive mechanic. Technical schools "Don't worry too much about your grades- you learn as you go". Discussion followed about whether or not it was important to get good grades in high school. \_\_\_\_\_ felt that by the time he wanted to attend a 4 year college, it would be 5-10 years after high school and colleges would look more at his experience and technical school, not at his high school grades. \_\_\_\_\_ discussed his classes and his perspective about how he was doing in class. 1st quarter he was getting B's. 2nd quarter his grades went down, 3rd quarter he "Didn't do well". He said his grades were pretty good now because they just started a new quarter. This interviewer point blank asked \_\_\_\_\_ if he felt he was working up to his potential. "I don't think I'm working up to my potential- I could be an A student". \_\_\_\_\_ reported that sometimes he's not motivated to work up to his full potential. When asked what was holding him back, he said "I don't know, my mind, the way I think". \_\_\_\_\_ reported that he does have some issues in English- these problems are related to teacher issues because he says things before he thinks. He said Spanish was going so-so and that it was starting to get harder. The teacher goes through the material faster at this point in the year. This is \_\_\_\_\_'s second time in the class, so he said that he already knows some of the key topics. He memorizes the vocabulary words if he has time. \_\_\_\_\_ was asked to reflect on his perception of three key areas of instruction: tests, group/individual projects, and homework/assignments. \_\_\_\_\_ said that tests are easy. He's not a big fan of essay tests because they take too long. His effort depends on how bad he wants to get a good score. Regarding group projects, \_\_\_\_\_ said they were pretty easy. "I try to do the work when I can". He sees himself as more of a leader in the group when he is able to join in with friends. When he can't join in with friends, he feels he pulls a fair share of the load. Independent projects are easy "As long as I do them". \_\_\_\_\_ said that finding the effort to do them was hard. \_\_\_\_\_'s comments about homework/assignments: "It's a rarity. I don't do too much. If I don't get it done in school or in study hall it doesn't get done". He doesn't bring it home because he'll either forget it or won't want to do it. \_\_\_\_\_'s perspective of the paraprofessionals who work with him: \_\_\_\_\_ likes the paraprofessional who works with him in History. "She's nice". \_\_\_\_\_ can't remember her name. "She tries to have a conversation with you, she doesn't confront you if you're doing something wrong. She takes you aside and whispers or uses a soft voice. She doesn't treat me like she's in charge, she treats me like she wants to help". \_\_\_\_\_ does not care for the other two paras he works with, he's had detention from them and feels that they're more confrontational. \_\_\_\_\_'s perspective of his special education teacher is that he doesn't have much interaction with her. The interactions that he does have "I'm not fond of it, usually something got taken away and mom has to come. I don't like stuff taken away".

\_\_\_\_\_ was noted to be very respectful, pleasant, and cooperative during the entire interview. His responses appeared genuine and were appropriate. Redirection to a question in the interview was infrequent. He smiled and laughed at appropriate times. \_\_\_\_\_ was able to fully engage in the interview and carry on a conversation with the interviewer. When the interviewer made a personal comment, he did not ask a follow up question, but was able to make a related comment based on his experiences. \_\_\_\_\_'s body was directed somewhat toward the interviewer, but because he hunched forward, his hair fell over his eyes and so full face to face contact was not achieved. He displayed intermittent, but appropriate eye contact. Although given the opportunity, \_\_\_\_\_ did not ask any additional information of the interviewer. \_\_\_\_\_ does seem to have some ability to take the perspective of others. He acknowledges that he sometimes he has trouble thinking about how his actions affect other people (until after the fact). \_\_\_\_\_ understands that rules are not always rigid and seems to have some

mental flexibility. This interviewer questions \_\_\_\_'s ability to read nonverbal communication as he only described actions of a staff member when someone is mad. \_\_\_\_ is able to think about what other people might be thinking.

## Elementary Sample Student Interview

\_\_\_\_ participated in a student interview in a 1:1 setting in order to look at his ability to respond appropriately to questions, take the perspective of others, maintain eye gaze direction, provide appropriate body language, tone of voice, and facial expression.

\_\_\_\_ was asked to tell what his favorite thing to talk about was. At first, he didn't say anything, and when given ideas including animals, sports, or TV, he immediately replied "Mostly hamsters". When prompted, to tell more, he listed 7 facts including "They can see in the dark. If they're 4 feet down low they might be trying to find a place to hide. Sharp claws. Dark fur. They might be a Siberian hamster if they have a dark stripe. It likes to hide. It lays on it's back". He neglected to tell the interviewer that a hamster was an animal or that he has hamsters until cued. When asked how long he has liked hamsters he said he was on his eighth one. He was told that he answered how many hamsters, not how long he's liked them. \_\_\_\_ then reported then reported that he's liked them since he was 6. When this interviewer mentioned her interests, he did not comment, but stared at the interviewer. After a 15 second pause, the interviewer gave more information about her interests and again paused. \_\_\_\_ stated "Today I know we're gonna go to Wisconsin". Dialog continued regarding the purpose of the visit and it seemed that there was a family wedding. He did not ask about this interviewer's interests. \_\_\_\_ displayed inconsistent eye contact with the interviewer, often looking up at the ceiling. He fidgeted in his chair. To explore the quality of his friendships, he was asked if he had a best friend. He nodded and said that "One lives in St. Michael, I don't remember it's name and 2 lives in Clearwater". With a prompt for their names and where they go to school, he reported that the names of those friends were \_\_\_\_ and \_\_\_\_, with one of the boys attending school here in Annandale and the other boy "I can't say the town, over the Mississippi River". When asked what he liked about his friend, \_\_\_\_ said "\_\_\_\_ plays with me". When mention of this writer's friend was made, he stared and was unable to say anything. When asked what he and \_\_\_\_ like to do, he said "Like the Wii and play in the sandbox". When asked if he calls \_\_\_\_ he said "Ummm... sometimes I ask mom if she can call \_\_\_\_ and sometimes his mom calls us--usually when we're not home." They see each other on weekends "Mostly sometimes". When prompted, he said "Sometimes we see each other mostly, sometimes on days when I want a friend to play with". \_\_\_\_ was asked what makes his friend sad, and he said he didn't know. When asked what makes his friend happy \_\_\_\_ said "I don't know". He was prompted with "What do you think" by the interviewer and he replied "Hamsters?" \_\_\_\_ was asked what does his friend think is really funny. "I don't know, I never asked him. I do know what one of his cat's names are." Dialog followed regarding the cat. He was asked to tell two things that made him a good friend. "That what like \_\_\_\_ likes.... like because I have a hamster, because \_\_\_\_ holds my hamster". He was asked what an important rule is at school. "No lying, no tackling. I wonder what they're doing to Cardinal Kingdom?" The interviewer did not immediately respond and \_\_\_\_ waited. When he did not say anything further, discussion followed. He was asked to think about what they could be doing. He reported that plastic was covering 2 slides and reported that they could be putting something on the wood. He also said that yesterday the playground was open and this morning it was closed. Discussion continued. It was hard for \_\_\_\_ to stay on track with the conversation. He was asked why schools need rules. He replied "So they, the kids can be safe". \_\_\_\_ asked if he ever has trouble getting along with people, he shook his head no. When asked what would make his teacher mad he paused and then said "I haven't thought of that. I don't even know". He was prompted to think about that and then reported "When people lie to the teacher", then displayed a facial grimace and rubbed his hair. When asked why this makes her mad he again said that he didn't know and was prompted to think about it. He again displayed a facial grimace, looked away, and tapped his cheek. The situation was role played and \_\_\_\_ finally come up with that his teacher would be angry if someone lied, but couldn't say why. He also mentioned the take a break chair where kids go to calm down. He knows when his teacher is mad "Because, I would think of that". He was unable to expand. When asked who he eats lunch with, he said "Mostly, sometimes \_\_\_\_". Discussion followed about the lunch line and another teacher's name came up. \_\_\_\_ initiated a

question to the interviewer wondering if she knew that Ms. Rohr was now Mrs. Smith. \_\_\_\_\_ shook his head no when he was asked if he gets teased at school. He then commented that he does sometimes on the bus. When asked to expand he mentioned two boys' names and then said he lost what he was going to say. After further discussion, he still could not remember what he was going to say. He has not tried to change getting teased. \_\_\_\_\_ initially said he did not know one thing that makes him really mad. When prompted to think about that he replied "Sometimes when \_\_\_\_\_ takes, when \_\_\_\_\_ took something out of my hands- \_\_\_\_\_ took it and gave it back to me". When asked what he does when he's mad he stated "I would have to think of that". When asked if he knew the meaning of giving a compliment, he shook his head no. This interviewer explained what it was, problem solved with \_\_\_\_\_, and role played 2 different scenarios of giving a compliment. He was asked to try. "I can't think of it" he said. When he was asked why it is important to look at someone when you're talking to them he replied "So they know you're talking to them". If he could make three wishes for friends, he looked at the ceiling and said "Ummmm.... all I can think of is hamsters". He laughed and was prompted to think of two more. "\_\_\_\_\_ would like it if his rat had babies. I wish for my hamster to have babies". He was prompted that was his wish, he needed to wish for friends. "I know.... \_\_\_\_\_ would like if he had another dog-the other one died". \_\_\_\_\_ said he would be sad if his hamster died. To annoy someone means "Like don't talk to them?" The definition was explained and \_\_\_\_\_ was asked to see if he could think of something. He was able to identify that he's annoyed when "My brother sings songs I don't know". The hardest thing about school for him was "Mostly sometimes reading". \_\_\_\_\_ does not feel lonely. When someone changes their mind he feels "Kinda like in the middle". He explained after a prompt, "Kinda sad and happy". \_\_\_\_\_ says that a manners rule is "Don't eat with your fingers." Discussion followed about how some foods are finger foods and how some foods aren't. People want to have good manners "So they don't get messy". \_\_\_\_\_ was given several different scenarios to look at his ability to take the perspective of another person, to think about what other people could be thinking, and to read body language. In these scenarios, \_\_\_\_\_ was unable to take the perspective of other people or to think about what someone else might be thinking. He was able to read body language by looking at someone's eyes.

\_\_\_\_\_ had trouble at times following the course of the interview and needed prompting to answer questions or role play to understand concepts. He also got off topic at times and completely changed the subject in the middle of a thought. Understanding feeling/emotion words like sad, happy, mad, and funny were difficult as well as relating them to other people. \_\_\_\_\_'s responses tended to relate to himself rather than to the feelings of others. \_\_\_\_\_ struggled to reciprocate and continue conversation, especially if he wasn't sure of the answer. \_\_\_\_\_'s body language and ability to direct himself to the interviewer were fair, some fidgeting and cheek tapping noted. He displayed eye contact when the interviewer asked questions and sometimes looked around when he answered the questions or made a facial grimace. \_\_\_\_\_'s facial expression was animated when he talked about hamsters and worried looking when questions were difficult. He sat across from the interviewer at a table. He was unable to comment on a response from the interviewer, even after additional information was provided to which he might relate.