

Student Interview – Jr. High & HS Double Interview Forms for Testing

**Michelle Garcia Winner, (2002). Thinking About YOU Thinking About
ME. Michelle Garcia Winner, Ca**

A Student Profile to be Completed by the Student

ABOUT THE STUDENT:

Name: _____

Date: _____

Parent's Names: _____

Mailing Address: _____

Phone Number: _____

Student Interview

(Note the student's ability to respond appropriately to the questions, maintain eye gaze direction, and provide appropriate body language, tone and inflection of voice and facial expression during the interaction)

1. What classes do you take?
2. What is your favorite thing to do in school?
3. Are kids nice to you at school?

What do you do when someone is not nice?

How do you know they are not being nice?

Who are your friends at school?

What do you like to do with them? *(Explore the quality of the friendships. Are they real friends or classmates?)*

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Student Interview Cont.

4. When you are in class what do you like to study the Most?
Least?

5. How do you plan your long-term projects?

How do you track your assignments?

How do you approach getting your homework done?

Do you usually remember to turn in your homework?

6. What are your hobbies?

Student Interview Cont.

7. What do you like to spend most of your time doing?

Describe what you did when you were at home yesterday. (*Explore the intensity of their interests*)

8. Who lives in your house?

What are their hobbies? (*Explore how much they are aware of the people they live with*)

9. What do you have to do at home that you dislike?

Student Interview Cont.

10. Do you ever feel embarrassed?

What makes you feel embarrassed? (This is a perspective-taking question. In order to feel embarrassed you have to realize that other people are having thoughts about you. By asking this you are interested in his sensitivity to those around him. It is very typical, beginning in later elementary school, that neurotypical children are incredibly sensitive to the emotion of embarrassment.)

11. Do you have any pets?

12. What chores do you have to do at home?

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Student Interview Cont.

13. Who do you play with or hang out with at home?

Do you have any neighborhood friends?

What do you do with them? *(It is not uncommon for a student to have a close childhood friend in their neighborhood)*

14. What are your plans after the completion of High School?

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Personal Picture Explanation

Prior to having the student interview you, ask him to explain to you what the three pictures on your table are about.

By the completion of the photograph description task, make sure that every student has a clear understanding of the pictures so that this information can be used during the next task- when the student interviews you.

Student's Response/Observations

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Double Interview (Student Interviews You)

Present "Wh" question word list to student.

Say something similar to the following: "I interviewed you by asking you questions and I learned a lot about you today. I learned: _____. I know a lot about you, but you know very little about me. You were told to come to my office and talk to me but you do not know much about me. To be fair, I am going to let you find out about me. I just interviewed you by asking you a bunch of questions about you, now you get to ask me a bunch of questions to find out about me. Everything in this office belongs to me, including the pictures. You may ask me anything about what you see in the office that relates to me, or what you might be wondering about me."

Once you tell the student it is time for the interview of you to begin, it is critical that you are quiet awaiting the response of the student.

Student's Response/Observations

Cues for Students struggling with the Double Interview

If the student indicates that this task is stressful or overwhelming, then the evaluator can help by:

1. Drawing four boxes across a piece of paper to provide a visual framework of how many questions the student is to ask before the task is discontinued.
2. Pointing to the pictures on the table and reminding the student that he or she can use this information or any other information in the room to ask questions of the interviewee or evaluator.
3. Directing the student to a specific topic that he or she can ask about. For example, "In this picture I am with my daughters. What question can you ask me about my daughters?" This generally solicits a question, but the student will often fail to follow up this question with another one still tied to the same topic. The student may need another prompt, such as "Hmmm, do you wonder what school they go to?"

Provide the cues in the order they are presented above, beginning with the least facilitating cues and moving through to the most.

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Words to Initiate Questions

WHO

WHAT

WHEN

WHERE

WHY

HOW

DO YOU...?

Picture Sequence Task

- ξ Use an eight-picture sequence for 3rd graders and above who appear to function within the average range of intelligence or above.
- ξ Present pictures in a random order and observe their strategy for organizing the pictures and how easily they are able to engage in the task.
- ξ If having eight pictures overwhelms the student, remove four of them and encourage him to start with just four. Then hand him back each of the next four pictures to integrate into the mini-sequence he has started.
- ξ Do not correct any errors he has made. After the student indicates he is done with the sequence, ask him to tell you the story the sequence of pictures now presents.
- ξ Observe to see whether he recognizes the mistakes that he has made, and if he does not, observe how he accounts for his mistakes in his verbal description.

Student's Response/Observations

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Social Scenario Task

- ξ Pictures of social scenarios are single pictures that represent some form of social interaction or display of specific emotion.
- ξ These pictures are presented to the student with the request that the student explain what is going on in the picture.
- ξ Determine if the student can "read" subtle contextual and interpersonal cues to determine the meaning.

Student's Response/Observation

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Student _____

Please return to: _____

Date Needed: _____

Teacher Questionnaire/Interview

- A. What does the student do to indicate he needs help when he is stuck on something in the classroom?
- B. Is he overly literal when compared to his classroom's peers?
- C. Is there a difference between his reading decoding and reading comprehension?
- D. Does he struggle with holding a pencil and writing clearly?
- E. Does he struggle with writing paragraphs?
- F. Is he thoughtful of others when playing games or having to work with others in class?
- G. Does he anticipate when it should or should not be his turn to talk, or does he blurt out information?

Patterns of Responses

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Student Profile Responses

- ξ Check for penmanship, whether he is able to initiate asking for help if he does not know how to complete all of the information requested.

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Personal Picture Responses

For those who make errors, they tend to lump into four general categories:

- A. Limited ability to shift perspective: Ability to take perspective of others. (Many students may label your husband as "your father".)
- B. Difficulty reading others' faces: You may need to assess more deeply the student's abilities to recognize people's faces, as well as evaluate more fully their ability to read the facial expressions of others.
- C. Limited accounting for contextual cues: Lack of attention to the contextual cues that help to define the meaning and relationships in the pictures is frequently noticeable in these students with social cognitive deficits.
- D. Limited ability to make inferences: It is not uncommon for students to demonstrate difficulty in making inferences when looking at these photographs.

Pattern of Responses for the Double Interview

Pattern of Responses

Possible Implications

Commenting on what the student knows about the evaluator rather than formulating questions about what he wants to find out.

The student is attempting to make sense of what he knows, but lacks the ability to seek more information due to a lack of knowledge on how to turn that information into Questions.

Basic Deficit: Formulating Questions

Only asking questions that relate to what the student is interested in.

If the student does ask questions, the questions may be about what the student Wants to talk about, i.e., "Do you know much About carnivorous plants?"

Basic Deficits:

1. Inability to shift perspective to think about the evaluator.
2. Difficulty formulating novel language unrelated to his area of interest.

Lack of ability to formulate any Questions at all.

Awkward silence or sighs of exasperation with the assignment.

Basic Deficit:

1. Lack of ability to shift perspective to consider the evaluator.
 2. Lack of ability to organize thoughts on what to ask the evaluator.
- Lack of ability to formulate language to talk about the evaluator.

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Patterns of Responses for Double Interview Cont.

Pattern of Responses

If questions are formulated, they remain shallow. Questions generally fail to provide a follow-up question about the same topic. Follow-up questions gain deeper information about the topic and are key to conversational success.

The student asks a question of the evaluator, allows the evaluator time to respond, but he quickly diverts the topic back to his own area of interest, making comments only about himself.

The student asks the evaluator the same questions asked of him.

Possible Implications

A few questions are asked, but none solicit deeper information about the same topic. For example, the student may ask, "What are your children's names?" What is your husband's name?" Then the student may say, "That's it, I don't have anything else to ask."

Basic Deficit: Lack of ability to organize information by formulating questions to direct a single topic of discussion.

For example, the student asks, "Where did you go to school?" The evaluator replies and then the student comments: "I go to Herbert Hoover. I play trumpet in the band. Have you ever played trumpet before?"

Basic Deficit: Difficulty shifting perspective to think about other people's experiences.

After being asked about his school and home experience, the student may ask: "What elementary school did you go to?" What did you like to do during school? Who were your friends? What were your hobbies?"

Basic Deficit: Creating novel questions to fit the present context.

Picture Sequencing Responses

1. No significant errors, effortless positioning of the pictures and accurate telling of the story. This means the student is able to comprehend basic level socially themed stories and does a sufficient job understanding the contextual cues and inferences in each picture.
2. Difficulty establishing an order by which to organize the pictures in sequence. The student appears overwhelmed by the information, which implies a need to probe the following potential deficits more deeply:
 - a. Organizational problems, understanding sequences presented in classrooms, and possible reading comprehension issues.
 - b. Difficulty recognizing contextual cues.
 - c. Difficulty inferencing.
 - d. Difficulty interpreting the meaning of the people's body language in pictures which implies difficulty accounting for contextual cues, as well as abstracting nonverbal body language information from which to make inferences.
3. Difficulty establishing the relationship between people in the pictures. The student is not able to indicate who the people are (mother, grandmother, birthday boy, friends) or what their purpose is. Error in this area indicates potential deficits:
 - a. Lack of perspective taking; unable to understand the social order and associated implications of these social relationships.
 - b. Difficulty reading faces and body language.

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Social Scenario Responses

These pictures help the examiner to see how well a person accounts for environmental contextual cues as part of his interpretation of social interactions. Explore:

- A. The ability to simultaneously consider contextual environmental cues.
- B. The ability to simultaneously consider nonverbal cues.
- C. The ability to describe a variety of emotions.
- D. The ability to pull all this information into a logical gestalt.

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Materials

Listed are some materials that were suggested by Michelle Garcia Winner.
Prices and companies are subject to change.

<u>Item</u>	<u>Catalogue and item #</u>	<u>Price</u>
Rubber Chicken	Oriental Trading Co. #MD-16/625	\$19.95 for 12
Emotions & Expressions Cards	Pro*Ed #11043	\$49.99
Activities & Events (8 card sequence)	The Speech Bin #W864	\$42.75