# Guidelines

## ABOUT INTERVIEWING

1. **Use a space that will allow privacy and let others know not to interrupt.**
   > Clarify that you care by showing empathy, acceptance, and genuine regard.
   > Indicate clear guidelines about confidentiality so the student feels safe in confiding but understands that if danger to self or others is discussed, others must be involved.

2. **Start out on a positive note and always convey a sense of respect.**
   > Ask about things that are going well at school and outside of school
   > Use language that invites sharing and is more conversational than questioning.
   > If students are reluctant to talk you may need to start with nonverbal activity, such as drawing, or with semistructured surveys

3. **Slowly transition to concerns**
   > Ask about concerns the student has about school, outside school with friends or in the neighborhood
   > Explore what the student thinks may be causing the problem
   > What has the student done to solve the problem
   > What new things can you and the student think of that the student would be willing to try

4. **As you follow the student’s lead, listen activity and encourage information through open ended questions that allow for exploration rather than closure.**
   > This will lead to a broader range of concerns about school, home, relationships, self.
   > With other students you may find it helpful to explore more sensitive topics such as involvement sub substance use, gangs, sexuality.

5. **It is very important to have a plan on how to end the interview.** This includes
   > Clarifying it is time, not caring, that causes the need to stop at this point.
   > Summarize what has been shared with a sense of accomplishing at new ways to understand the problems and new plans to try in solving them
   > Plan the next step, such as the next appointment, a follow up time to check on progress, and open door if there is another need to talk, how to connect to others in the daily environment at school who may be of help.