

Adult Interview Questions

Building Mentor/Adult Relationships

1. Do you know whether the young person has good/strong relationships with one or more adults (e.g., mentors, friends, helpers)? Do you think s/he has the confidence to make those relationships? (i.e., Does s/he seek out adults who might help him/her? Does s/he speak regularly with adults who can help him/her or who can be a friend)
2. Who would you say is the key person in the young person's life who helps him/her with school (i.e., helps with homework, goes to meetings with teachers, talks with him/her about school work, courses, educational goals)? What specifically does that person (or "do you" if interviewee identifies him/herself) do to help him/her? Does that person (or "do you") have enough time to do those things?

Building Peer Relationships

3. Do you know if the young person is able to work and play (e.g., enjoy games) easily with other youth? Is s/he able to build relationships with peers? Is s/he a leader in his or her group? How often would you say s/he gets into disagreements with other kids/youth/teens? Is s/he able to work out disagreements with others by talking about it?
4. What words would you use to describe the kind of relationships the young person has with other young people? (i.e., Does s/he choose to be with positive, encouraging people, or do some of his/her relationships seem negative in some way?)

Talents/Interests

5. Does the young person have a specific talent or a strong interest in something (e.g., sports, music, hobby, computers?). Is it something s/he does a lot, or how often would you say s/he's involved with it?

Use of Enrichment Resources

6. Is the young person involved in organized activities after school or on weekends? If so, what is it and how often does s/he do it? Do you think she enjoys it? Do you know if s/he takes a leadership role in this activity (e.g., chosen as captain, lead role)? If not, why do you think s/he isn't involved in organized activities after school or on weekend (no interest, limited time, no resources/money)? Do you know if s/he has been kept out of an organized activity because of low grades or behavior problems?

Behavior at school

7. Can you tell me what you know about the young person's behavior at school? Do you know if s/he has had any disciplinary actions (e.g., sent to principal, detention or suspension)? Is his/her behavior at school something you're concerned about?

Post Secondary Plans

8. Have you talked with the young person about finishing high school and going to college? Have you talked with him/her about the importance of schooling for getting the job or career s/he would like to have?
9. Has the young person talked with you about educational or career goals s/he might have for the future?

Special Education

10. *Use if Foster Focus or other education records indicate student has an IEP:* I saw in the young person's education records that s/he has been identified as being a special education student. Have you gone to any meetings at the young person's school about this (they're sometimes called IEP, Student Study Teams, or 504 meetings)? Do you know if the young person's IEP/504 plan has been updated in the last year? Do you feel that the IEP/504 plan is appropriate (e.g., does it have the right goals and services)? Do you know if the plan is being carried out?

If student is not identified in Foster Focus or other record as having an IEP, but his/her education records indicate persistent low academic achievement or behavior problems: Do you know if the young person has ever been tested for having a learning disability? [If yes], what were the results? Do you have concerns that s/he has a learning disability? [If yes], what makes you feel that way?

English Language Development

11. *Only ask if Foster Focus or other education records indicate student is an English Language Learner or Education Liaison observes that student has difficulty with English:* I saw in the young person's education records (or I noticed) that English is his/her second language. Do you know if s/he has been assessed for his/her proficiency in English? Do you feel s/he is getting the support s/he needs at school to read, write and speak English fluently?

Note to Education Liaisons/Instructional Case Managers: *The next set of interview questions are about character. The adult questionnaire also contains questions on character. For now, we will ask about character both in interviews and the questions. After doing this for a while, we'll decide as a group the most effective way to understand the youths' character strengths and needs.*

Zest

12. Does the young person participate actively in group discussions and school projects?
13. Does s/he get others interested in doing things? Can you give examples?

Grit

14. Do you think the young person takes responsibility and does what's necessary to achieve his/her goals in school and in life? In what way(s)? Can you give examples? Does the young person ask for help from you or others when s/he needs it? Can you give examples?
15. Does the young person keep trying even when s/he is experiencing failure or difficulties?

Optimism

16. Does the young person seem to believe that making an effort will lead to better outcomes and a better future?
17. Does the young person get over failures, frustrations, or setbacks quickly?

Self-Control

18. Do you think the young person is able to work out disagreements with other students by talking with them? If no, what do you think keeps them from being able to work out disagreements?

Curiosity

19. Does the young person seem to get interested in new things?