

Explorar el problema con el Estudiante/Familia

(una descripción del tipos de información que usted puede averiguar para aprender un poco más sobre el problema del estudiante)

En general, usted deseará explorar

¿Qué va bien?

¿Qué no va tan bien y que tan penetrante y serios son los problemas?

¿Qué parece ser las causas de los problemas?

¿Qué se ha intentado para corregir los problemas?

¿Qué se debe hacer para hacer las cosas mejores?

(¿Qué la familia del estudiante piensa que se debe hacer? ¿Las causas dan ha conecer alguna luz sobre qué se necesita hacer? Lo que se ha intentado dan ha conecer alguna luz? Qué quiere el estudiante y la familia intentar? ¿Que tanto ellos creen que las cosas se pueden hacer mejores?

Obviamente, en una sesión breve, solamente una cantidad de información limitada puede ser recopilada. Las opciones se debe hacer basado en la comprensión del problema(s) identificado y de la población que usted sirve.



Las áreas y los asuntos específicos que pudieron ser explorados en entender la naturaleza y las causas del problema(s) y ejemplos de las muchas herramientas que están disponibles para estructurar entrevistas pueden ser encontrados en nuestro paquete de la ayuda del recurso llamado *Screening/Assessing Students: Indicators and Tool*. Esto se puede descargar de nuestro Web site en el siguiente url:

<http://smhp.psych.ucla.edu/pdfdocs/assessment/assessment.pdf>

Remember, if you are going to do a formal interview with a student about psychosocial/mental health concerns, you usually will need both a signed informed consent from a parent or legal guardian. And, even if it is required, it is good practice to get the student's assent as well.*

* Your school may want to obtain a copy of the Resource Aid Packet on Screening/Assessing Students: Indicators and Tools.-- available from the Center for Mental Health in Schools at UCLA.

A Few Guidelines for Interviewing

- (1) Use a private space.
- (2) Start out positive and always convey a sense of respect. (Ask about the good things that may be going on in the student's life, and express an appreciation for these.)
- (3) Start slowly, use plain language, and invite, don't demand or be too directive and controlling. In this regard, the initial emphasis is more on conversation and less on questioning.
- (4) Indicate clear guidelines about confidentiality (Is it safe for the individual to say what's on his/her mind?)
- (5) Convey that you care (empathy, warmth, nurturance, acceptance, validation of feelings, genuine regard).
- (6) Be genuine in your demeanor and conversation.
- (7) With students who are reluctant to talk, start with relatively nonverbal activity, such as drawing and then making up a story or responding to survey questions that involve choosing from two or more read responses. With younger students, you can also try some "projective questions," such as "If you had three wishes...", "If you could be any animal...", "If you could be any age ...", "If you were to go on a trip, who would you want to go with you?" and so forth. There are also published games designed to elicit relevant concerns from children.
- (8) In exploring concerns, start with nonsensitive topics.
- (9) Listen actively (and with interest) and at first go where the individual is leading you.
- (10) To encourage more information, use open-ended questions, such as "What was happening when she got angry at you?" and indirect leading statements, such as "Please tell me more about..." or direct leading statements such as "You said that you were angry at them?" (Minimize use of questions that begin with "Why;" they often sound confrontative or blaming?)

A Basic Interview Format

Start out on a positive note

- Ask about the good things that may be going on in the student's life (e.g., Anything going on at school that s/he likes? Interests and activities outside of school?)

Slowly transition to concerns

- Ask about any current concerns (e.g., troubles at school? at home? in the neighborhood? with friends? how long have these problems been evident?)
- Explore what the student/family think may be causing the problem(s).
- Explore what the student/family think should be done to make things better.
- Explore what the student/family might be willing to try in order to make things better.

Expand exploration to clarify current status, problems and their causes related to

- home situation and family relationships
- physical health status
- emotional health status
- school functioning, attitudes, and relationships
- activities and relationships away from school

If appropriate and feasible explore sensitive topics

- involvement with gangs and the law
- substance use
- sexuality

Add any favorite items you think are helpful.

Move on to explore

- What's already been tried to correct the problems
- What the student/family think should be done to make things better and are willing to try

Finally

- Clarify whether they truly think that things can be made better.

Record of Response to Request for Assistance in Addressing Concerns about a Student/Family

Name of student _____

Name of staff member who made contact with student _____

Date of contact with student _____.

The following are the results of the contact:

Follow-up needed? Yes ___ No ___

If follow-up:

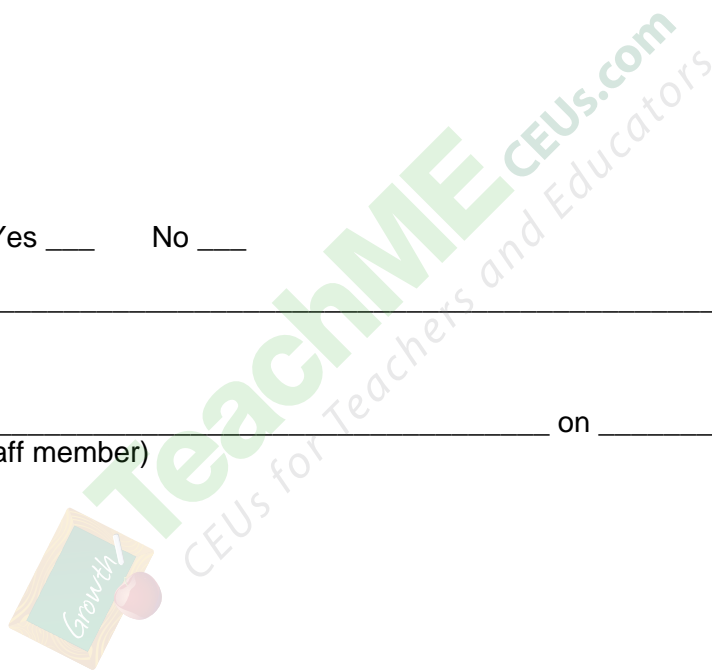
Carried out by _____ on _____
(name of staff member)

Results of follow-up:

Was permission given to share information with referrer? Yes ___ No ___

If yes, note the date when the information was shared. _____

If no, note date that the referrer was informed that her/his request was attended to. _____



Record of Contact with Referrer

To:

Date: _____

From:

Thank you for your request for assistance for _____.
(name)

A contact was made on _____.

Comments:





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