

Pre-K Teach & Play Practice Point

Interview Checklist and Guiding Questions

Reviewer: _____ Interviewer: _____ Date: _____

Did the interviewer...	Y/N/DK	Comments
Body Language		
Allow for adequate personal space and/or appropriate eye contact based on what should be known about the speaker's background or culture		
Keep written notes visible		
Avoid keeping their head focused on notes		
Silence/Waiting		
Provide wait time after asking a question to allow the speaker to think and/or respond		
Avoid interrupting the speaker		
Listening/Attending		
Direct their full attention to the speaker		
Attend to the speaker's tone of voice and/or body language by adjusting the interview approach when needed		
Avoid being distracted from the interview		
Encouraging/Affirming		
Use simple verbalizations to prompt the speaker to continue, such as "go on" or "can you tell me more"		
Validate the strengths of the child and/or speaker		
Avoid minimizing the speaker's experience		
Reflecting Content/Feelings		
Use their own words to periodically reflect the feelings the speaker seems to be expressing		
Avoid providing personal commentary regarding the situation/feelings discussed		
Questioning		
Ask one question at a time		
Use open-ended questions (e.g., what, how, if, etc.)		
Avoid using questions containing directives, expectations, etc.		
Clarifying/Validating		
Restate what was said to ensure understanding		
Avoid making assumptions		
Summarizing		
Restate the main points of the conversation about midway and towards the end of the interview		
Avoid telling the speaker what they should do or how they should feel		

Key: Y= Yes; N= No; DK= Don't Know

Note: Interview behaviors can be demonstrated in any order and to any extent. Consider the interview context when completing the checklist. The *Interview Checklist* is based on the suggestions and best practices discussed in the following resources and was adapted with permission from Harjusola-Webb, S. (2012). *Coaching strategies fidelity observation form* (unpublished form).

CONNECT: The Center to Mobilize Early Childhood Knowledge (n.d.). *Communication strategies to build collaboration*. Retrieved from <http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-3-1.pdf>

Foster, N.J. (n.d.). *Barriers to everyday communication*. Retrieved from <http://www.directionservice.org/cadre/pdf/Barriers.pdf>
 Friend, M. & Cook, L. (2010). *Interactions: Collaboration skills for school professionals* (6th ed.). Upper Saddle River, NJ: Pearson.

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Guiding questions for getting to the heart of a concern/referral

1. What are your expectations?
2. What are you hoping will be the result?
3. What questions do you have about _____?
4. What is the hardest part about _____?
5. What is the easiest part about _____?
6. Did you learn something from a prior experience that feels useful now?
7. Could you say more about what _____ means to you?
8. How would finding a solution make you feel?
9. When have you encountered a similar issue?
10. OTHER _____