

Student Interview Form

Name: _____ Age: _____ Grade: _____

School: _____ Date: _____

Recreation/Leisure (fun, frequency, interests, reading, hobbies, sports, games, music, TV, travel, clubs/teams, pets):

Friends (number, length, ages, location, activities, problems, avoid, bullies, popularity, lost, parent's view, etc.):

School (likes/dislikes, course ratings, teachers, EAs, homework, study skills, marks, parent expectations, absences):

ELA,

- Reading
- Spelling
- Writing
- Speaking

Math

Soc. St.

Sci.

Art

Music

Library

Computer lab

P.E.

Recess

Industrial Arts:

OTHER:

Family (parents, siblings, relatives, recreation, chores, ethnicity, religion, roles, arguments, conflict resolution, stress styles, rules, discipline, worries, who's closest, wishes, feelings, secrets, respect, resentments, abuse, etc.):

Father:

Mother:

Siblings:

Grandparent(s):

Affect (afraid, worried, angry, guilty, sad, crying, embarrassed, lonely, happy, bored, inappropriate, mood swings, flat):

Physical (sleeping, eating, appetite, fatigue, pains, acne, allergies, wetting, soiling, vision, hearing, shortness of breath, accidents, illnesses, nausea, dizziness, nightmares, compulsions, etc.):

Sensorium, Thinking, Perception (daydreaming, concentration, identity figures, obsessions, derealization/dissociation, depersonalization, thoughts of death, suicidal ideation, homicidal thoughts, jealousy, paranoia, grandiosity, confusion, jumbled thoughts, hallucinations [auditory-voices/commands & visual]):

Three Wishes (follow up with - "if you had that wish, how would your life be better?"):

(1)

(2)

(3)

Vocational/Work Experience (aspirations, part-time jobs, wages, savings, vocational interests, conflict with schooling, job training, resume, job-seeking skills, job satisfaction, parental feelings, etc.)

Dating/Sexuality (dating, partners, first experience, frequency, contraceptives used, awareness of STDs, feelings about sexual involvement, forced sex, sexual orientation, concerns, attitudes, abuse, loss of relationship, etc.):

Alcohol/Drug usage (specific types, age at first use, frequency, quantity used per episode, last used, personal effects, benefits of use, consequences of use, means of financing, user associates, family use, etc.):

Crime/Aggression (lying, stealing, fighting, use of weapon, staying out late, running away, truancy, property destruction [Vandalism + Fire Setting], cruelty [Animals + People], sell drugs, etc.)

Mental Status Exam

CATEGORIES	COMMENTS
<p>Appearance</p> <ul style="list-style-type: none"> • <u>Gender (male vs. female) & Cultural Background</u> – Mennonite, German, Aboriginal, French, Ukrainian, Polish, British, etc. • <u>Attire</u> – age-appropriate, culturally relevant, new, worn, clean, dirty, shoes on the correct or wrong feet • <u>Grooming and Hygiene</u> – neat, unkempt (dirty fingernails, dirty skin, oily hair), disheveled • <u>Physical Abnormalities</u> – mesomorphic facial features, physical handicaps, scars, burns, teeth decay, chewed nails • <u>Actual age</u> ___ & <u>Apparent Age</u> ___ (approx.) • <u>Body Habitus</u> (ectomorphic, mesomorphic, endomorphic, tall, medium height, short) • <u>Jewelry and Cosmetics</u> - is the student wearing an amulet that has some mystical or personal significance? Is make up bizarrely applied or lavishly applied? • <u>Tattoos</u> – what do they represent? When were they done? <p>Behaviour</p> <ul style="list-style-type: none"> • <u>Agitation</u> – hand wringing, finger tapping, fidgeting, postural shifts, foot tapping, leg movements, frequent shifts in attention • <u>Hyperactivity</u> – speaks quickly and at length, moves about the room when asked to stay seated, grabs at materials • <u>Psychomotor retardation</u> – slowness of movements • <u>Akathisia</u> – inner tension to keep moving, move legs rhythmically, get up & walk around the room • <u>Automatisms</u> – involuntary movements during seizures, substance ingestion, dissociative states (lip-smacking, uttering words, eye-blinking, staring, etc.) • <u>Choreoathetoid Movements</u> – choreiform (irregular, jerky, spasmodic involving face & arms) & Athetoid (slow snake-like twisting of any muscle group) & Ballismus (faster violent movements – e.g., a punch into the air) • <u>Compulsions</u> – ritualized grooming such as hand washing, repetition, checking, counting, touching, ordering & arranging, hoarding • <u>Dystonias</u> – sustained contractions of muscles that give a contorted appearance • <u>Tics</u> - involuntary, sudden, rapid, recurrent, non-rhythmic, stereotyped, irresistible movements or vocalizations (e.g., blinking, grimaces, head jerking, shrugging shoulders, jumping, hitting or biting oneself, touching or smelling objects, coughing, grunting, throat clearing, clicking, sniffing, sneezing, shouting obscenities, repeating phrases) • <u>Tremors</u> – involuntary movements consisting of regular, rhythmic oscillations of some part of the body • <u>Negative Symptoms</u> – decreased eye contact, decline in grooming and hygiene, flat affect, thought blocking, inattentiveness, volition diminished, decrease in expressive gestures, diminished recreational interests and relationships, poverty of thought, apathy, anhedonia <p>Cooperation</p> <ul style="list-style-type: none"> • <u>Eye Contact</u> - continuous, good, intermittent, fleeting, or absent • <u>Attitude/Demeanor</u> - cooperative (e.g., obsequious/sollicitous/effusive - seductive/flattering/charming - over-inclusive/eager to please - entitled/controlling) or uncooperative (e.g., hostile/defensive - suspicious/guarded - antagonistic/critical - childish/regressed - sullen/withdrawn) • <u>Attentiveness to the interview</u> - attentive vs. inattentive (e.g., preoccupied, reduced consciousness, fluctuating consciousness, distracted, sudden shifts in affect for mood) • <u>Level of Consciousness</u> - refers to the degree of alertness or level of arousal (e.g., low, normal, high) • <u>Affect</u> - was the affect so intense that it interfered with obtaining information? • <u>Secondary Gain</u> - could the patient's disorder be reinforced by an actual or external advantage? 	

Speech

- Aphasic? (fluent or nonfluent):
 - Comprehension - *can the student follow simple as well as complex requests?*
 - Repetition - *can the student repeat simple and complex phrases?*
 - Naming - *can the student name common and uncommon objects?*
- Accent & Dialect - *does the student have an accent that suggests that he/she is a non-native English speaker? Is the speech used a recognized dialect from a certain region within Canada?*
- Amount of Speech - *normal (responsive, spontaneous, fluent), expansive, impoverished, pressured (increased rate and amount of speech), mutism (absence of speech)*
- Articulation - *clear, garbled, slurred, mumbled, clipped, choppy, unclear*
- Modulation - *loud speech (e.g., mania, psychosis, borderline, antisocial, narcissistic) vs. soft speech (e.g., depression, avoidant personality, schizoid, substance intoxication or withdrawal)*
- Pitch - *high, rising (e.g., when questions are asked for, when anxious), low, falling (e.g., when authoritative statements are made, when depressed)*
- Spontaneity - *highly spontaneous, moderately spontaneous, seldom spontaneous, never spontaneous; quickly responsive, moderately responsive, slowly responsive*
- Rhythm - *normal, stuttering (repetition of certain syllables), cluttering (bursts of rapid speech containing syntactical errors), scanning speech (irregular pauses between syllables), inflection (contributes to pragmatics)*

Thought

(Form):

- Tightness of Thought (well organized, tangential, loosely connected, or incoherent)
- Flow of Speech (spontaneous, hesitant, interrupted, or halting)
- Directness of Replies (informative and relevant, embellished, or overinclusive)
- Flow of Ideas (logical and with variability, restricted, or repetitive)
- Vocabulary (descriptive, restricted, or idiosyncratic use of words)
- Flow of Information (good exchange, adequate, vague, or disorganized)

(Process):

- Circumstantiality - *overinclusive of detail*
- Tangentiality - *does not address the point*
- Flight of Ideas - *sentences are maintained and ideas remain connected, but there are rapid and frequent shifts in topic*
- Rambling - *clusters of sentences remain goal-directed, but are interspersed with groups that are not goal-directed*
- Loose Associations - *phrases and sentences are still properly constructed, but the connection between ideas is unclear or nonsensical*
- Thought Blocking & Derailment - *syntax remains intact, but speech suddenly halts (blocking) and then shifts (derailment)*
- Jargon - *syntax remains intact, but speech becomes meaningless*
- Word Salad - *words are intact, but all syntax is lost*
- Incoherence - *words are unintelligible, speech is garbled or dysarthric (impaired articulation)*
- Other disorders of thought process:
 - Punning - *a play on words*
 - Perseveration - *automatic repetition of a verbal response despite changing questions.*
 - Private use of words - *syntax remains correct, but an existing word is used out of context.*
 - Clang Associations - *associations made on the basis of sound, not syntax or logical flow.*
 - Neologisms - *made-up words or phrases that have idiosyncratic meanings*
 - Rate abnormalities - *rapid rate associated with anxiety, pressured speech (rapid rate with uninterrupted, intrusive quality), racing thoughts, flight of ideas*
 - Echolalia - *the automatic repetition of someone else's speech.*
 - Non-sequiturs - *a sudden change in topic quite apart from what was just being discussed, the students reply demonstrates proper grammar and syntax, except for not addressing the question.*

(Content):

- **Delusions** – a fixed, false belief that is inconsistent with cultural norms, is inappropriate for the person's level of education, is not altered with proof to the contrary, preoccupies the thoughts of the person, is not resisted by the person, and ranges from implausible to impossible. Types: paranoid, grandiose, jealous, erotomaniac, somatic, passively/control
- **Overvalued Ideas** - beliefs that preoccupied the person's thinking and alter their behavior (e.g., superstitions or magical thinking)
- **Obsessions** - thoughts, impulses, or images that are recurrent and persistent, unwanted (egodystonic) recognized as a product of the student's own mind, not able to be controlled by the student's will, recognized as absurd and irrational, resisted to some degree. Themes: cleanliness, order, sex & aggression, and doubt.
- **Phobias** - marked and persistent fears that are viewed as excessive and unreasonable (egodystonic), clearly circumscribed or specific, accompanied by anxiety upon exposure or the thought of exposure, the anxiety-provoking stimulus is typically avoided, and includes generally benign objects or situations (e.g., animals, situations, people, blood, agoraphobia, surroundings).
- **Thoughts of Harm to Self or Others** - see Endings below.

Affect - visible manifestation of emotional state; the momentary dynamic changes in the expression of emotional responses. Like the current weather.

- **Type/Quality** - the predominant emotion expressed (happiness, surprise, interest, sadness, shame, discussed, fear/anxiety, anger, contentment)
- **Range/Variability** - the extent to which emotions vary during the interview (e.g., narrow or restricted vs. wide or expanded)
- **Degree/Intensity** - the extent to which emotions are expressed; the amount or amplitude of energy expended in conveying feelings:
 - Low Intensity - flattened, constricted, detached
 - Normal Intensity - appropriate, responsive, adequate
 - High Intensity - exaggerated, dramatic, passionate
- **Stability** - the duration of an affective response (e.g., labile - affect of changes that occur rapidly and frequently)
- **Reactivity** - the degree to which external factors influence emotional expression; does the student appear to be in control of their emotions or do they have little or no control?
- **Appropriateness** - the degree to which visible emotions match thought content (e.g., appropriate, inappropriate to the topic being discussed, silly or fatuous)
- **Congruence**

Mood - the pervasive emotional tone displayed throughout the interview; the person's internal feeling state; the emotional background. Like the climate.

- **Quality/Type** - depressed, angry/irritable, anxious, euphoric
- **Reactivity** - the degree to which mood is altered by external factors (events or interactions with others)
- **Intensity** - the degree to which the mood is expressed
- **Stability/Duration** - the length of time the mood disturbance exists without significant variation

Perception

- Hallucinations – auditory (voices, commands), visual,
- Illusions
- Disturbances of Self and Environment
 - **Depersonalization** - a change in the perception of self, causing the person to feel as if he/she has become unreal.
 - **Derealization** - a change in the perception of the external world such that the person may feel themselves blending into the surroundings; episodes are unpleasant and dysphoric, individual knows the experiences unreal, typical descriptions involve leaving one's body or somehow being outside of one's self (e.g., looking down at myself from the ceiling or watching myself in a movie)
- Disturbances of Quality or Size - sees things as smaller or larger than they are, or sees one side of an object as being larger than the other side.

- Disturbances in the Intensity of Perception
- Disturbances of Experience - déjà vu (*already seen*) or Jamais vu (*never seen*)

Insight and Judgment

- Full/Partial/Impaired/No Insight
- Good/Fair/Poor Judgment

Cognitive Functions

- Orientation – time (*knows day, date, month, year, season*), place (*knows where he/she is*), person (*knows him/herself, family, friends*)
- Attention and Concentration
- Memory:
 - Registration/Immediate
 - Short-Term/Recent
 - Long-Term/Remote
- Intelligence Estimation – *vocabulary level, fund of knowledge, insight, judgment, abstract thinking, level of education*
- Knowledge Base/Fund of Information
- Capacity to Read and Write
- Visuospatial Ability
- Abstraction Concrete Thinking

Endings (Suicidal and/or Homicidal Ideation)

- Gender
- Occupational status
- Stress level
- Mental illness
- Age
- Drug abuse (chemical dependency)
- Effects of medication (side effects)
- Precipitants
- Lethality of method
- Antidepressants
- Isolation
- Note written (or a will left)
- Family history
- Organic conditions - chronic medical illness
- Relationship difficulties
- Akathisia – *a state of inner tension to keep moving*
- Dates (anniversary reactions) - *death of a family member, divorce/separation, loss of significant relationship, serious medical illness*
- Repeated attempts

Reliability of the Information Provided