Students' Interview Protocol

Code
Name
Place of birth
Date of birth
Nationality
Number of years in the United States

School
• Number of schools attended
• School experiences
  grades
  significant events
  teacher interaction/involvement
  experiences with counselor, principal, teachers, peers
  peer interaction
  homework
  activities, favorite/least favorite
  subject areas, like/dislike
  interest topics
  parent interaction/involvement
  friendships (age, gender, school or out of school)
• Describe a day at school

Achievement
• Learning style(s) preference
• Interest areas
• Subject areas easy/difficult
• Leadership

Family and Culture
• Family background
• Residence with family, extended family, or guardians
• Siblings (name, age, gender)
• Significant others
• Father description/relationship
• Mother description/relationship
• Siblings description/relationship
• Significant others’ descriptions/relationships
• Family customs/norms/values
• Health issues (serious illnesses, accidents, vision problems)
• Describe a typical day
• Weekend activities
• Parent education

- Parents' occupation
- Employment of parents or extended family members if student lives with someone other than parents
- Travel opportunities and experiences
- Recreation/visits (museum, zoo, theater, cinema, circus)

**Community**
- Area where he/she lives description
- Community activities
- Church attendance
- Celebrations

**Personal**
- Three descriptive words to describe self
- Latest school experiences positive/negative
- Hobbies/sports
- Favorite games/toys
- Activities out of school:
  - watch TV
  - listen music
  - draw or paint
  - use the computer
  - study a language
- Favorite stories/books
- Fears

**Bilingualism**
- Language most frequently used at home:
  - mother's preference
  - father's preference
  - siblings' preference
  - extended family members' preference
- Language most frequently used in the community
- His/her language preferences:
  - to speak
  - to read
  - to write
- Awareness of language used (L1/L2)
- Literacy at home (dominant/non-dominant languages)
- Issues with bilingualism and talent development:
  - School (participation in class, supportive/non-supportive environment, happiness/frustrations, attitude towards school, understanding of content areas, switching/transferring knowledge, opportunities of talent expression, display of products)
Family (expression of interests, development of abilities, affective/non-affective environment, appreciation of ability skills)
Community (stimulating activities/events, sharing of language/culture)