

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

Kloosterman, V. I. (1999). *Socio-cultural contexts for talent development: A qualitative study on high ability, Hispanic, bilingual students* (RM99142). University of Connecticut, The National Research Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm99142.pdf>

- 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)