

Appendix D. Interview instructions and outline

Instructions:

- The interviewer should practice the interview with two other children from the other group which is not participating in this research.
- The interview questions and pictures are in a book prepared for the interview. Before the interviews the interviewer shows the book to the group of children. The interviewer tells beforehand to the group of children that they will be invited individually to read the story together with the teacher. (Only children over three years of age are being interviewed.)
- The interview is done in a separate room where they will not be interrupted.
- Do consider the child's age, language ability and personality, for example, some children may need more time or different way of expression to understand and answer the question.
- The interviewer and the child can sit side by side at the table and look at the book together. *"I would like to read a book which is about you. This book is unfinished and I need your help in completing the story. Could you help me?"*
- *"In the book the yellow child is you and I would like you to tell me what you will do in each page and I will write it down for you. Are you ready to start?"*
- There can be an assisting adult with the child at the interview, e.g. a translator with immigrant children.
- The interviewer accepts or answers without moral judgment. During the interview the feedback should not include the content of answers, because child might interpret that there are "correct" answers or the interviewer likes certain kind of answers. The interviewer must make it clear from the start that she/he is interested in children's own point of view and there are no right or wrong answers. For example, if the child answers *"I hit him"* the interviewer accepts child's answer and writes it down. The Interviewer should show her/his interests and open-mindedness to all kinds of strategies, as long the child describes her/his action in that particular situation.
- The approximate time for the interview is usually between seven and fifteen minutes. The child cannot concentrate much more. Child's first answer describing his/her action should be written down immediately. If the child elaborates long sentences after that, these comments should be omitted and not encouraged. The reason for this is that the first vision seems to best describe the child's real situation. Also the categorizing will be more difficult later on, since especially older children start to give other options too.
- If the child does not describe his/her action, the interviewer asks him/her again, e.g. if the child says *"the teacher is angry"*, the interviewer can say *"ok the teacher is angry, what do you do then?"*
- If the child's answer does not relate to the picture/situation, the interviewer can ask again. After that, if the child still does not answer the question, the interviewer can ask: *"Has this ever happened to you?"* If the child admits, the interviewer can say *"what did you do then?"* If the child says that the situation is unfamiliar to him/her, the interviewer might ask: *"What would you do if this happened to you?"* It is always important to find out the child's strategy; what the child describes doing in that particular situation.
- If the child does not give an understandable answer of, the situation should be described again or in different words and asked again.

- If the child does not understand the situation, the interviewer and the child can discuss the picture. When the interviewer is sure that the child understands the situation, the interviewer asks again: “*What do you do?*” The interviewer should always concentrate on child’s description of his/her own action/strategy.
- The interviewer should not provide examples or otherwise maybe leading questions. Never try to guess what the child means or give children options what to do. Never complete children’s answers into a sentence. If the child e.g. answers with one word or the answer is incomplete, ask again “*what will you do?*” or “*tell me more of what you are doing?*” or “*what happens next?*”
- Here is an example of accepted encouragement:

Think of a situation that your work is ruined and you fail. What do you do then?
 Child: (Says nothing at all)
 Adult: What do you do when you fail?
 Child: Train...
 Adult: Have you ever failed?
 Child: Yes.
 Adult: What did you do?
 Child: I went to play with train.
 Adult writes down: “I went to play with train.”
- Some children need some encouragement to answer. For example, if the child says “*I don’t know*” the situation can be described in other words. In the end, if the child still after encouragement says e.g. “*I don’t know*”, that too is an acceptable answer and is written down.

Interview outline

Child's code (e.g. 12U): _____

- *Introduction: We will read a book. The book is unfinished and I need your help in completing the story. Could you help me? In the book the yellow child is you and I would like you to tell me what you will do in each page and I will write it down for you. Are you ready to start?*
1. Let's think that another child has the toy you want. What do you do?
 2. What if you don't want to tidy up when the time is up? What do you do then?
 3. Let's think that you are playing with someone and your friend wants to change play. What do you do?
 4. Think of a situation in which you disagree with the teacher. What do you do?
 5. What if a friend will not play with you? What do you do?
 6. Let's think about a situation where another child comes to tease you. What do you do?
 7. When the teacher suggests what you want to do, what do you do?
 8. When there comes up a situation that a teacher comes to stop your play, what do you do then?
 9. Let's think that you are playing with a friend and you would like to change play, but your friend does not. What do you do?
 10. What if you don't like the activity arranged by teacher, what do you do?
 11. What if you are seeing some children quarreling with each other? What do you do?
 12. Let's think that you are playing a game with somebody and the other does not follow the rules. What do you do then?
 13. Think that the teacher does not agree with what you do. What do you do then?
 14. What if you are doing an important work and somebody comes to disturb you, what do you do then?
 15. Think of a situation that your work is ruined and you fail. What do you do then?
 16. What if somebody takes your toy, what do you do?
 17. What if someone praises what you have done, what do you do?
 18. With whom do you want to play most? (write down child's number)
 19. With whom do you want to play the least? (write down child's number)