

9. School-Age Children and Adolescents

Related Core CFI Questions: 8, 9, 10

GUIDE TO INTERVIEWER: This supplement is directed to adolescents and mature school-age children. It should be used in conjunction with standard child mental health assessments that evaluate family relations (including intergenerational issues), peer relations, and the school environment. The aim of these questions is to identify, from the perspective of the child/youth, the role of age-related cultural expectations, the possible cultural divergences between school, home, and the peer group, and whether these issues impact on the situation or problem that brought the youth for care. The questions indirectly explore cultural challenges, stressors and resilience, and issues of cultural hybridity, mixed ethnicity or multiple ethnic identifications. Peer group belonging is important to children and adolescents, and questions exploring ethnicity, religious identity, racism or gender difference should be included following the child's lead. Some children may not be able to answer all questions; clinicians should select and adapt questions to ensure they are developmentally appropriate for the individual. Children should not be used as informants to provide socio-demographic information on the family or an explicit analysis of the cultural dimensions of their problems. An Addendum lists cultural aspects of development and parenting that can be evaluated during parents' interviews.

INTRODUCTION FOR THE CHILD/YOUTH: We have talked about the concerns of your family. Now I would like to know more about how you feel about being ___ years old.

Feelings of age appropriateness in different settings

1. Do you feel you are like other children/youth your age? In what way?
2. Do you sometimes feel different from other children/youth your age? In what way?
3. *IF THE CHILD/YOUTH ACKNOWLEDGES SOMETIMES FEELING DIFFERENT:* Does this feeling of being different happen more at home, at school, at work, and/or some other place?
4. Do you feel your family is different from other families?
5. Do you use different languages? With whom and when?
6. Does your name have any special meaning for you? Your family? Your community?
7. Is there something special about you that you like or that you are proud of?

Age-related stressors and supports

8. What do you like about being a child/youth at home? At school? With friends?
9. What don't you like about being a child/youth at home? At school? With friends?
10. Who is there to support you when you feel you need it? At home? At school? Among your friends?

Age-related expectations

GUIDE TO INTERVIEWER: Concepts of childhood and age-appropriate behavior vary significantly across cultures. The aim of these questions is to elicit the normative frame(s) of the child /family and how this may differ from other cultural environments.

11. What do your parents or grandparents expect from a child/youth your age? (*CLARIFY:* For example, chores, schoolwork, play, religious observance.)
12. What do your school teachers expect from a child/youth your age?
13. *IF INDIVIDUAL HAS SIBLINGS:* What do your siblings expect from a child/youth your age? (*CLARIFY:* For example, babysitting, help with homework, dating, dress.)
14. What do other children/youth your age expect from a child/youth your age?

Transition to adulthood/maturity (FOR ADOLESCENTS ONLY)

15. Are there any important celebrations or events in your community to recognize reaching a certain age or growing up?
16. When is a youth considered ready to become an adult in your family or community?
17. When is a youth considered ready to become an adult according to your school teachers?
18. What is good or difficult about becoming a young woman or a young man in your family? In your school? In your community?
19. How do you feel about "growing up" or becoming an adult?
20. In what ways are your life and responsibilities different from the life and responsibilities of your parents?