



The
CENTER for
VICTIMS of
TORTURE

Example Interview

INSTRUCTIONS FOR THE CHILD COMPETENCE INTERVIEW

The person you interview needs to be a parent (mother or father) but we are asking them to think about any child they choose.

Explain the following things to each person you interview:

- It is their choice to be interviewed or not. It is alright if they choose not to participate.
- The reason we are collecting this information is to improve the programs we are creating for children.
- The usual interview time is 10 to 15 minutes.

Instructions for giving the interview:

Let them think of the first child on their own. Then, ask them about 3 more children to complete the set of 4 children.

Write down the reasons they give exactly like they say them.

Parents can look at their responses if they want to.

If they give a response that is not clear or specific, ask them for more information. For example, if they say a child is doing well because "he is a good boy", ask "in what way is good?"

If a parent cannot think of a certain type of child (for example, a young girl) who is doing well, ask them one more time if they can think of someone. If they still cannot think of a child write 'No Child' and go on to the next child type.

Example Interview

CHILD COMPETENCE INTERVIEW

Date: _____

Interviewer: _____

Community: _____

Parental status of the person you are interviewing: ___ Mother___ Father

Age of person you are interviewing: _____

Beginning Question:

"It would be very helpful for us to know how people can tell a child's life is going well. Think of a child from your community, or that you know, who is doing satisfactorily, but don't tell me who it is. The child doesn't have to be the best child you know but a child that is doing satisfactorily. I am going to ask some questions about what this child is like"

"Are you thinking of a girl or a boy?" **Circle one:** Girl Boy

"How old is this child?" **Enter age:** ____ age 5 to 12 ____ age 13 to 18

"In what ways is this child doing well?"

[**Interviewer note:** Write down the specific answer in the order they are given to you. If they do not give you four answers prompt them by asking "In what other ways?"]

1. _____

2. _____

3. _____

4. _____

"Of all these, which do you think is most important?" **Enter Number:** _____

ADOLESCENT GIRL

“Now think of a **Teen girl** (13 to 18 years old). In what ways is she doing well?”

Teen’s age: _____

[**Interviewer note:** Write down the specific answer in the order they are given to you. If they do not give you four answers prompt them by asking “In what other ways?”]

- 1. _____
- 2. _____
- 3. _____
- 4. _____

“Of all these, which do you think is most important?” **Enter Number:** _____

ADOLESCENT BOY

“Now think of a **Teen boy** (13 to 18 years old). In what ways is he doing well?”

Teen’s age: _____

[**Interviewer note:** Write down the specific answer in the order they are given to you. If they do not give you four answers prompt them by asking “In what other ways?”]

- 1. _____
- 2. _____
- 3. _____
- 4. _____

“Of all these, which do you think is most important?” **Enter Number:** _____

YOUNG GIRL

“Now think of a **5 to 12 year old girl**. In what ways is she doing well?”

Child’s age: _____

[**Interviewer note:** Write down the specific answer in the order they are given to you. If they do not give you four answers prompt them by asking “In what other ways?”]

- 1. _____
- 2. _____
- 3. _____
- 4. _____

“Of all these, which do you think is most important?” **Enter Number:** _____

YOUNG BOY

“Now think of a **5 to 12 year old boy**. In what ways is he doing well?”

Child’s age: _____

[**Interviewer note:** Write down the specific answer in the order they are given to you. If they do not give you four answers prompt them by asking “In what other ways?”]

- 1. _____
- 2. _____
- 3. _____
- 4. _____

“Of all these, which do you think is most important?” **Enter Number:** _____

**** Example optional question**

REASONS FOR COMPETENCE

"Why do you think some children do well in life but not others?"

List specific reasons:

1. _____
2. _____
3. _____
4. _____

"Of all these, which do you think is more important?" **Enter Number:** ____

Optional Interviewer Comments (Interviewer: please note anything that you feel might be important to know about this interview):

Thank you for your help!



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Example Interview

INSTRUCTIONS FOR THE CHILD WAR PROBLEMS INTERVIEW

The person you interview needs to be a parent (mother or father) but we are asking them to think about any child they choose.

Explain the following things to each person you interview:

- It is their choice to be interviewed or not. It is alright if they choose not to participate.
- The reason we are collecting this information is to improve the programs we are creating for children.
- The usual interview time is 10 to 15 minutes.

Instructions for giving the interview:

Let them think of the first child on their own. Then, ask them about 3 more children to complete the set of 4 children.

Write down the reasons they give exactly like they say them.

Parents can look at their responses if they want to.

If they give a response that is not clear or specific, ask them for more information. For example, if they say a child is doing well because "he is a good boy", ask "in what way is good?"

If a parent cannot think of a certain type of child (for example, a young girl) who is doing well, ask them one more time if they can think of someone. If they still cannot think of a child write 'No Child' and go on to the next child type.

Example Interview

CHILD WAR PROBLEMS INTERVIEW

Date: _____

Interviewer: _____

Community: _____

Home country: Sierra Leone ____ / Liberia ____ / Other _____

Ethnicity: _____

Parental status of the person you are interviewing: __Mother __Father

Age of person you are interviewing: _____ years

Beginning Question:

"Living through a war can expose children to many terrible things. Children can be changed or develop problems because of their war experiences. It would be very helpful for us to know how children here have been effected by the war. Think of a child from your community, or that you know, who has been changed or developed problems because of their war experiences, but don't tell me who it is. The child doesn't have to be the child who is suffering the worst because of their war experiences but a child that is having problems. I am going to ask some questions about what this child is like"

"Are you thinking of a girl or a boy?" **Circle one:** Girl Boy

"How old is this child?" **Enter age:** ___age 5 to 12 ___ age 13 to 18

"What kind of problems is this child having because of their war experiences?"

1. _____

2. _____

3. _____

4. _____

"Of all these, which do you think is most important?" **Enter Number:** _____

ADOLESCENT GIRL

“Now think of a **Teen girl** (13 to 18 years old). How has she been changed or what kind of problems does she have because of her war experiences?”

Teen’s age: _____

[Interviewer note: Write down the specific answer in the order they are given to you. If they do not give you four answers prompt them by asking “In what other ways?”]

1. _____
2. _____
3. _____
4. _____

“Of all these, which do you think is most important?” **Enter Number:** _____

ADOLESCENT BOY

“Now think of a **Teen boy** (13 to 18 years old). How has he been changed or what kind of problems does he have because of her war experiences?”

Teen’s age: _____

[Interviewer note: Write down the specific answer in the order they are given to you. If they do not give you four answers prompt them by asking “In what other ways?”]

1. _____
2. _____
3. _____
4. _____

“Of all these, which do you think is most important?” **Enter Number:** _____

YOUNG GIRL

“Now think of a **5 to 12 year old girl**. How has she been changed or what kind of problems does she have because of her war experiences?”

Child’s age: _____

[**Interviewer note:** Write down the specific answer in the order they are given to you. If they do not give you four answers prompt them by asking “In what other ways?”]

1. _____
2. _____
3. _____
4. _____

“Of all these, which do you think is most important?” **Enter Number:** _____

YOUNG BOY

“Now think of a **5 to 12 year old boy**. How has he been changed or what kind of problems does he have because of her war experiences?”

Child’s age: _____

[**Interviewer note:** Write down the specific answer in the order they are given to you. If they do not give you four answers prompt them by asking “In what other ways?”]

1. _____
2. _____
3. _____
4. _____

“Of all these, which do you think is most important?” **Enter Number:** _____

Example of optional questions:

I. Reasons for Problems:

“Why do you think some children still have problems from the war while others don’t?”

1. _____
2. _____
3. _____
4. _____

“Of all these, which do you think is more important?” **Enter Number:** _____

II. Ways of Promoting Healing:

“I now have one last question on this topic. What can be done to help people recover from their war related problems”

1. _____
2. _____
3. _____
4. _____

“Of all these, which do you think is more important?” **Enter Number:** _____

Thank you very much for your help!



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Example Interview

INSTRUCTIONS FOR THE ADULT COMPETENCE INTERVIEW

The person you interview needs to be an adult over 21 years old.

Explain the following things to each person you interview:

- It is their choice to be interviewed or not. It is alright if they choose not to participate.
- The reason we are collecting this information is to improve the programs we are creating for adults.
- The usual interview time is 10 to 15 minutes.

Instructions for giving the interview:

Let them think of the first person on their own. Then, ask them about a second adult that is the opposite sex from the first person. So if the first person they thought of was a man have them think of a woman for the second person.

Write down the reasons they give exactly like they say them.

The person can look at their responses if they like.

If they give a response that is not clear or specific, ask them for more information. For example, if they say that a man is doing well because "he is a good man", ask "in what way is he good man?"

Example Interview
ADULT COMPETENCE INTERVIEW

Date: _____

Interviewer: _____

Community/Camp: _____

Home country: _____

Ethnicity: _____

Age of person you are interviewing: _____

Sex of the person you are interviewing (circle one): Woman Man

I. Beginning Question:

"It would be very helpful for us to know how you can tell a person's life is going well. Think of an adult that you know is doing well, but don't tell me who it is. The person doesn't have to be the best person you know, but someone that is doing satisfactorily. Then I'm going to ask you a few questions about this person"

"Are you thinking of a woman or a man?" **Circle one:** Woman Man

"How old is this person?" **Enter age:** _____

"In what ways is this person doing well?"

1. _____

2. _____

3. _____

4. _____

"Of all these, which do you think is most important?" **Enter Number:** _____

II. Second Person:

“Now I’d like you to think of one more adult that is doing well, and again don’t tell me who it is. This time think of a man/woman (ask the opposite sex from their first example.) Then I’m going to ask you a few questions about this person.”

Second person’s sex: **Circle one:** Woman Man

“How old is this person?” **Enter age:** _____

“In what ways is this person doing well?”

- 1. _____
- 2. _____
- 3. _____
- 4. _____

“Of all these, which do you think is most important?” **Enter Number:** _____

Example optional question:

III. Reasons for Competence:

“I have one last question on this topic. Why do you think some people do well in life while others don’t?”

- 1. _____
- 2. _____
- 3. _____
- 4. _____

“Of all these, which do you think is more important?” **Enter Number:** _____

Thank you for your help!



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Example Interview

INSTRUCTIONS FOR THE ADULT INTERVIEW

The person you interview needs to be an adult over 21 years old.

Explain the following things to each person you interview:

- It is their choice to be interviewed or not. It is alright if they choose not to participate.
- The reason we are collecting this information is to improve the programs we are creating for adults.
- The usual interview time is 10 to 15 minutes.

Instructions for giving the interview:

Let them think of the first person on their own. Then, ask them about a second adult that is the opposite sex from the first person. So if the first person they thought of was a man have them think of a woman for the second person.

Write down the reasons they give exactly like they say them (or as close as you can translate them).

The person can look at their responses if they like.

If they give a response that is not clear or specific, ask them for more information. For example, if they say a man is having problems because "he is still suffering from what happened", ask "in what ways is he still suffering?"

Example Interview

ADULT WAR PROBLEMS INTERVIEW

Date: _____

Interviewer: _____

Community/Camp: _____

Home country: _____

Ethnicity: _____

Age of person you are interviewing: _____

Sex of person you are interviewing: Male ____ Female ____

I. Beginning Question:

"People are exposed to many terrible things during a war. Some people are changed or have serious problems because of their war experiences. It would be very helpful for us to know the kinds of problems people are having. Think of an adult that you know who has been changed or is having problems because of the war, but don't tell me who it is. It does not have to be the adult who has been the most seriously effected but a person who has problems because of their war experiences. Then I'm going to ask you a few questions about this person"

"Are you thinking of a woman or a man?" **Circle one:** Woman Man

"How old is this person?" **Enter age:** _____

"What kind of problems is this person having because of their war experiences?"

1. _____

2. _____

3. _____

4. _____

"Of all these, which do you think is most important?" **Enter Number:** _____

II. Second Person:

" Now I'd like you to think of one more adult that has been changed or has problems because of their war experiences, and again don't tell me who it is. This time think of a man/woman (ask the opposite sex from their first example.) Then I'm going to ask you a few questions about this person."

Second person's sex: **Circle one:** Woman Man

"How old is this person?" **Enter age:** _____

"What kind of problems is this person having because of their war experiences?"

- 1. _____
- 2. _____
- 3. _____
- 4. _____

"Of all these, which do you think is most important?" **Enter Number:** _____

**** Example optional questions:**

III. Reasons for Problems:

" Why do you think some people still have problems from the war while others don't?"

- 5. _____
- 6. _____
- 7. _____
- 8. _____

"Of all these, which do you think is more important?" **Enter Number:** _____

IV. Ways of Promoting Healing:

“I now have one last question on this topic. What can be done to help people recover from their war related problems”

1. _____
2. _____
3. _____
4. _____

“Of all these, which do you think is more important?” **Enter Number:** ____

Thank you for your help!