

online gaming and chat rooms, plus his increasing patterns of social avoidance at school and failing grades in several academic subjects. Will was referred to a local community-based psychological service for an intake assessment and possible psychotherapy. During the initial assessment with the clinic psychologist, it became clear that, in addition to his social problems at school, Will was also questioning his sexual orientation.

In each of the above cases, clinical interviews were conducted with the child, one of the child's parents or guardians, and teachers. Parents or guardians and teachers completed standardized rating scales to provide normative assessments of the child's competencies and behavioral and emotional problems. Catherine, Karl, Kelsey, and Will completed standardized self-reports of their competencies and behavioral and emotional functioning. Standardized tests of cognitive ability, achievement, speech/language, and perceptual–motor functioning were also administered, as needed.

STRUCTURE OF THIS BOOK

After we discuss interviewing strategies in Chapter 2, you will learn more about each of the case examples in subsequent chapters. Chapters 3–5 discuss topics covered in child clinical interviews. These chapters include segments of clinical interviews with one or more of the children in the case examples. An appendix for Chapter 3 provides a reproducible protocol for the Semistructured Student Interview—Second Edition (McConaughy, 2020). The interview protocol is modeled on the SCICA (McConaughy & Achenbach, 2001), as indicated earlier. Chapter 6 discusses parent interviews. Appendices for Chapter 6 provide a reproducible protocol for a Semistructured Parent Interview (McConaughy, 2004a), plus a reproducible background questionnaire concerning the child's developmental history and family circumstances. Chapter 7 discusses teacher interviews, with an appendix that provides a reproducible protocol for a Semistructured Teacher Interview (McConaughy, 2004b). Chapter 8 discusses interpretations of clinical interviews for intervention planning, returning to the case examples to illustrate how to integrate interview data with other assessment data to develop intervention plans. Chapters 9 and 10 address two special issues for clinical interviewing. In Chapter 9, David Miller describes procedures for assessing risk for suicide. In Chapter 10, William Halikias describes school-based risk assessments of violence or threats of violence. As scholars and licensed practicing psychologists, Miller and Halikias each have special expertise in their respective topic areas.