

## Impressions

The interviews of the new students were very interesting. It allowed the consultant, who is a clinical psychologist, and I to learn information about the students' family life, charges, likes, and dislikes. After the interview procedure, the consultant would compare the information provided by the student with case notes and paperwork from previous evaluations to look for any inconsistencies. The whole purpose for each interview was to help the consultant explain to the teachers and staff the best way to interact with the boys and the best way to diffuse any negative situation if ever one occurred.

I was asked by the consultant to write down my impressions of the interviews which are provided below. The format is that of an abstract. To ensure that the impressions are confidential, each student is referred to as a letter and, although the entries get more detailed, some information has been omitted.

### Student A

The student was interviewed and evaluated on Friday, October 22, 2010. He openly answered the questions asked of him regarding his family, charges, and interests. The student responded in what seemed like a truthful manner. The student displayed no signs of underlying behavioral issues. He appeared to be a smart young man with attainable goals for the future.

### Student B

The student was interviewed and evaluated on Friday, October 29, 2010. The first statement the student provided the consultant was that he did not like male authority figures, especially ones who tried to act like a father figure. Student B appeared to be an intelligent

young man, for he asked many questions about the consultant and the purpose of the interview. The student exhibited a nonchalant kind of behavior. He answered most of the questions but became guarded when the topic of drug use arose. He demonstrated a sense of fear that he might incriminate himself for something that was not already known. In regard to his charges, Student B considerably minimized the seriousness of them. He was inquisitive and kept asking why the consultant needed to know the information he was asking about. Though this student seems to be a carefree individual, it is evident that, under the surface, he is distrustful. It is also evident that to elicit cooperation from Student B, one must provide him with just reasoning as to why he should cooperate.

#### Student C

The student was interviewed and evaluated on Friday, November 5, 2010. He was a cooperative student who answered all of the questions. He spoke in a slow, deep, monotone voice. Student C admitted to having problems with anger since a young age but claims that as he has gotten older, he is better able to control the anger. It was clear that the student was very perceptive based on some of the observations he has made about his surroundings and his peers. Student C has lost more than 20 weekend passes to go home for frequent rule violation in the form of smoking cigarettes. He would never admit to it, but it is assumed that the student continues to break the rules because he subconsciously does not want to go home. This may be due to the continuous conflict between his parents that he is surrounded by at home.

### Student D

Student d was interviewed and evaluated on Wednesday, November 10, 2010. The student seemed like a well mannered young man who provided answers to the questions asked of him. The student has an unconventional family structure and has been out of the home, in placements, since age 11. Ocean Tides is his fourth placement. Student D minimizes the seriousness of the charges that he is facing, though they are significant enough to keep him on home confinement when he is able to go home for weekend passes.

Student D appears to enjoy having attention. The student has stated that Ocean Tides is his favorite placement thus far, but he does not relate to any of the other young men. He stated that many of the other students ridicule him and make accusations that he is homosexual in group living as well as in the classroom. He said that he just ignores them and does not let the deriding bother him, but it is evident through observation that it gets to him.

### Student E

An interview and evaluation was conducted for this student on November 19, 2010. He gave the impression that he was an intellectual young man with a great vocabulary. The student gave elaborate answers to the majority of the questions. Student E was referred to the consultant based on a suspicion that he was cutting himself. When the topic of feelings came up, Student E said that he would not write down his thoughts because then other people would be able to reads them. Instead, he keeps a journal “in his head.” He seemed like a very private individual. When asked about depressive thoughts, he generalized and minimized the severity of his thoughts by saying that everyone has thoughts like him. When asked about cutting, he was very vague about what feelings or events caused the self mutilation. His face flushed and he

tried to avoid answering the questions. Two considerably new burn marks, possibly made by rubbing an eraser back and forth over the skin, were noticeable on the inside of his wrist.

#### Student F

A brief intervention was held for Student F on November 19, 2010. The student was having multiple breakdowns during the week because he was fearful that his family was in danger. The details of this intercession cannot be shared.

#### Student G

Student G was interviewed and evaluated on Friday, December 3, 2010. He seemed like a bright young man that enjoyed conversation. He offered plenty of information for the questions he was asked. The student seemed like a bright young man but showed signs of depression. He has trouble sleeping at night, feels down, sometimes cries for no apparent reason, and has lost interest in activities he used to love. Because he does not have elevated, elated moods, the diagnosis of being bipolar is ruled out. The student said that he would not be opposed to seeing a psychologist or psychiatrist. He is a responsible person who admits to his mistakes and is accountable for them. Student G has reasonable goals for the future that involve college.