

LAHMA QUALITATIVE INTERVIEW ADOLESCENT INTERVIEW

Introduction

Hi, my name is _____ and I work for the LAMHA project. Thanks for agreeing to participate in this interview. Through the LAMHA Project, we are trying to understand the effects of immigration on adolescents and their families. Your experiences are important to us. In the past, investigators have asked parents about their immigration, experiences, but we want to understand what happens with adolescents like you. You are the expert here. By telling us your experiences and thoughts about immigration, you can help us develop youth programs and better services that are available in the community.

I have some questions and I am sure you will have other things you want to say. For this reason, think of this as a conversation between friends, not as an interview. We are going to be as informal as possible. You can refuse to answer a question at any moment. If I ask something or talk about something that you don't want to talk about, just tell me and we can continue with another question. It is not a problem.

Like before, you can refuse to answer any question at any moment. If I ask something or talk about something you don't want to talk about, tell me and we will continue with something else.

I am going to record our conversation because I don't want to take many notes while we are talking. In this way, I can concentrate on what you are saying. If you want me to turn the recorder off for any reason, tell me. No one will listen to the recordings except the investigators and their team. When we transcribe the recordings, we will not use your name or information about you. In other words, there is no one who will know who you are, but a lot of people will hear what you have to say. Nothing that you say can be linked to you.

We ask people to choose a pseudonym or false name that we can use during the interview. We will write this name on the cassette. In this way, your name will not be linked to the information that you give us.

Do you have any questions?

What name do you want to use?

Pseudonym: _____ *[Write pseudonym here]*

Is it okay for me to turn on the recorder now? *[Obtain verbal consent]*

The recorder is on. *[Read statement after recorder has been turned on]*

Okay, let's begin.

**LAHMA QUALITATIVE INTERVIEW
ADOLESCENT INTERVIEW – SPANISH**

Introducción

Hola, me llamo _____ y trabajo en el proyecto ALMAS. Gracias por estar de acuerdo a participar en esta entrevista. Nuestro proyecto se trata de entender los efectos de inmigración a los adolescentes y sus familias. Nos importan mucho tus experiencias. En el pasado, investigadores han preguntado a los padres sobre sus experiencias de inmigración, pero nosotros queremos entender lo que pasa con los adolescentes como tú. Tú eres el experto aquí. Al contarnos sobre tus experiencias y pensamientos de inmigración, puedes ayudarnos a desarrollar programas para la juventud y mejorar los servicios que están disponibles en la comunidad.

Tengo algunas preguntas y estoy seguro que tendrás otras cosas que quisieras decir. Por eso, piensa de esto como una conversación entre amigos, en vez de una entrevista. Vamos a ser más informal como sea posible. Puedes rehusar a hablar en cualquier momento. Si te pregunto algo o digo algo sobre un tema que no quieres hablar, dime y vamos a continuar con otra tema. No hay problema.

Voy a grabar nuestra conversación porque no quiero escribir notas cuando estamos platicando. De esta manera, puedo concentrar en las cosas que estás diciendo. Si quieres que yo apague la grabadora por cualquier razón, dímelo. No hay nadie que va a escuchar las grabaciones sino los investigadores y sus colaboradores. Cuando vamos a escribir a maquina nuestra conversación, vamos a sacar tu nombre y tus datos de tu archivo. En otras palabras, no hay nadie que va a conocerte, pero mucha gente va a escuchar lo que dirás. Nada de lo que dices lo pueden relacionar contigo.

Pedimos que la gente elija un seudónimo o un nombre falso que podemos usar durante la conversación. Escribimos éste nombre en el casete. En esa manera, tu nombre no está relacionado con la información que nos das.

¿Tienes algunas preguntas?

¿Qué nombre quieres usar?

Seudónimo: _____ [Write pseudonym here]

¿Está bien que yo prenda la grabadora ahora? [Obtain verbal consent]

La grabadora está prendida. [Read statement after tape recorder is turned on]

Okay. Vamos a empezar.

COMMON PHRASES AND INTRUCTIONS:

- TMMAT = “Tell me more about that.” Probe for narrative and details.
- Get whole story = Get whole story, from start to finish, including who, what, when, and how it happened. What happened? Who were you with? When did that happen? What else was going on?
- Fit = Ask interviewee if their experiences fit with how they would like things to be in their family or if they would like to change them in some way

INTERVIEW CHECKLIST

***Instructions:** The key to a good interview is knowing what we want to understand. You do not need to ask questions exactly as they are written below or in the order that they are written below. You should know the interview topics well enough so that you can pay attention to your respondent and not look at the questionnaire. All you will need is this checklist and the sheet with ethnic labels.*

PRE-MIGRATION EXPERIENCE

- Family Life like
- Typical day
- Most liked/least liked

MIGRATION EXPERIENCE

- Decision Process
- Adolescent Involvement
- Motivations to move to NC
- The Journey

POST-MIGRATION EXPERIENCE

- Family Life like
- Typical day
- Most liked/least liked
- Keeping in contact with family/friends in Mexico
- School Experience

ETHNIC IDENTITY

- Describe yourself
- Best label for you
- Meaning of best label, likes/dislikes
- Meaning of African-American
- Meaning of White-American
- Differential treatment
- Avoiding differential treatment
- Acting American/white

ACCULTURATION

- Family traditions
- Connections/Attachment to Mexico
- Changes in self
- Gender Roles
- Religion
- Agreement/disagreements with parents

CLOSING

- Advice to kids/parents

PRE-MIGRATION EXPERIENCE

Purpose: Understand what adolescents' family lives were like before moving to the U.S.

Instructions: Review pre-migration information from Section F of the survey (i.e. lived with mother, lived with father, had a non-parental primary caregiver).

- 1. I'd like to start by asking you about your life before you came to the U.S. A lot of people in the U.S. don't know anything about life in Mexico. So, anything you want to share is really helpful even if it's hard to remember. What was life like for your family before you moved to the United States? How were things for your family before you came to live here?**

Probe:

LIVING ARRANGEMENTS: Who lived in your home? Did you have your own room?	ECONOMIC STRESS: How much did the family worry about money?
NEIGHBORHOOD: How well did you know your neighbors? How close did you live to other relatives?	THINGS WERE "OKAY": What does it mean to be okay? What would be better than "okay."

- 2. Think about a typical day in Mexico. How would you describe a typical day in your life in Mexico? Start with what you do in the morning after you wake up.**

Probe: get whole story, TMMAT

FAMILY: What types of things would you do with your family?	FRIENDS: What types of things would you do with your friends?
DEFINING TYPICAL: Does it always happen this way? What's happening when it doesn't go this way?	

- 3. IF EITHER PARENT DID NOT LIVE WITH THE ADOLESCENT: You mentioned that your (mother/father) did not live with you. Where did your (mother/father) live? How often did you see (him/her)? How did you stay in contact with (him/her)? How did you feel about living apart from your (mother/father)?**
- 4. What did you like most about your life in Mexico? What did you like least about your life in Mexico?**

Probe: TMMAT, What ever is mentioned ask them to tell you more about that. Make sure you really understand what they mean.

MIGRATION EXPERIENCE

Purpose: Understand what the adolescent went through to move to the U.S. We are interested in the whole story from start to finish.

Instructions: Review pre-migration information from Section G of the survey (i.e. previous trips to the U.S., involvement in decision making, safety concerns during trip.)

1. **What do you know about the story of when your family first came to this country? How did they decide to come to this country?**

Probe:

When they were thinking about moving here, what kinds of things (e.g. work, children's needs, education, family) did they talk about with each other?	Who did they discuss their decision with (partner, older children, parents, siblings, friends)?
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2. **How much did your parents talk to you about moving to the U.S? How did you find out about their decision to move to the U.S.? When you were getting ready to move, what types of things did you want to talk with them about?**
3. **How did you feel when they told you that you were going to move to the U.S.? What did you say to them about your feelings?**
4. **Out of all the states in the U.S., what motivated them to come to North Carolina, specifically?**
5. **People travel to the U.S. in many ways. For some, the journey is really easy. They just get on a plane and are here a few hours later. For others, the journey is really tough. They have to walk for days or ride in the trunk of a car. What was the journey like for you?**

Probe: get whole story

How did you travel here?	What was the worst part of the journey?
What was the best part of the journey?	

POST MIGRATION EXPERIENCE

Purpose: Understand what challenges Mexican immigrant youth face after moving to the U.S. and how they deal with these challenges.

Instructions: Review early settlement and school information in sections H and L-N respectively.

1. **What is your first memory of being in this country? What was it that you most remember when you first arrived, your earliest memory about being here in this country? What were your earliest impressions? They can be either positive, negative, or neutral.**
2. **Earlier we talked about what your life was like before you moved to the U.S. How are things for your family now?**

Probe:

LIVING ARRANGEMENTS: Who lives in your home? Do you have your own room?	ECONOMIC STRESS: How much does the family worry about money?
NEIGHBORHOOD: How well do you know your neighbors? How close do you live to other relatives?	

3. **Think about a typical day last week. How would you describe a typical day in your life here in the U.S.? Start with what you do in the morning after you wake up.**

Probe: get whole story, TMMAT

FAMILY: What types of things do you do with your family?	FRIENDS: What types of things do you do with your friends?
DEFINING TYPICAL: Does it always happen this way? What's happening when it doesn't go this way?	

4. **What do you like most about living here in North Carolina?**

Probe:

SAFETY: What makes it safe? What was unsafe about your home country?	EDUCATION: What do you like about the education you get here?
OPPORTUNITY: What types of opportunities do you have here?	FRIENDS: What do you like about your friends here?
LIFESTYLE: What do you like about the lifestyle here? How is it different from the lifestyle in Mexico?	

5. What do you like least about living here in North Carolina?

Probe:

GETTING AROUND: How is it difficult to get around?	NOTHING TO DO: What types of things would you like to be able to do?
SEPARATION FROM FAMILY: Who are they separated from? What makes it hard to be separated from family?	SEPARATION FROM MOTHER/FATHER: What motivated mom/dad to stay behind? How is it difficult to be living without your mother/father? TMMAT
RACISM: What do you mean by racism? What types of racist things have you seen or heard about happening?	

- 6. How do you stay in contact with friends and family in Mexico? How often do you see your relatives (grandparents, aunts, uncles, siblings not live at home) in Mexico?**
- 7. During most of the year, you spend a lot of time at school. What has your experience been like at school? What do you like about your school (e.g., classmates, teachers, location)? What do you dislike about your school (e.g., classmates, teachers, location)?**

ETHNIC IDENTITY

Purpose: Understand what common ethnicity and race labels used in the U.S. mean to our respondents.

Instructions: Show the adolescent the attached list of ethnic labels.

- Here's a list of ethnic labels that other kids your age use to describe themselves. Which of these labels do you use to describe yourself? Which of these labels describes you best?**
- Are there ethnic labels that you would choose that aren't on this list?**
- What does (preferred ethnic label) mean to you? What do you like about being _____? What do you dislike about being _____?**
- IF CHOOSES MULTIPLE LABELS: How do you think (label 1) differs from label 2?**
- Which of the ethnic labels fits your (mother/father) best?**
- Are there other labels that anyone outside the family would use for you but you didn't choose? What are they?**

7. I'm interested in what some of the other labels on this list mean to you. What does it mean to be an African-American/Black? How do you think preferred ethnic label differ from African-Americans/Blacks? What do you like about African-Americans/Blacks? What do you dislike about African-Americans/Blacks?

Probe: How have you learned about African-Americans?

8. What does it mean to be an Anglo-American or White? How do you think preferred ethnic label differ from whites? What do you like about Anglo-Americans/Whites? What do you dislike about Anglo-Americans/Whites?

Probe: How have you learned about Anglo-Americans/Whites?

9. Sometimes people treat each other differently because of how they look or act. Has that every happened to you? Tell me about what happened?

Probe: get whole story, TMMAT

What happened?	When did that happen?
Who were you with?	How did it make you feel?
How did you deal with it?	Who did you talk to about what happened?
What did you learn from what happened?	

10. What types of things do you do to avoid being treated differently by others?

11. Some of the kids we've talked to try to fit in by "acting American" or "acting White." What does it mean to "act American" or "act White."

ACCULTURATION

Purpose: Understand what common ethnicity and race labels used in the U.S. mean to our respondents.

Instructions: Review acculturation items in section I of the survey.

1. How do you think your family is similar to or different from other families at your school?

Probe: In terms of

Family Traditions	Language
Food	Celebrations
Religion	

2. **What type of connection do you feel to your home country/parents' home country/ culture?**
3. **What changes have you noticed in yourself since you've lived here? For example, what changes have you noticed in your attitude, your ways of doing things with others, things like that? What do you think has made you change?**
4. **Sometimes parents and their children see things different ways or have different opinions. On other, things they may think the same. What do you and your mother agree on? How come you both agree about that? What issues do you and your mother disagree on? What would be helpful in resolving this difference?**

ACCULTURATION AND RELIGION

1. **Sometimes people's religious beliefs change as they grow-up and they may think differently from their parents about religion. How important is religion to you? What makes religion (not) important you? How do you think your religious beliefs differ from your parents? How are they the same?**

ACCULTURATION AND GENDER ROLES

1. **Sometime people also have different ideas about what boys and girls should act like. What does it mean to you to be a "good" daughter? What does it mean to be a "good" son? How does your mother (father) let you know what s/he expects from you?**
2. **What makes it harder to be a "good" daughter/son in the U.S. vs. Mexico? What makes it easier to be a good daughter/son in the U.S. vs. Mexico?**
3. **What does it mean to be a "good" father? What does it mean to be a "good" mother? How do you think your mother/father has changed since you moved to the U.S.?**

CLOSING

Thank you very much. You've been very helpful. Part of the reason we're interviewing you is do that we can help other kids like yourself. So, I have just one last question before we go.

1. **What advice would you give other kids like yourself who were coming to live in the US? What advice would you give their parents? What makes this advice important?**

I really appreciate your time and everything you have told me. **Is there anything else you would like to share with me before I go? Anything that you think I've missed or that I should know?** OK, I'll leave a copy of the consent form for you, as well as my card and phone numbers for you to call in case you have questions. Thank you for talking so freely about your life and your experiences.

FOLLOW-UP/POST INTERVIEW NOTES

INTERVIEWERS: PLEASE RECORD THE FOLLOWING.

Use handheld transcribers or natural speak recorders.

- Participant CASEID
- Location of Interview
- Date/Time/Duration of Interview
- Other people present at interview, activities
- Apartment/House: size, condition, location, cleanliness, style, anything that may have struck you on your trip to the bathroom.
- Summary of exterior building – condition, activities, people
- Respondent: Interaction, appearance, attitude, obesity
- Additional comments made after tape stopped rolling
- Summary of any issues that made this case notable, e.g. children, traumatic life events, major positive strides taken to improve their life

ETHNIC LABELS

- | | |
|--|---|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Mayan |
| <input type="checkbox"/> American | <input type="checkbox"/> Mexican |
| <input type="checkbox"/> Blanco/a | <input type="checkbox"/> Mexican-American |
| <input type="checkbox"/> Central-American | <input type="checkbox"/> Mestizo/a |
| <input type="checkbox"/> Chilango | <input type="checkbox"/> Moreno |
| <input type="checkbox"/> Chicano/a | <input type="checkbox"/> Negro/Negrito |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Rubia/o |
| <input type="checkbox"/> Hispanic-American | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Indio | <input type="checkbox"/> Spanish-American |
| <input type="checkbox"/> Latino/a | <input type="checkbox"/> White |
| <input type="checkbox"/> Latin-American | |