

Only those with experience or training in conducting threat assessment should use these materials.

Interviews	
<p>When a concerning behavior is reported, obtain a specific account of the behavior by interviewing the person who elicited concern if appropriate to the circumstances. Interview the potential target(s), and other witnesses. Write the exact content of the concern by each party. Consider the context of the behavior or communications. <b>Interviews are opportunities for individuals to provide their perspective or additional context to observed behavior or communications. Interviews should focus on rapport building and should not be interrogative. Consider completing the interview in pairs, with two threat assessment team members in each interview. It is beneficial if one person takes notes during the interview.</b></p>	
<p><b>Target (person who was target of threat) or Witness (person with relevant information)</b>  <i>If more than one, complete additional forms.</i></p>	
<b>Target Name:</b>	<b>ID #:</b>
<b>Affiliation:</b> <input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Parent/ Guardian <input type="checkbox"/> Other: _____	<b>Status:</b> <input type="checkbox"/> Current <input type="checkbox"/> Former   Grade (if student):
<b>School:</b>	<b>Building/Program:</b>
<b>Emergency Contact:</b>	<b>Relationship to the person of concern:</b>
<b>Home Address:</b>	<b>Phone:</b>
<b>Interviewer(s) Name and Title:</b>	<b>Location, Date and Time:</b>
<p><i>Use these questions as a guide to interview relevant teachers and staff. These questions are a starting point and should not be read verbatim; additional questions may be appropriate and helpful in understanding a student’s behavior. Use open-ended questions and focus on rapport-building. Let the interviewee know that you are trying to gather clear and accurate information about the incident and other relevant behaviors, and that you want to give them an opportunity to provide their version of the events.</i></p> <p><i>Prior to asking the questions outlined below, initiate a role clarification to establish shared expectations and an understanding of the threat assessment process. Initiating role clarification can help build rapport; the steps outlined below should be followed in order.</i></p> <ul style="list-style-type: none"> <li>• <i>Step 1: Provide an overview of the mission and goals of the behavioral threat assessment program.</i></li> <li>• <i>Step 2: Provide an overview of your role on the behavioral threat assessment team, and what you hope to accomplish during the interview.</i></li> <li>• <i>Step 3: Provide an overview of the interview process and behavioral threat assessment process:</i> <ul style="list-style-type: none"> <li>○ <i>Explain that we are trying to keep all students, and the school, safe.</i></li> <li>○ <i>Discuss the behavioral threat assessment and interview process,</i></li> <li>○ <i>Explain what is required of the teacher, and</i></li> <li>○ <i>Identify the roles of other individuals involved in the behavioral threat assessment process.</i></li> </ul> </li> <li>• <i>Step 4: Discuss expectations of confidentiality:</i> <ul style="list-style-type: none"> <li>○ <i>Explain what information can be shared in accordance with FERPA; and</i></li> <li>○ <i>Who has access to the responses from this interview?</i></li> </ul> </li> </ul>	
<p>1. What happened today when you were [place of incident]? (Record person’s exact words with quotation marks for key statements if possible.)</p>	

2. Please describe what they said and did in as much detail as you can remember.

3. What did you think they meant when they said or did that? Was this concerning to you?

4. How do you feel about what (the person of concern) said or did?

5. Why do you think they (the person of concern) said or did that? (Probe to find out if there is a precipitating event or history to this behavior.)

6. What are you going to do now? (Ask questions to determine how target plans to respond to the subject and assist in planning a safe and non-provocative response.) What do you think they will do now?

7. Has the person of concern's behavior changed over time? Changes in behavior can be positive or negative. If so, please describe this change.

8. Have you ever thought that they (the person of concern) were scary or that something they did worried you? Have you had to change any aspect of your daily routine because of the behavior of this person? If so, please describe.

9. Have you ever heard of them (the person of concern) using or talking about any weapons?

10. Are you aware of anything that has happened that has been particularly upsetting to them (the person of concern)?

11. Have you ever heard of them (the person of concern) talking about suicide or self-harm? If so, please describe.

12. When they (the person of concern) become angry, frustrated or upset how do they usually react?

13. Have you ever heard about the person of concern talking about violent topics, violent acts, or violence in general?

14. Do you know if they have acted violently or aggressively? (ex. animal abuse, punching walls, striking something with a baseball bat)

15. Have you heard of them (the person of concern) planning for some sort of attack or incident? If so, please describe.

16. Who are the people who know them the best? Please include their name, relationship the student, and contact information when possible.

17. Is there anyone that they have an issue or had a negative interaction with? If so, include a narrative of the circumstances.

18. Is there anything I can do to help kids feel safe in school?

19. Is there anything else we should know about this situation or individual? If so, please describe.