

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

Interviews

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. **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.**

Teacher/Staff Survey/Interview (*teachers of student displaying concerning behavior*)

Name of Student of Concern:

Location:

Teacher/Staff Name:

Date:

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.

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.

- *Step 1: Provide an overview of the mission and goals of the behavioral threat assessment program.*
- *Step 2: Provide an overview of your role on the behavioral threat assessment team, and what you hope to accomplish during the interview.*
- *Step 3: Provide an overview of the interview process and behavioral threat assessment process:*
 - *Explain that we are trying to keep all students, and the school, safe.*
 - *Discuss the behavioral threat assessment and interview process,*
 - *Explain what is required of the teacher, and*
 - *Identify the roles of other individuals involved in the behavioral threat assessment process.*
- *Step 4: Discuss expectations of confidentiality:*
 - *Explain what information can be shared in accordance with FERPA; and*
 - *Who has access to the responses from this interview?*

1. How do you know the student?

2. Describe the student's academic performance and participation. Are they able to meet the demands of the classroom? Are you providing any accommodations or modifications for this student?

3. Provide this student's attendance record in your class. How many days of class were they absent/partially absent or tardy? If they have a pattern of significant absences/tardiness, how long has this been going on?

4. Describe this student's mood and behavior. Has their behavior changed over time? Changes in behavior can include positive or negative changes. If so, please describe this change.

5. Does the student have a known or suspected disability or handicapping condition? If yes, how does their disability impact their social and academic functioning? Note: having disability or an IEP does not preclude an individual from having a threat assessment.

6. When corrected, redirected, assigned negative consequences or given negative feedback, how do they respond?

7. Has the student spoken of perceived unfair treatment and/or a desire to seek revenge or retaliation?

8. Describe this student's interactions with their peers. Do they have difficulty with any peers in particular? Who? Do they have a close relationship with any of their peers? Who?

9. Has the student engaged in behaviors that are seen as bullying or harassing of others?

10. Has the student verbalized any grievances/grudges/prejudices toward any single person, or groups of people (ex. Ethnicity; gender; authority figures)?

11. Are you aware of any event that could be considered a "trigger" for a change in mood or behavior? This might include a real or perceived personal failure, peer conflict, change in relationships, home or community conflict, or a recent loss. If yes, explain.

12. What do you know about the student's home environment? To your knowledge, has the student or their family experienced any difficulties in their home environment? If so, please describe.

13. Have you observed this student display any concerning behaviors or communications recently? This could include interests, comments, actions, notes, mannerisms, drawings, and class assignments. If so, please describe.

14. Is there any evidence they have acted violently or aggressively? (ex. animal abuse, punching walls, damaging property)

15. Has this student mentioned interest in, possessing, manufacturing, or having access to any weapons or components thereof? Have they mentioned practicing/training with weapons? If so, please describe.

16. Has this student alluded to suicidal thoughts or self-harm? If so, please describe.

17. Have you had concerns for the student's mental health or well-being?

18. When this student encounters a problem, difficulty, or frustration how do they typically resolve it?

19. Have you observed what seems to work and not work for the student when coping? Please describe any observed or known coping skills or deficiencies.

20. Have you ever heard someone describe a concern they have about this student? If so, please describe.

21. Has this student described violent fantasies, violent role-play, or preparations to carry out violence? If so, please describe

22. Please describe this student's greatest strengths/assets.

23. Does the student have a positive relationship with a teacher, staff member, or any other school-based adult?

24. Do you know if the student is active in any sports or activities.

25. Is there anything else you would like us to know about this student?

26. Does anyone else have information about this student? Please include their name, relationship the student, and contact information when possible.