

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. 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.</p>	
Additional Interviewees <i>If more than one, complete additional forms.</i>	
Name:	ID #:
Affiliation: <input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Parent/ Guardian <input type="checkbox"/> Other: _____	Status: <input type="checkbox"/> Current <input type="checkbox"/> Former Grade (if student): _____
School:	Building/Program:
Emergency Contact:	Relationship to the subject of concern:
Home Address:	Phone:
Interviewer(s) Name and Title:	Location, Date and Time:
<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"> • <i>Step 1: Provide an overview of the mission and goals of the behavioral threat assessment program.</i> • <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> • <i>Step 3: Provide an overview of the interview process and behavioral threat assessment process:</i> <ul style="list-style-type: none"> ○ <i>Explain that we are trying to keep all students, and the school, safe.</i> ○ <i>Discuss the behavioral threat assessment and interview process,</i> ○ <i>Explain what is required of the teacher, and</i> ○ <i>Identify the roles of other individuals involved in the behavioral threat assessment process.</i> • <i>Step 4: Discuss expectations of confidentiality:</i> <ul style="list-style-type: none"> ○ <i>Explain what information can be shared in accordance with FERPA; and</i> ○ <i>Who has access to the responses from this interview?</i> 	
1. Describe how you know the person of concern.	
2. Have you been concerned about anything in regard to (the person of concern)? If so please explain	

3. Do you know how (the person of concern) likes to spend their free time? If so, please describe.

4. Do you know if (the person of concern) has friends? Are they good friends to him/her? Who they spend time with?

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

6. Have you ever heard of (the person of concern) talking about suicide or self-harm? If so, please describe. Are you worried that they might harm themselves?

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

8. Have you ever hear of (the person of concern) using or talking about any weapons? Do you know if they practice or train with any weapons?

9. If (the person of concern) were to become upset, angry or frustrated, how do they typically react? When they are upset what do you fear might happen? Do you think they would be capable of violence? If so, please describe why you think this.

10. Have you ever heard of them having an interest in violent things? (This could include serial killers, school shooters, hate groups, mass attacks or other violence). If yes, ask the interviewee to describe the interest to provide context.

11. Are you aware of any plans that the (person of concern) has to do harm to others? Have you heard of them planning for some sort of attack or incident? If so, please describe.

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

13. Who are the people who know them the best?

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

15. Is there anything that I can do to help kids feel safe at school?

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