



Student Threat Assessment – Interview Questions Pre-Kindergarten through Second Grade

Instructions:

This form can be used as a guide for the Interviewer as part of the Threat Assessment process. The interviewer should ask the questions that are italicized that correspond to the Threat Assessment Form. Documentation should be kept of student responses to help inform decisions.

STUDENT FIRST NAME	STUDENT LAST NAME	STUDENT ID

RECORD OF INTERVIEW

Interviewed by:	Role:	Date:
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Interview Questions

Rapport Building Questions - (Some students may need some activities such as drawing to help with building rapport. Visuals (i.e., feelings chart) may help the student in answering and/or understanding questions.)

- a. It seems like you have been having a hard time lately, what's going on?*

- b. Why do you think you have been asked to meet with me?*

- c. Can you tell me what happened?*

- d. In order to help me better understand what happened and be able to help you, I am going to ask you some more questions.*

1. What are the individual's motive(s) and goals? What first brought the individual to someone's attention?

a. How did you feel when _____ happened?

b. Why did you say/do that?

c. Do you still feel that way?

d. How do you think it made (other people/ _____ target of threat _____) feel?

e. How can we make this better?

f. Gather information from parents and teachers to help address additional questions.

2. Have there been any communications suggesting ideas, intent, planning or preparation for violence?

a. Document threat and information about it.

b. Draw/write/tell me about what happened today/yesterday/when you were [place of incident].

c. What did you mean by that?

3. Has the individual shown any inappropriate interest in, fascination, and/or identification with other incidents of mass or targeted violence (e.g., terrorism, rampage violence, school/workplace shootings, mass murders)?

a. Gather information from parents and teachers to help address additional questions.

4. Does the individual have (or are they developing) the capacity to carry out an act of targeted violence?

a. Gather information from parents and teachers to help address additional questions.

b. Do you like to make fun of other kids?

c. Have you put your hands on other kids or adults?

d. Do you feel like you need to “get back” at someone?

5. Is the individual experiencing hopelessness, desperation, and/or despair?

a. Gather information from parents and teachers to help address additional questions.

b. Tell/show me how you have been feeling lately.

c. What has made you feel that way?

d. Do you feel angry a lot?

e. What happens when you are angry?

f. Are you angry at anyone right now?

g. Do you feel sad a lot?

h. What happens when you are sad?

i. Has anything changed at home? School?

6. Does the individual have a positive, trusting, sustained relationship with at least one responsible person?

a. What do you typically do after school? What do you like to do?

b. Are you in any clubs or on any teams?

c. Who are your friends at school? Tell me about them. What do you do with your friends?

d. Tell me about your parents. What do you like to do with them? Do you get into trouble at home?

e. Who can you go to at home when you need help or are feeling _____?

f. Who can you go to at school when you need help or are feeling _____?

7. Does the individual see violence as an acceptable, desirable – or the only – way to solve a problem?

a. Gather information from parents, teachers, and school history to help address additional questions.

b. What happened right before _____ happened?

c. How do you think other people felt?

8. Are the individual's conversation and "story" consistent with his or her actions?

a. Compare student report/interview to information collected from other sources.

9. Are other people concerned about the individual's potential for violence?

a. Document information obtained from interviews (parents, teachers, etc.).

10. What circumstances might affect the likelihood of an escalation to violent behavior?

a. Gather information from parents and teachers.

b. Identify supports to help de-escalate movement toward violence. Identify responses to particular threat.

Concluding Questions/Statements

a. How can we help you?

b. I will need to talk to your parents about things that we talked about today.