STUDENT THREAT ASSESSMENT & MANAGEMENT SYSTEM
Parent/Guardian Interview - Level 1

Step 1 **Directions for Interviewer**

This interview is to be conducted by a school-based member of the Level 1 site team as part of the Level 1 Assessment Protocol (by phone or in person) if a parent/guardian does not attend the Level 1 Assessment meeting. Address the following questions through an interview or conversation with open-ended inquiry.

Do NOT ask the parent/guardian to read and complete the questions by themselves.

Although a parent/guardian can provide crucial information regarding a situation, do not delay the Level 1 Assessment if the parent is not available, is unwilling to cooperate, or if the Site Team determines that the parent should not be included at this time.

The following is an examination of current circumstances, and as these circumstances change, so too does concern for aggression; therefore, review the results of this interview while being mindful of supervision, intervention, and the passage of time. Each question is a prompt for exploration of circumstances that may involve the escalation of violence.

Student's Name: _____   **Date:** _____

Administrator's Name: _____

Parent/Guardian's Name: _____

Interviewer's Name: _____   **Title:** _____

Step 2 **Ask the following questions through conversation or direct inquiry.**

The numbers in parenthesis at the end of each question refer to the corresponding Level 1 Protocol questions that are to be addressed in accordance with the information collected in this questionnaire.

1. Does the parent/guardian have concerns (or know of concerns from other family/community members) about behavior, potential violence, or issues specific to the incident? (1, 2, 13, 18, 19)

2. Has the student communicated any threats, ideas of violence, or wishes/intentions to harm anyone or anything (at school, at home, or in the community), or to harm self? *If yes to self-harm, also complete a suicide risk assessment. (2, 3, 4, 5)

3. Does the student have any fascinations and/or identifications with violence (especially vindictive or revengeful acts of violence through movies, music, video games, virtual reality, literature, or technology usage)? Does the student justify the use of violence as a means to solve problems? (7, 8, 11)

4. Has the student actually committed any acts of violence against anyone or anything (toys, property, pets, friends, siblings, etc.) or to self? (3, 20)

5. Has the student become increasingly focused or agitated about a particular issue (e.g., social problems, girlfriend/boyfriend, sexuality/sexual identity, justice, bullying, revenge, identity, etc.)? (7, 8, 10, 11, 15)

6. Do certain situations agitate the student or their inclination towards violent or aggressive activity, ideas, or communication? Have there been any changes at home that may have increased their stress level? Have there been any relationship (e.g., peers or family) or belief, or identity changes? If so, how long? (7, 8, 9, 15, 17)

7. What is the student's self-perception (e.g., leader, follower, victim, outcast, etc.)? (9, 11, 17)

8. What are your perceptions about the student (e.g., leader, follower, victim, outcast, etc.)? (9, 11, 17)

9. Are there drug and/or alcohol issues with the student, family, or friends? (17)

10. Are there any environmental, economic or cultural stressors for the student? If so, how long? (9)

11. Is the student involved with, or previously involved with, Juvenile Justice, Police, Child Welfare, Foster, Mental Health, or other agencies? If so, what was the involvement? Is communication with these agencies possible? If so, has a release and exchange of information been signed? (20)

12. What are student's positive activities, interests, and relationships, (scouting, church, school, sports, clubs, recreation, leisure activities, hobbies, pets, family, friends, adults, community, etc.)? (16)

13. Are firearms or other weapons accessible? Are firearms available anywhere in your house or within the houses of regularly visited relatives or friends? Has the student attempted or communicated a desire to obtain a firearm or weapon? If needed, is the parent able to search the student's room or possessions? (6)

14. Does the student have access to technology (cell phone, tablet, computer, gaming device, virtual reality (cell or internet based)? To your knowledge, does the student use social media (e.g., Snapchat, Instagram, Twitter, Kik, etc.)? What method do you use to monitor the student's technology use, including social media use? Have you ever felt concerned by a post, website link, or comment the student made or explored?

15. Are there any other concerns not addressed by these interview questions? (19, 20)

16. What is parent's relationship with the student? (16)
    ☐ Difficult ☐ Neutral ☐ Positive