



STUDENT THREAT ASSESSMENT & MANAGEMENT SYSTEM

Teacher/Staff/Other Service Provider Questionnaire - Level 1

Step 1 Directions for Interviewer

Contact teacher/staff/other service provider and describe threat, dangerous situation, or aggressive action that has brought this student to your attention. Explain our obligation and responsibility to investigate and assess any situation that may be dangerous for the student and/or others. Request that teacher/staff/other service provider complete this questionnaire as thoroughly as possible. **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.**

This questionnaire is only to be completed as a supplement to the Level 1 Assessment Protocol if a teacher or staff member does not attend the Level 1 Assessment. The Level 1 process is an examination of current circumstances, and as these circumstances change, so too does concern for aggression; therefore, review the results of this questionnaire 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 aggression.

Student's Name: _____ Date: _____

Interviewer's Name: _____ Title: _____

Teacher's/Staff/Service Provider's Name/Title: _____

Step 2 Directions to teacher/staff member- Please address the following questions regarding the student noted above and return to interviewer.

1. Do you have concerns about disruptive behavior or potential aggression? (1, 2, 13, 18, 19)

2. Has the student communicated any threats, ideas of aggression, or wishes/intentions to harm anyone, an animal, or object (at school, at home, or in the community), or harm to self? (2, 3, 4, 5)

3. Does the student discuss or reference the availability of or the desire to obtain firearms or other weapons? (6)

4. Does the student discuss or reference interests, fascinations, or identifications with violence (especially vindictive or revengeful acts of violence through movies, music, video games, gaming device, virtual reality, literature, and technology usage)? Does the student justify the use of aggression as a means to solve problems? (7, 8, 11)

5. Do you have any first or secondhand knowledge that the student has actually committed any acts of violence against anyone or anything (toys, property, pets, friends, siblings, etc.) or to self? (20)

6. 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, grades, etc.)? (7, 8, 10, 11, 15)

7. Do certain situations agitate the student or their inclination towards aggressive activity, ideas, or communication? Has the student experienced any relationship (e.g., peers, family), belief or identity changes? If so, how long? (8, 9, 15)

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

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

10. Are there indications of drug/alcohol issues with the student or family? (17)

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

12. What positive activities, interests, and relationships, (e.g., clubs, church, school, sports, recreation, leisure activities, hobbies, pets, family, friends, adults, and community) does the student engage in? (16)

13. Do you have a difficult, neutral, or positive relationship with this student? Is the student approachable and open? (16)

14. Do you have concerns or information not addressed by this assessment? (16, 20)
