



PARENT/GUARDIAN INTERVIEW-LEVEL 1

OKLAHOMA PUBLIC SCHOOLS STUDENT THREAT ASSESSMENT & MANAGEMENT SYSTEM

STEP 1: DIRECTIONS FOR CASE MANAGER

This interview is only to be conducted by a school counselor or administrator as a supplement to the Level 1 Screening Protocol (by phone or in person) if a parent/guardian does not attend the Level 1 Screening. 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 Screening if the parent is not available, is unwilling, 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 risk potential; 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 NAME

TODAY'S DATE

ADMINISTRATOR / CASE MANAGER'S NAME

PARENT / GUARDIAN'S NAME

PERSON CONDUCTING THE INTERVIEW

Contact parent / guardian and describe threat, dangerous situation or violent action that has brought this student to your attention. Explain our obligation and responsibility to investigate and assess all situations that may be dangerous for the student, other students, and/or staff. (see applicable state statute)

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.



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- 1. Does the parent/guardian (or other family/community members) have concerns 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 (at school, at home, in the community, or himself/herself)? (2, 3, 4, 5)**

- 3. Are there any fascinations, identifications with violence (especially vindictive or revengeful acts of violence through movies, music, video games, literature, Internet usage)? Does the student justify the use of violence to solve problems? (7, 8, 11)**

- 4. Has the student become increasingly focused or agitated about a particular issue (such as social problems, girlfriend/boyfriend, justice, bullying, revenge, etc.)? (7, 8, 10, 11, 15)**

- 5. Are there certain situations that agitate the student or his/her inclination to violent or aggressive activity, ideas, or communication? Have there been any changes at home that may have increased stress? Have there been any relationship changes (peers, family) or belief changes? (7, 8, 9, 15, 17)**

- 6. What is the student's self-perception? (Leader, follower, victim, outcast, etc.) (9, 11, 17)**



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

8. Is the student involved with the Juvenile Department, Police, SCF, Mental Health, or other agencies? Is communication with these agencies possible? (20)

9. What are student's positive activities, interests, relationships, (Scouting, church, sports, clubs, recreation, pets, family, friends, community)? (16)

10. 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)

11. Does the student have access to a smartphone (active or inactive)? 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 social media use? Were you ever concerned by a post, link, or comment?

12. Are there any other concerns not addressed by these interview questions?

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