Questions to Consider During Student Interview

1. What are the student's motives and goals?

   - What motivated the student to make the statement or take the actions that caused him or her to come to attention?
   - Does the situation or circumstance that led to these statements or actions still exist?
   - Does the students have a major grievance or grudge or against whom?
   - What efforts have been made to resolve the problem and what has been the result?
   - Does the potential attacker feel that any part of the problem is resolved or see any alternatives?

2. Has the student shown inappropriate interest in school attacks, attackers, weapons, incidents of violence, etc.?

   - Has the student shown inappropriate interest in any of the following?

     School attacks or attackers; weapons (including recent acquisition of any relevant weapon; incidence of mass violence (terrorism, work place violence, mass murders) ask about Columbine, Santana

3. Have there been any communications suggesting ideas or intent to do harm?

   - What, if anything, has the student communicated to someone else (targets, friends, other students, teachers, family, others), or written in a diary, journal, or website concerning his ideas or intentions?
   - Have friends been altered or warned away?

4. Has the student engaged in attack-related behaviors, such as developing a plan or making efforts to acquire weapons?

   - Has the student been engaged in attack related behaviors?

     These behaviors might include:

     - Developing an attack, idea or plan
     - Making efforts to acquire or practice with weapons
     - Casing or checking out possible sites or areas for an attack
     - Rehearsing attacks or ambushes

5. Is the student's conversation and "story" consistent with his or her actions?

   - Does information from collateral interviews confirm or dispute what the student says is going on?

6. Does the student have the capacity to carry out an act of targeted violence?

   - How organized is the student's thinking and behavior
   - Does the student have the means, eg. access to a weapon, to carry out an attack?

7. Is the student experiencing hopelessness, desperation or despair?

   - Is there information to suggest that the student is experiencing desperation and/or despair?
   - Has the student experienced a recent failure, loss and/or loss of status?
   - Is the student known to be having difficulty coping with a stressful event?
   - Is the student now, or has the student ever been suicidal or (accident prone?)
   - Has the student engaged in behavior that suggests that he or she has considered ending their life?

8. Does the student have a trusting relationship with at least one responsible adult?

   - Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions (students with trusting relationships with adults may be directed away from violence and despair and directed toward hope)
   - Is the student emotionally connected to or disconnected from other students?
   - Has the student previously come to someone's attention or raised concern in a way that suggests he or she needs intervention or supportive services

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

   - Are those who know the student concerned that he or she might take action based on violent ideas or plans?
   - Are those who know the student concerned about a specific target?
   - Have those who know the student witnessed recent changes and escalations in mood and behavior?

10. What circumstances might affect the likelihood of an attack?

    - What factors in the student's life and or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?
    - What is the response of other persons who know about the student's ideas or plans?
    - Do those who know the students ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence or passively collude with an attack?

11. Does the student see violence as an acceptable, desirable solo or way to solve problems?

- Does the setting around the student (friends, fellow students, parents, teachers and adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes

- Has the student been “dared” by others to engage in an act of violence?

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