Trauma Informed Intake and Interviewing Skills

Chris Taylor, PhD
President, InterACTT
chris@interactt.org

Intake

Intake

Typically occurs when a person is looking for services. Most often involves a single person.

Often occurs during the first meeting with someone. This person may or may not be the one delivering the service.

A form is often involved that asks simple demographic information and may organize behaviors/symptoms for the service provider.

Rarely focused on creditability, deception, or elective questions.

Term may be used to define a triage or gatekeeping to determine next steps (often used in Title IX this way).
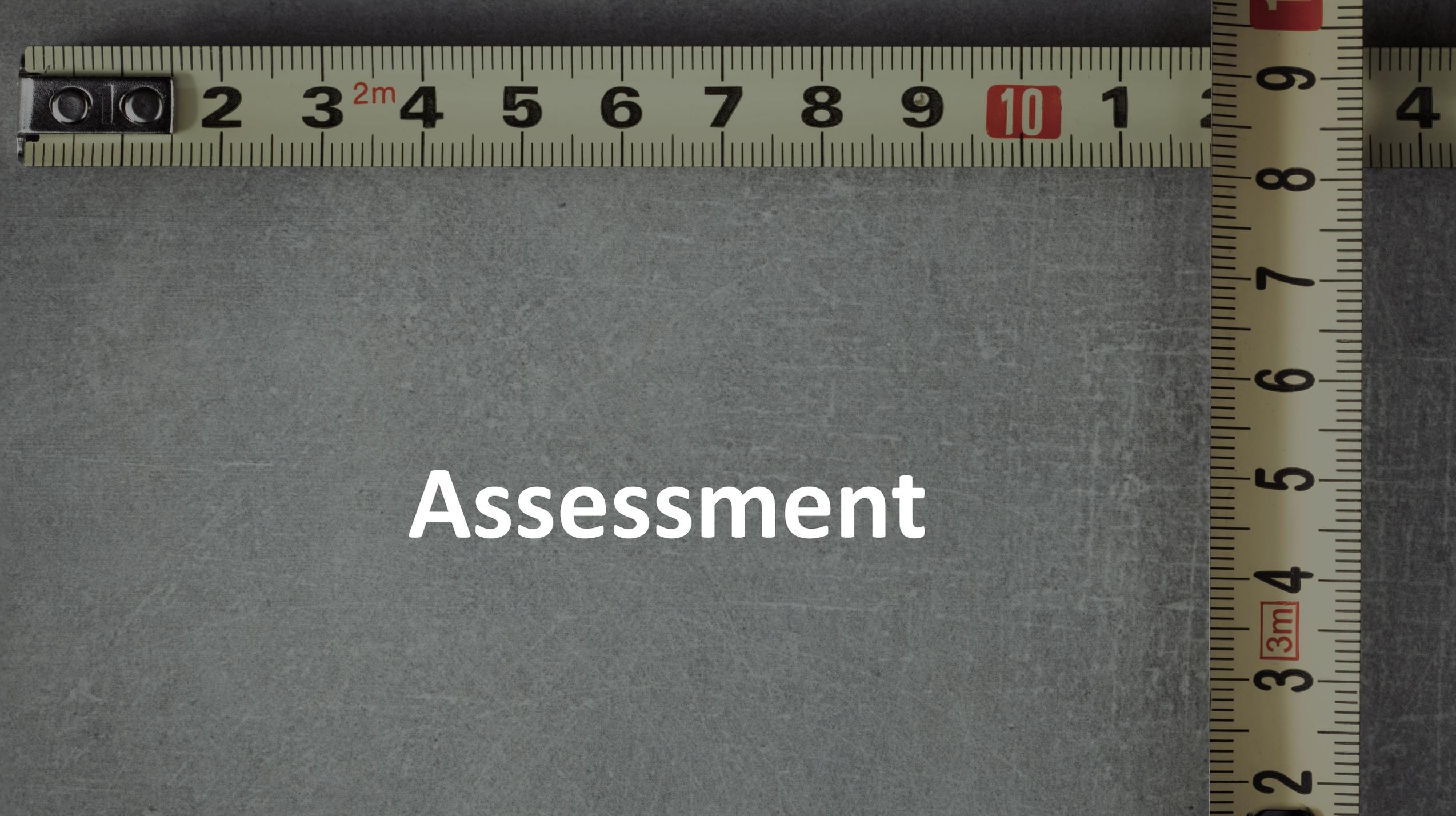
Interview

Interview

Information is gathered to make a decision (hiring, risk, safety, etc.).

Could involve multiple meetings and/or meetings with more than one person or committees.

Less involved paperwork and forms and more reliant on how the person answers questions or explains information

May include elements of determining truthfulness, creditability, deception, subject matter expertise, or deeper reflective questions.

Assessment

Assessment

Best described as a blend of intake and interviewing with the addition of psychological tests, checklists or rubrics.

Often used to summarize a concern or answer a question to better inform future treatment, actions or steps to be taken.

May involve determining a violence risk, dangerousness of a particular threat, suicide risk, ability to function, cognitive ability, fitness for duty or work, disability status, or as part of an employment or termination process.
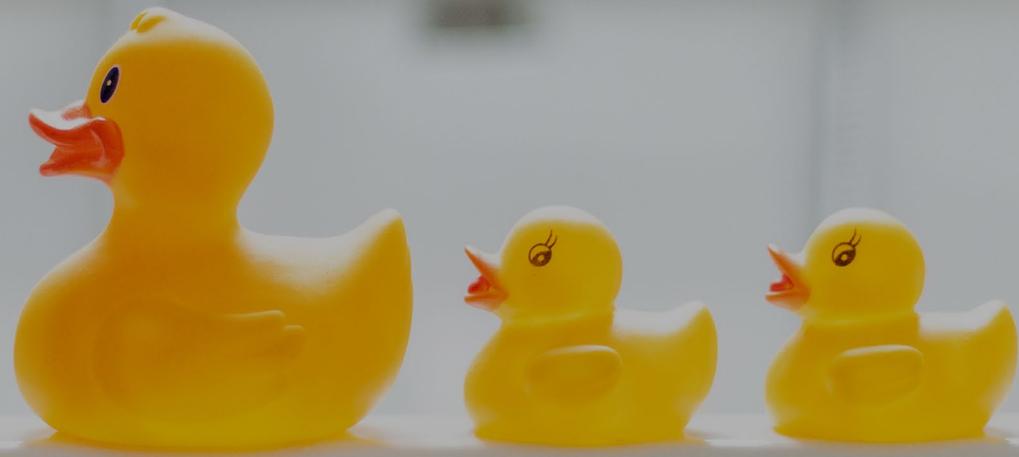
safety

101

bias

deception

anchors

rapport

trauma

101

INPUT → PROCESSING → OUTPUT

- Making contact and gaining participation

- Building rapport

- Outlining the process

- Student rights and responsibilities

- Information gathering

- Discussing allegations

- Offering supportive measures

- Outlining next steps

ASKING QUESTIONS

Open ended vs. closed

Time restrictions

Recording

Writing during interview

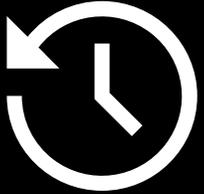Avoiding machine gun

Language

Record Keeping

Record Keeping

Notes create a history of our analysis and efforts to help the student.

By keeping timely, well-written, non-technical case notes free of emotion, you offer an accurate history of your efforts.

Others can pick up your work where you left off and there is a legal defensibility in well-kept notes to demonstrate your good practice.

Self-Awareness

"Know thyself."

-Socrates
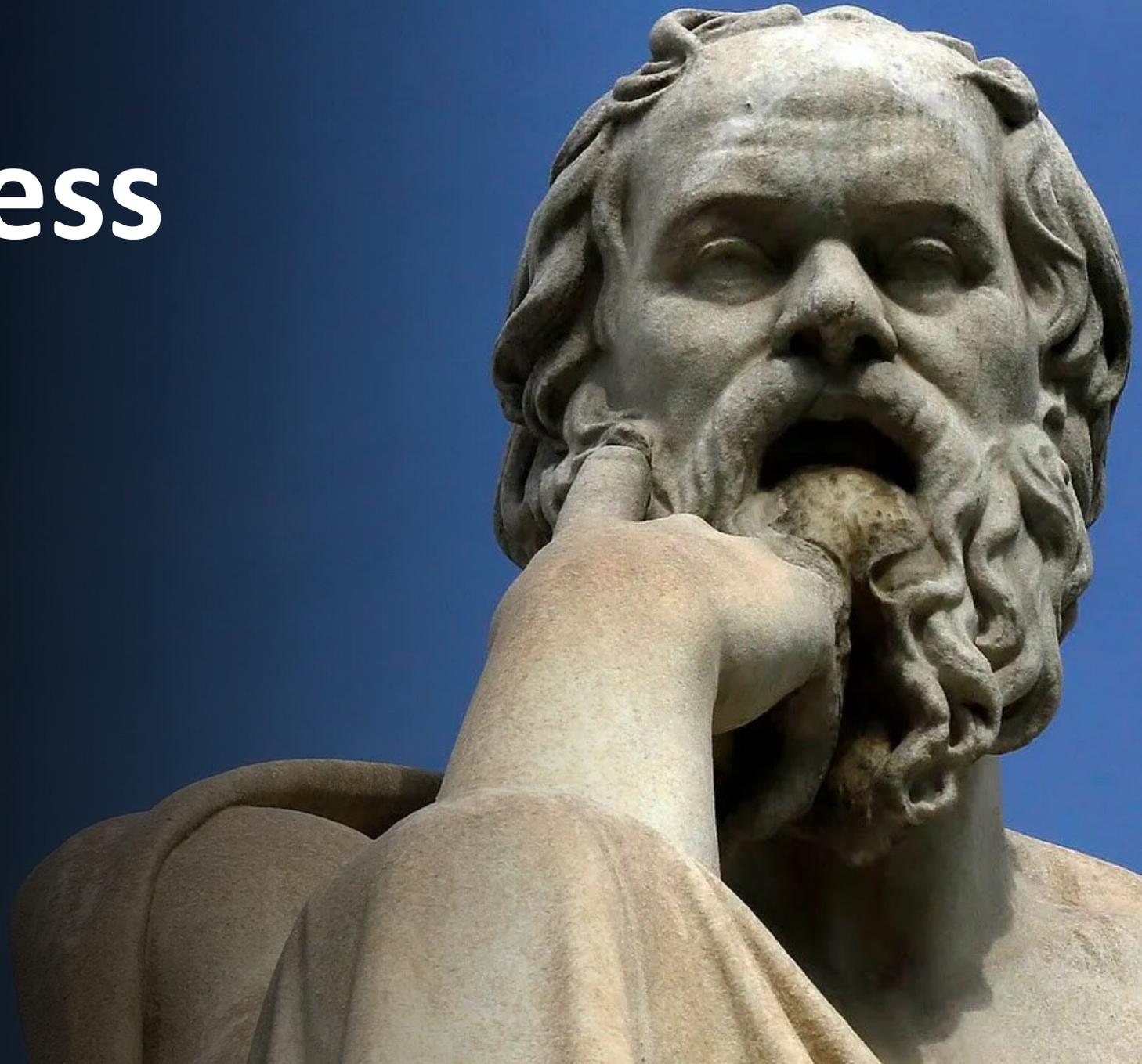
EMOTIONS

SHOW UP

Tone of Voice

Facial Expressions

Body Language

Risk Factors

Are characteristics at the biological, psychological, family, community, or cultural level that precede a risk factors' impact

Protective Factors

The supports and anchors around an individual that provide stabilization and scaffolding

RAPPORT

People Skills

"I have people skills."

-Bob Porter

Building Rapport

Understand what motivates

Establish trust

Convey genuineness

Look for commonalities

What about building rapport when there is someone else in the meeting?

Thinking Cap Time!

Name Five Ways to Connect

Name Five Ways To Connect Through Sharing

Look for Friend Signals

Look for Foe Signals

We trust people that are similar to our way of thinking.

We trust those who:
- We share common goals...
- We have positive past experiences together...
- We understand and know...
- We experience consistency...
- We share a commitment to fairness and truth...

Look to accept differences and work towards a common understanding.

D·PREP ESTABLISHING RAPPORT

When discussing the assessment with the person being assessed, "creating proper conditions and setting a proper interview climate when speaking with the subject may increase the likelihood of the interviewee being more willing to share personal insight and useful information. Keywords for the approach in the "threat assessment interview" are objective and neutral, but nevertheless friendly, understanding, and nonjudgmental and subtly supportive approach. In order to find a deeper level of understanding of the person and to be able to "see the world through her eyes," the interviewer will have to be sufficiently attentive.(Van der Meer & Diekhuis, 2014, p. 61)

This personal connection and attention are necessary at the very outset of the assessment. Failure to create the proper conditions and interview climate will result in increased defensiveness and decreased information being shared.

Assessing a student's potential for violence requires first rapport and, eventually, a safe trust-based relationship between the clinician and the student. The relationship communicates a level of concern and caring that allows the student to begin to develop a degree of trust, which is essential when trying to determine what is going on inside the head of the student. Developing trust increases the likelihood that the student will then share the information needed to understand the potential for violence. Without trust, staff and student are locked into opposing sides, each masking and attempting to protect a personal agenda.

This is certainly a challenge when working with individuals who are frustrated, scared, angry, and feeling disenfranchised with the process. Establishing a good rapport requires finding the sweet spot between too hot and too cold. "Too hot" in this context is a clinician who downplays the seriousness of the assessment, who seeks to make a friend rather than work with the person being assessed, and who addresses the individual's expression of concern with glib, superficial redirection and assurance. The "too cold" scenario is one in which the serious nature of the assessment is emphasized to such an extent that the individual responds defensively and fearfully, which leads to a potentially hostile and adversarial process.

Most assessments are mutually beneficial for the student and the evaluator. The evaluator attempts to understand an individual's potential for acting out violently and has to balance both the needs of the individual and the needs of the community. Eells and Miller (2011) described it this way: "The decisions that staff make are difficult on many levels, and always involve balancing the needs of the individual student with the interest and safety of the community at large" (p. 9).

In education settings, the needs of the individual are often related to enrollment in school or achieving some level of academic success in the classroom, determining a career path for future employment, and developing social relationships with those around him or her. Most individuals being assessed would agree that these are the things they would like to achieve as well. The community needs are equally important: the ability of all students to take part in a safe and supportive learning environment and to achieve academic success in a community free of fear, disruptions, and threats to safety. In the event that the individual is not able to remain part of the community, this conversation will be easier to have and understand with a student who feels that the evaluator is trying to find a mutually beneficial outcome.

D·PREP

ADVANCED INTERVIEW SKILLS

When conducting an interview, the central goal is to obtain accurate and credible information in order to decide how to proceed. This applies in counseling intakes to determine a diagnosis, law enforcement and campus safety interviews needed to process a crime, threat assessment and suicide assessment interviews conducted by BIT and CARE teams, and any similar interviewing circumstance.

Some advanced interviewing and assessment concepts are included here in summary.

- It is important to assess and strengthen the bridge of connection between you and the person you are interviewing. Image there is a bridge between you and the person you are talking with. Is this bridge weak, falling apart and full of loose boards and gaps? Or is the bridge strong and built on a firm foundation with sturdy handrails. The bridge is a metaphor for the commonalities you share with the person you are interviewing. People will share information more openly when they see a similarity between you and them. Look for ways to strengthen these connections through building rapport, active listening, sharing, and looking for common connections.

- Genuineness and authenticity go a long way in making the person you are interviewing or assessing feel more comfortable sharing information with you. When the person you are talking with sees you as distant, having a hidden agenda or avoiding the "elephant in the room," they are less likely to feel comfortable sharing with you.

- The famous comedian Andy Kaufman used to do this bit on his TV show where he would host a talk show. Like many talk show hosts of the time, he raised his desk higher than the person he was talking with to create a sense of authority and respect. Unlike many talk show hosts at the time, Andy's desk was a good 10 feet higher than the people he talked with. Think about the perspective and worldview of the person who you are interviewing. How do they see your position and how does this differential impact their willingness to share openly and freely with you during the conversation?

- In the world of hostage negotiation, they teach about the dual concepts of hooks and barbs. Hooks draw us closer to the other person while barbs are things that create distance and reduce connection. We want to find commonalities and potential hooks and avoid topics that cause an intense emotional response and reduce rapport. If we must ask difficult emotional questions during an interview, such as exploring the nature of sexual contact or personal questions bout suicidal thoughts, we should do so only after establishing hooks and connections with the person and have a sufficient hold so they will remain in connection with us during the difficult questioning.

- Jack Schafer's book *The Like Switch*, talks about his experience interviewing and working in law enforcement. In the book, he introduces the concept of friend and foe signals, using the example of a firefly's glow to make his point. Friend signals include concepts such as smiling, head tilting, head nodding and eyebrow flash. Foe signals include concepts such as scowling/furrowed brow, not listening, rubbing temples and eye rolling.

TRAUMA

TRAUMA

"An exceptional experience in which powerful and dangerous events overwhelm a person's capacity to cope."

Kathleen Fitzgerald Rice and Betsy McAlister Groves (2005)

TRAUMA

STRESS

TRANGSTT

Trauma & the Mind-Body Connection

DAILY STRESS

1. Managing illness
2. Childcare
3. Dating/loneliness
4. Working out
5. Getting up early for work
6. Support friends in need
7. Difficult commute
8. Traffic/construction noises
9. Temperature/weather discomfort
10. Work or school deadlines
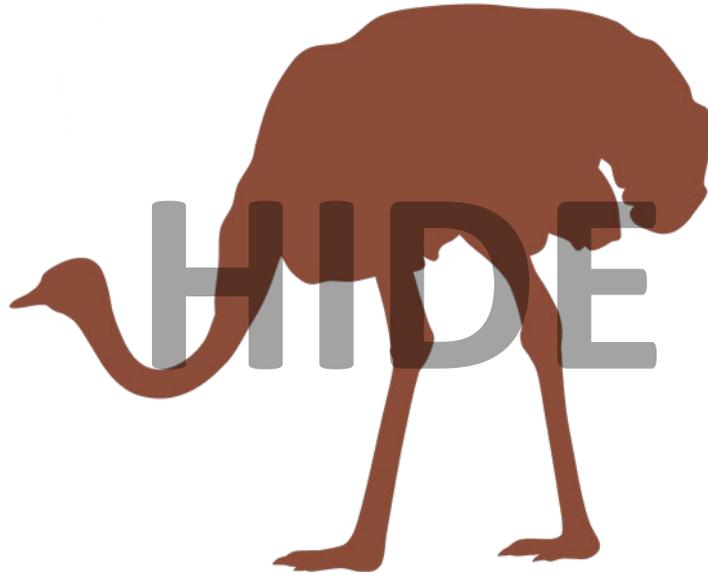
EUSTRESS

TOXIC STRESS

FIGHT

FREEZE

FLIGHT

HIDE

FAWN

ADVERSE CHILDHOOD EXPERIENCES

Abuse

Physical

Emotional

Sexual

Neglect

Physical

Emotional

Household Challenges

Mental Illness

Intimate Partner Violence

Parental Separation or Divorce

Incarceration

Substance Misuse or Dependence

Beyond ACEs...

Racism

Discrimination

Generational and cultural trauma

Bereavement or survivorship

Adult responsibilities as a child

Mental illness in the household

Divorce

Emotional or physical neglect

ADVERSE CHILDHOOD EXPERIENCES

Abuse
- Physical
- Emotional
- Sexual

Neglect
- Physical
- Emotional

Household Challenges
- Mental Illness
- Intimate Partner Violence
- Parental Separation or Divorce
- Incarceration
- Substance Misuse or Dependence

The Pair of ACEs

Adverse Childhood Experiences

Maternal Depression

Physical & Emotional Neglect

Emotional & Sexual Abuse

Divorce

Mental Illness

Substance Abuse

Incarceration

Domestic Violence

Homelessness

Adverse Community Environments

Poverty

Violence

Discrimination

Poor Housing Quality & Affordability

Community Disruption

Lack of Opportunity, Economic Mobility & Social Capital

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Center for Community Resilience

Adopt a trauma informed mindset

D·PREP SAFETY DIVISION
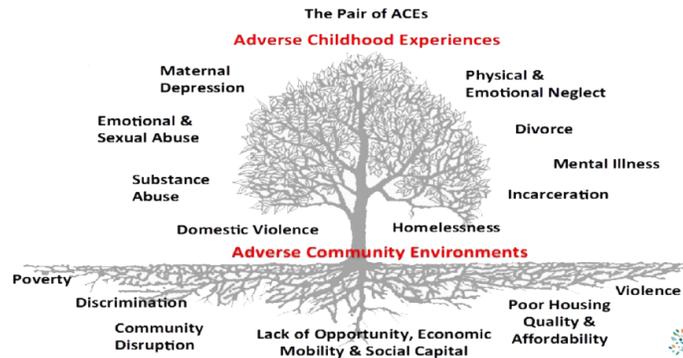
ADVERSE CHILDHOOD EXPERIENCES

Adverse childhood experiences, or ACEs, are potentially traumatic events that occur in childhood (0-17 years). ACEs are linked to chronic health problems, mental illness, and substance use problems in adolescence and adulthood. ACEs can also negatively impact education, job opportunities, and earning potential.

- ➤ Systemic and institutional racism
- ➤ Discrimination based on race, ethnicity, gender identity or sexual orientation, religion, learning differences, or disabilities
- ➤ Generational and cultural trauma
- ➤ Bereavement or survivorship
- ➤ Adult responsibilities as a child
- ➤ Mental illness in the household
- ➤ Divorce
- ➤ Emotional or physical neglect
- ➤ Violence in the home or community
- ➤ Having a family member attempt or die by suicide
- ➤ Substance use problems in the household
- ➤ Instability due to parental separation or household members being in jail or prison

ACEs are common. About 61% of adults surveyed across 25 states reported they had experienced at least one type of ACE before age 18, and nearly 1 in 6 reported they had experienced four or more types of ACEs.

Some children are at greater risk than others. Women and several racial/ethnic minority groups were at greater risk for experiencing four or more types of ACEs.

ACEs are costly. The economic and social costs to families, communities, and society totals hundreds of billions of dollars each year. A 10% reduction in ACEs in North America could equate to an annual savings of $56 billion.

The Pair of ACEs

Adverse Childhood Experiences

Maternal Depression

Physical & Emotional Neglect

Emotional & Sexual Abuse

Divorce

Mental Illness

Substance Abuse

Incarceration

Domestic Violence

Homelessness

Adverse Community Environments

Poverty

Violence

Discrimination

Poor Housing Quality & Affordability

Community Disruption

Lack of Opportunity, Economic Mobility & Social Capital

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Collaboration

Safety

Choice

Trustworthiness

Empowerment

Cultural humility

Perspective Taking

Empathy

Control actions
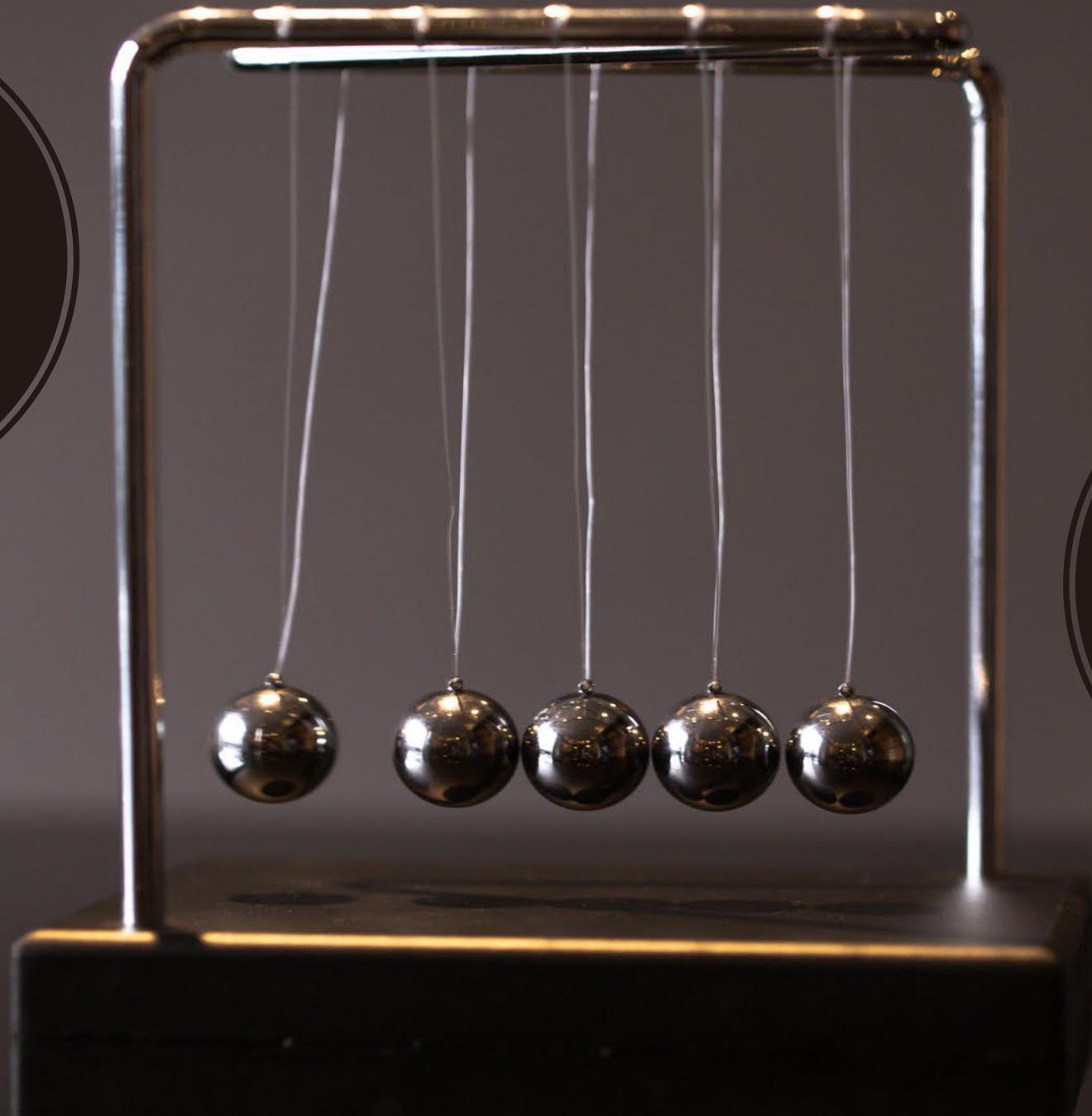
and reactions
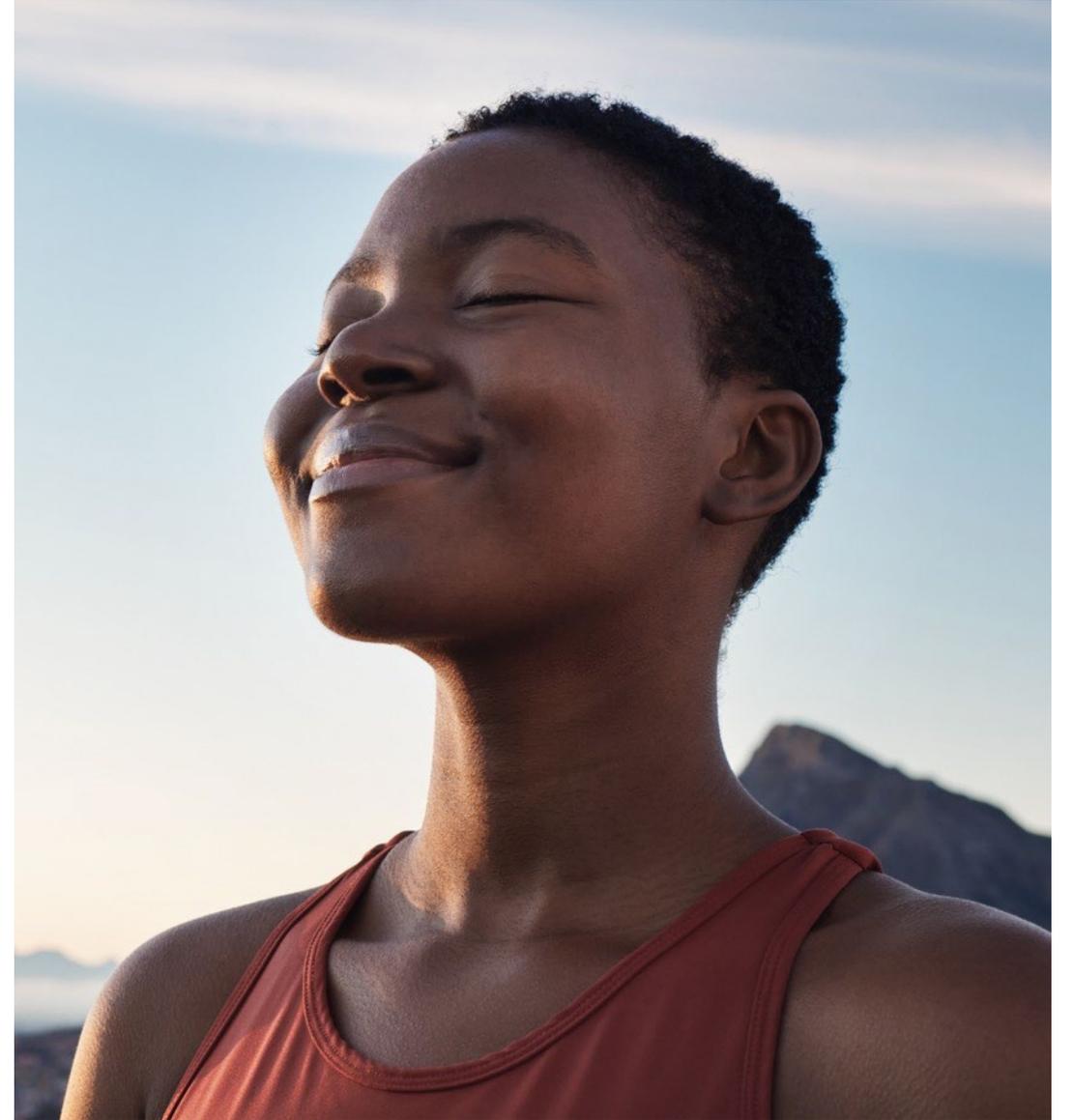
Authority

Interview Room

D·PREP
SAFETY DIVISION

TRAUMA REACTIONS
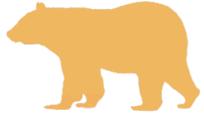
Most of us have heard of the 3 standard trauma responses, fight, flight or freeze. There are two additional standard responses to trauma, hide and fawn/appease.

Fight kicks in when we feel that we need to fight to survive. A person fights in an attempt to remove the trauma by matching power for power. Our brains send signals throughout the body to rapidly prepare for the physical demands of fighting. Signs of fight response include the urge to punch someone or something, crying, upset stomach, and/or feeling intense anger.

Flight is the desire to remove ourselves from the trauma by disengaging, escaping or avoiding. Flight typically occurs when we don't feel strong enough to fight back and attempts to remove ourselves from the trauma as quickly as possible. Flight can be physical or mental (daydreaming, going to "another place" to detach from immediate danger).

Freeze happens when we aren't sure what to do and we dissociate from the trauma and shut down. We stop listening to people and may numb ourselves to avoid thinking. In freeze mode, we may experience pale skin, a sense of dread, a loud, pounding heart, feeling stiff, heavy, cold or numb, and a decreasing heart rate.

A **hiding** individual attempts to disconnect or become invisible. This can also be physical and mental (daydreaming to avoid reality). Sometimes hiding involves masking our true selves in order to survive long-term trauma. In some cases, we may gradually lose connection to our authentic selves and have no idea who we truly are.

Fawning occurs when we downplay our personal needs and instead focus on people-pleasing behavior. In order to get the situation to go away, an individual will try to determine what the person in power wants and give it to them. The fawn response is typically prominent in people who grew up in abusive families or situations.
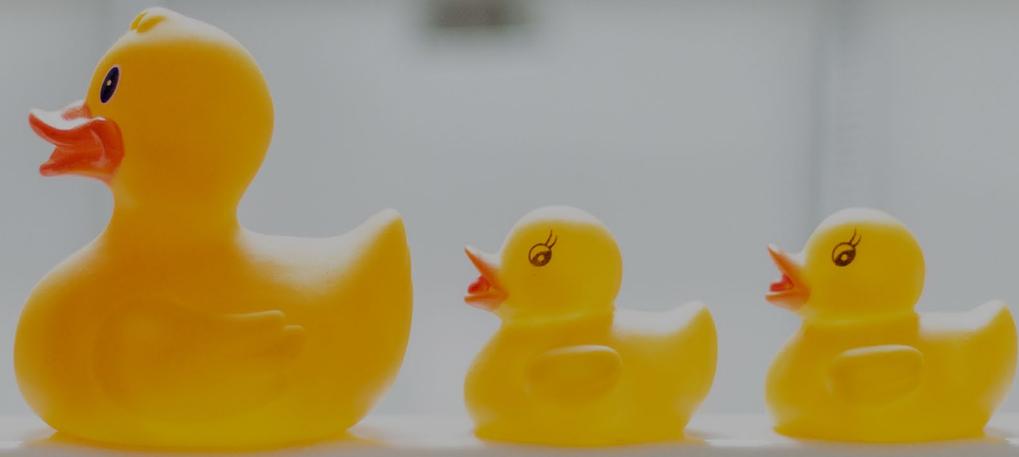
SAFETY

"No one or two traits or characteristics should be considered in isolation or given more weight than the others."

-Mary Ellen O'Toole

Office Safety

CCN-20024

Tom's Big Bag
Of Goodies

13 pieces
$150.00

CUTLERY
CORNER

Octoberfest
Spectacular Sale

1-800-524-4851

Denial

Deliberation

Decisive Moment

DENIAL

DELIBERATION/MULLING

DECISIVE MOMENT/ACTION

D·PREP SAFETY IN THE TITLE IX ENVIRONMENT

When conducting a Title IX interview, tensions can be high. Those reporting a concern may be anxious and feel emotionally vulnerable. Those responding to a concern may feel confused, angry, or threatened. In this mix of emotion, it is important to prepare for potential physical escalations and take some small but important preventative steps to keep yourself and others safe.

While some of the advice offered below may be outside of your control due to budget constraints or furniture that cannot be moved, look for multiple ways to improve your situational awareness and office safety.

- Having a plan helps you prepare to respond to a crisis. When we don't have a plan, we lose precious time and slow our reaction down when we need to move quickly and decisively. Muscle memory will be created by advance preparation and planning of what you will do in a crisis situation.

Denial
↓
Deliberation
↓
Decisive Moment

- Understand Amanda Ripley's Survival Arc. When a crisis occurs, we want to move quickly past denial and avoid becoming weighed down by slow deliberation. Time matters! The sooner we can move through denial and deliberation, the quicker we can move to decisive action.

- While privacy matters, you should balance the need for a more secluded office space with the potential of physical violence and the proximity to help.

- Invite visitors into your office space and offer them a seat that positions them in a manner that gives you a way to exit quickly. Don't put someone between you and the door, particularly if the door is the only potential exit from the room.

- Have an awareness of how you would exit the room if there was an emergency. Keep in mind there may be other exits in a crisis, such as a window or a secondary door.

- Have a primary exit and secondary exit in mind. Having two exit paths is smart in the event one of them is blocked or unavailable.

- Avoid having small, heavy objects in easy reach on your desk, table, or shelves, including paper weights, awards, or other knick-knacks. These could be used as weapons or thrown.

- Avoid having anything sharp or made of glass in easy reach of people visiting your office. This may include scissors, glass objects, or letter openers.

- Consider static and portable alarm buttons that can quickly notify administrative assistants and/or law enforcement if you are fearful for your safety.

Remember, think of your safety in terms of a layered plan with multiple parts that work together to mitigate the risk of you getting hurt.
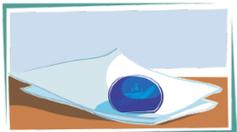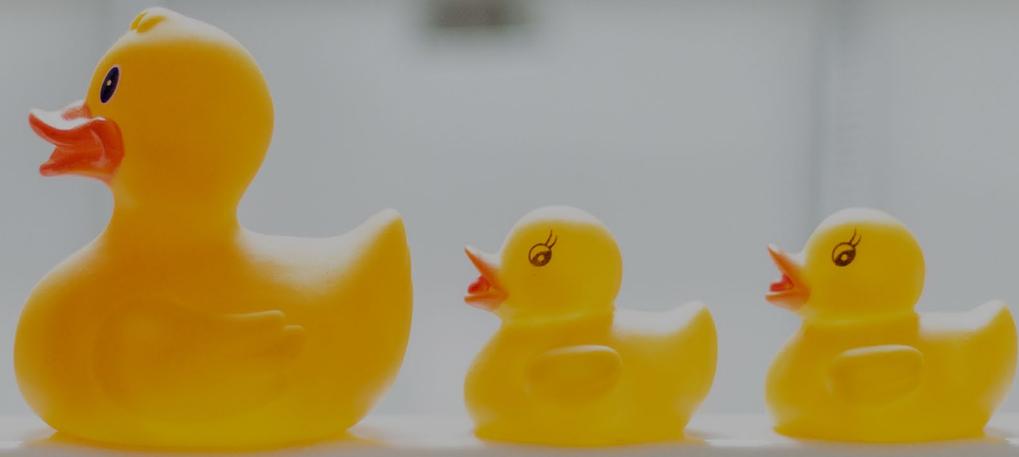
DECEPTION

WE LIE TO PROTECT....

Ourselves

Our Family

Our Image

Our Resources

Clues to Deceit in the Marketplace, Politics, and Marriage
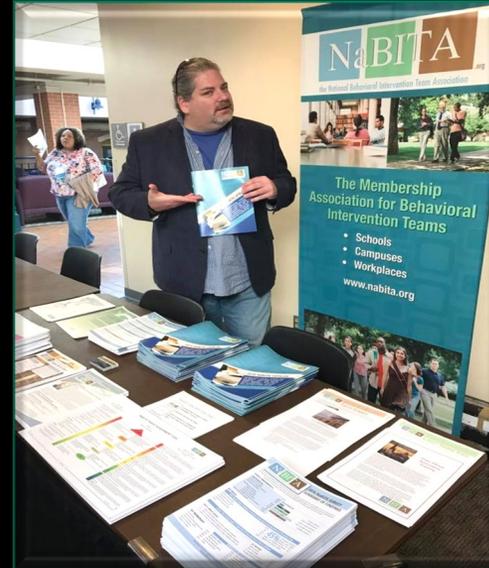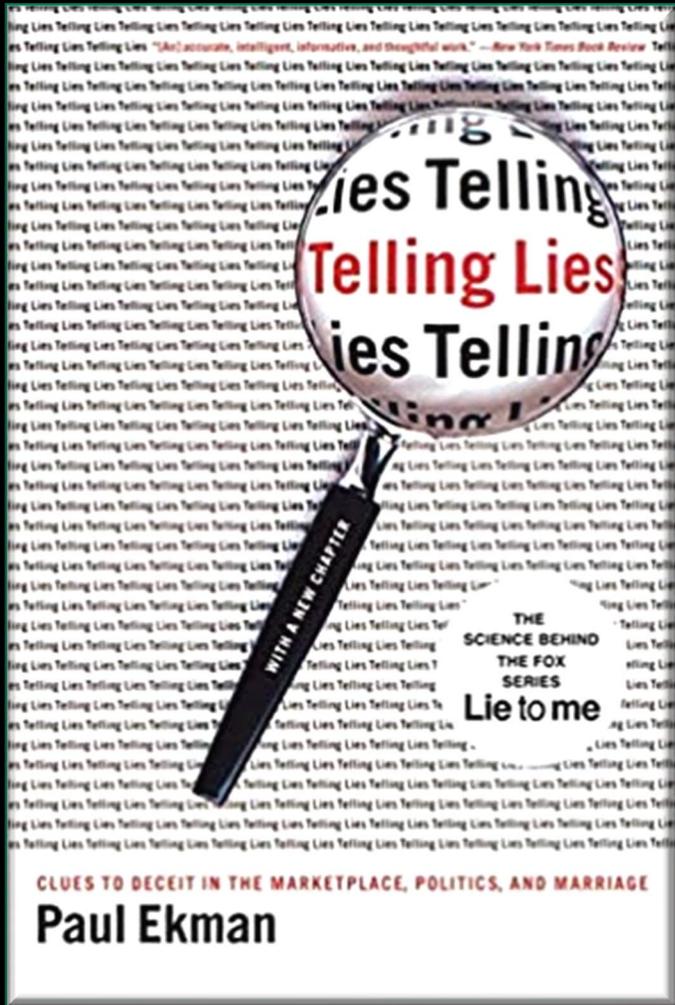
Paul Ekman

www.paulekman.com/resources/micro-expressions/
https://medium.com/@vvanedwards/how-to-decode-the-7-basic-emotions-140561f2ccdf
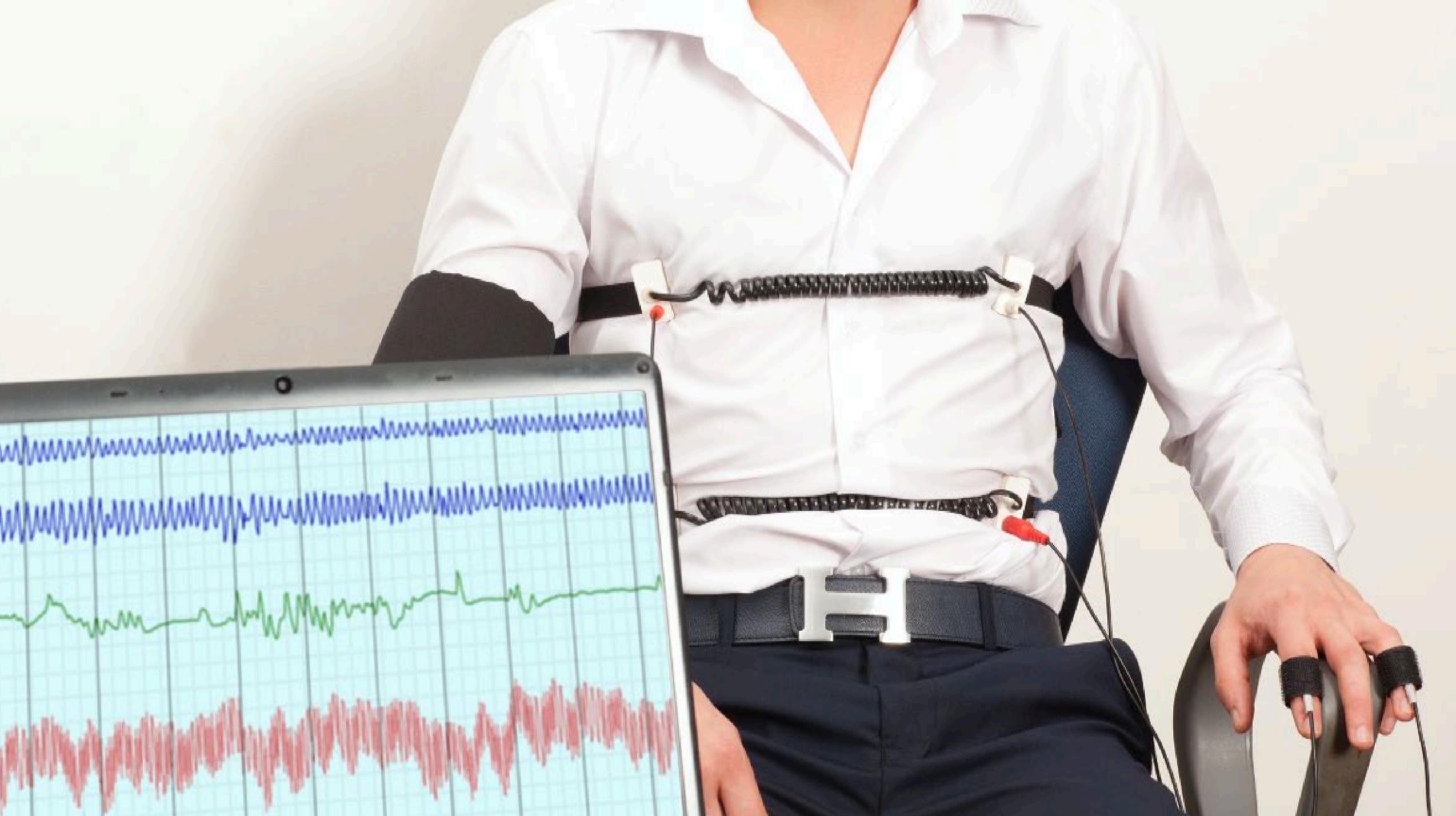
COGNITIVE LOAD
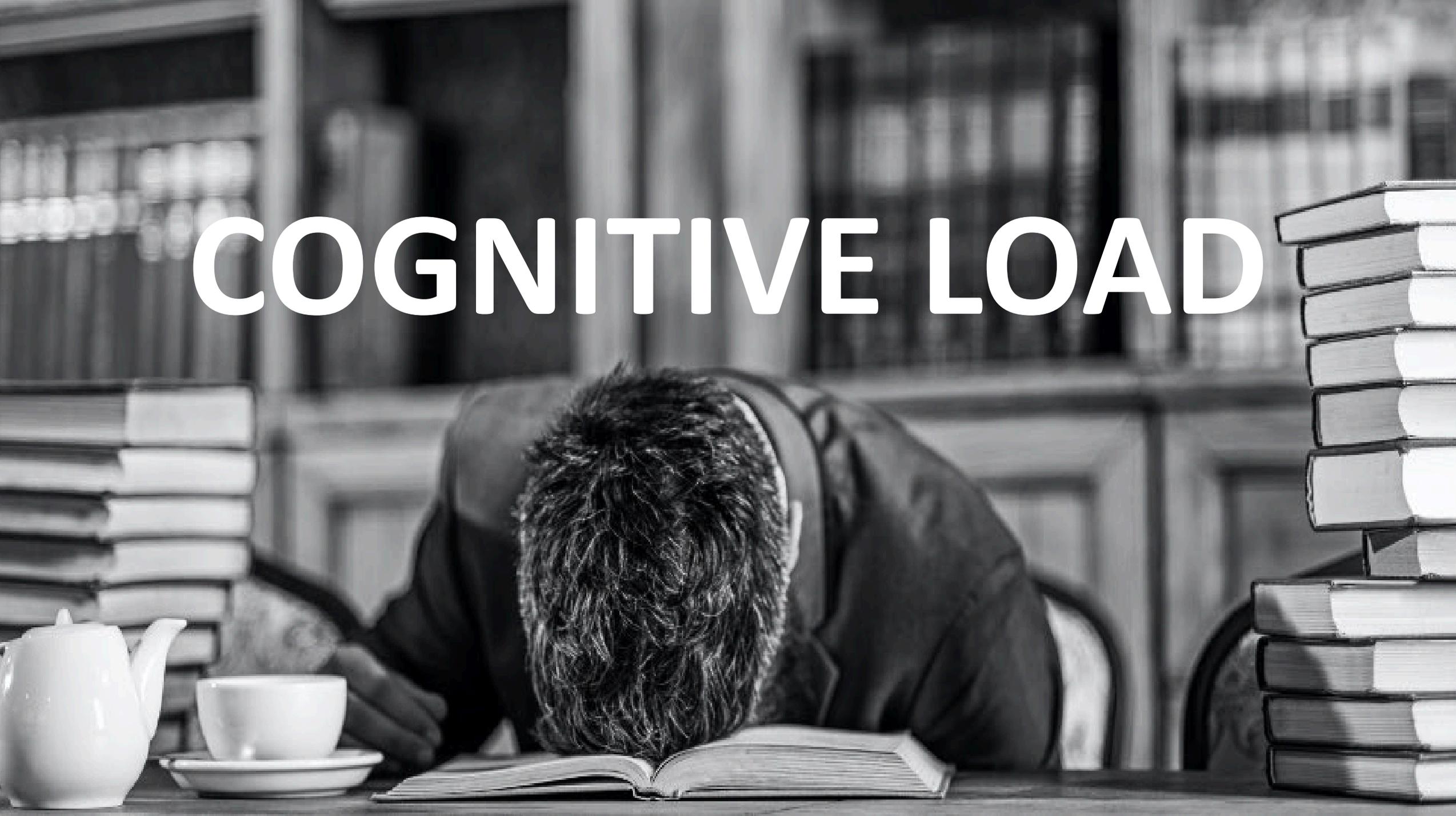
HALO EFFECT

Bridge
Back

Props

Bias Mitigation
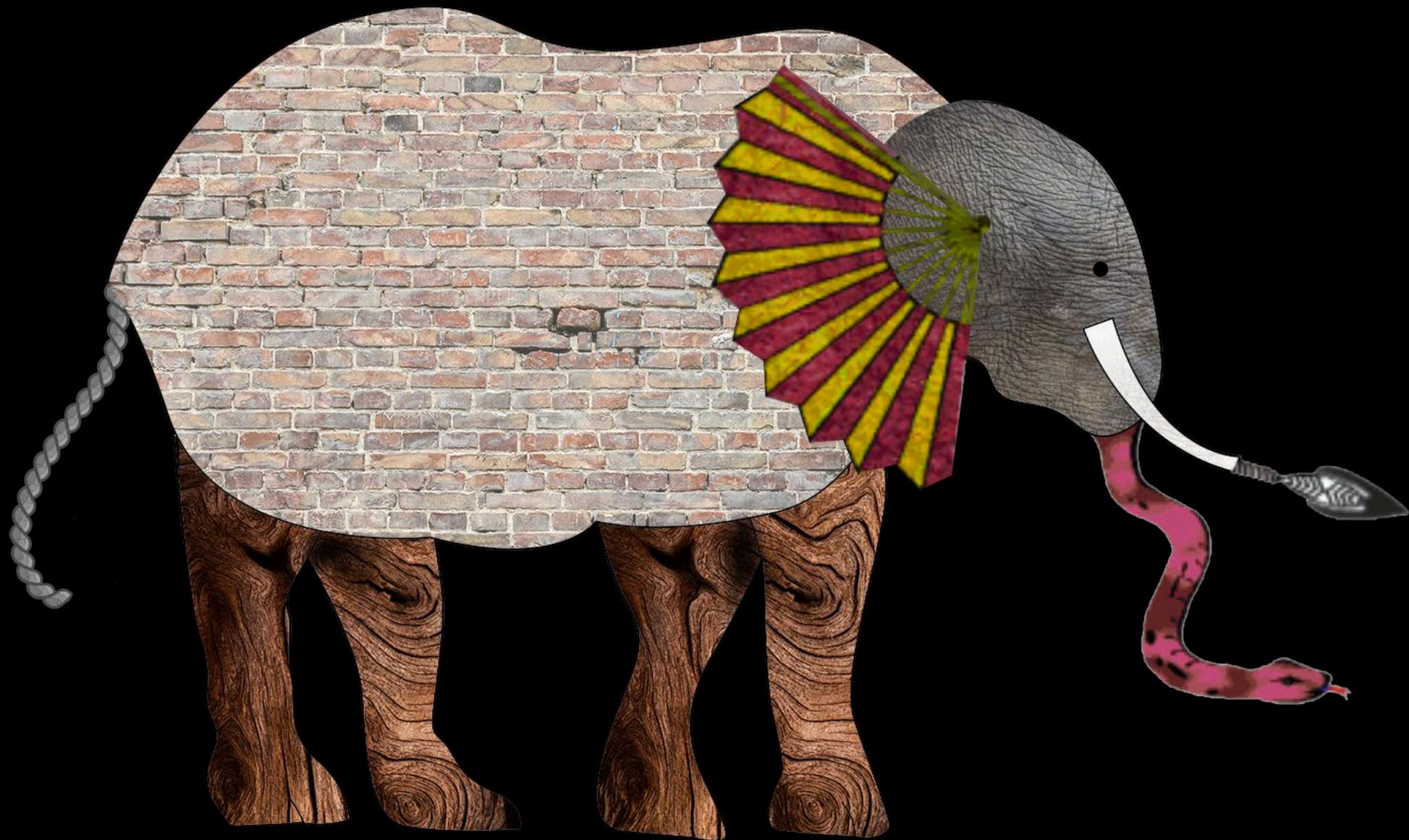
Dunning-Kruger Effect

Groupthink

Availability Bias

Bandwagon Effect

Clustering Illusion

In/Out Group

In this next section, we will be discussing anchor bias.

This section includes a graphic image from American Horror Story Season 1 of a character in a hallway prior to a school shooting.

There are also some photos of Jared Loughner from the Tucson, AZ shooting and James Holmes from the Aurora, CO movie theater attack.

While we don't usually use attacker's names, we are doing so here to teach the concept of anchor bias.

Anchor
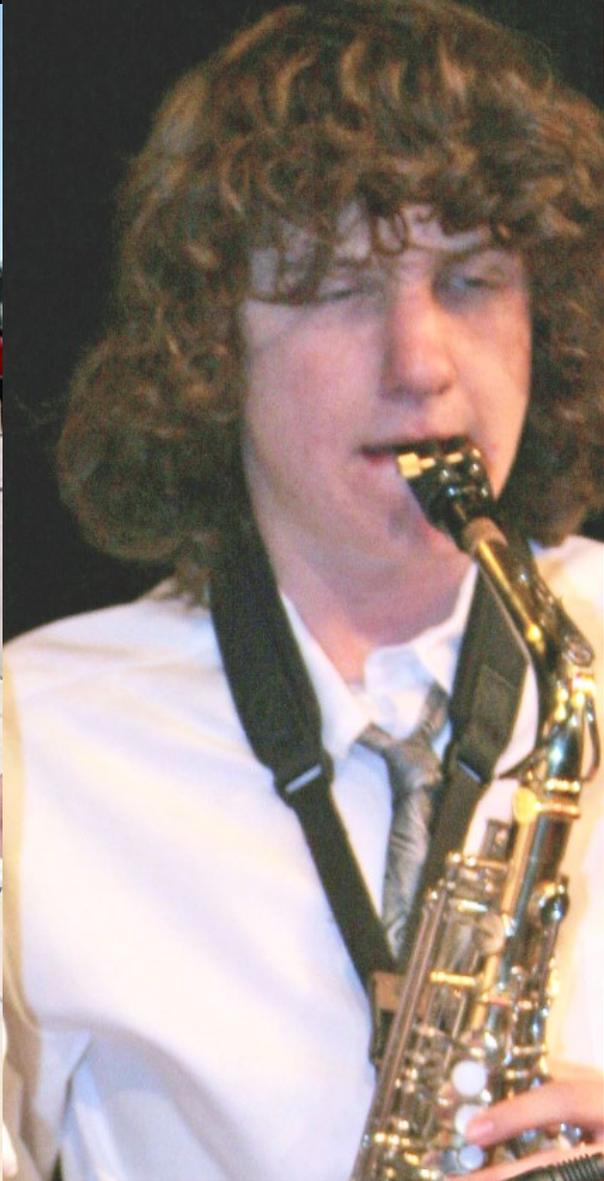
Ostrich Effect

Mitigate Bias

Accept people for who they are

Learn to listen
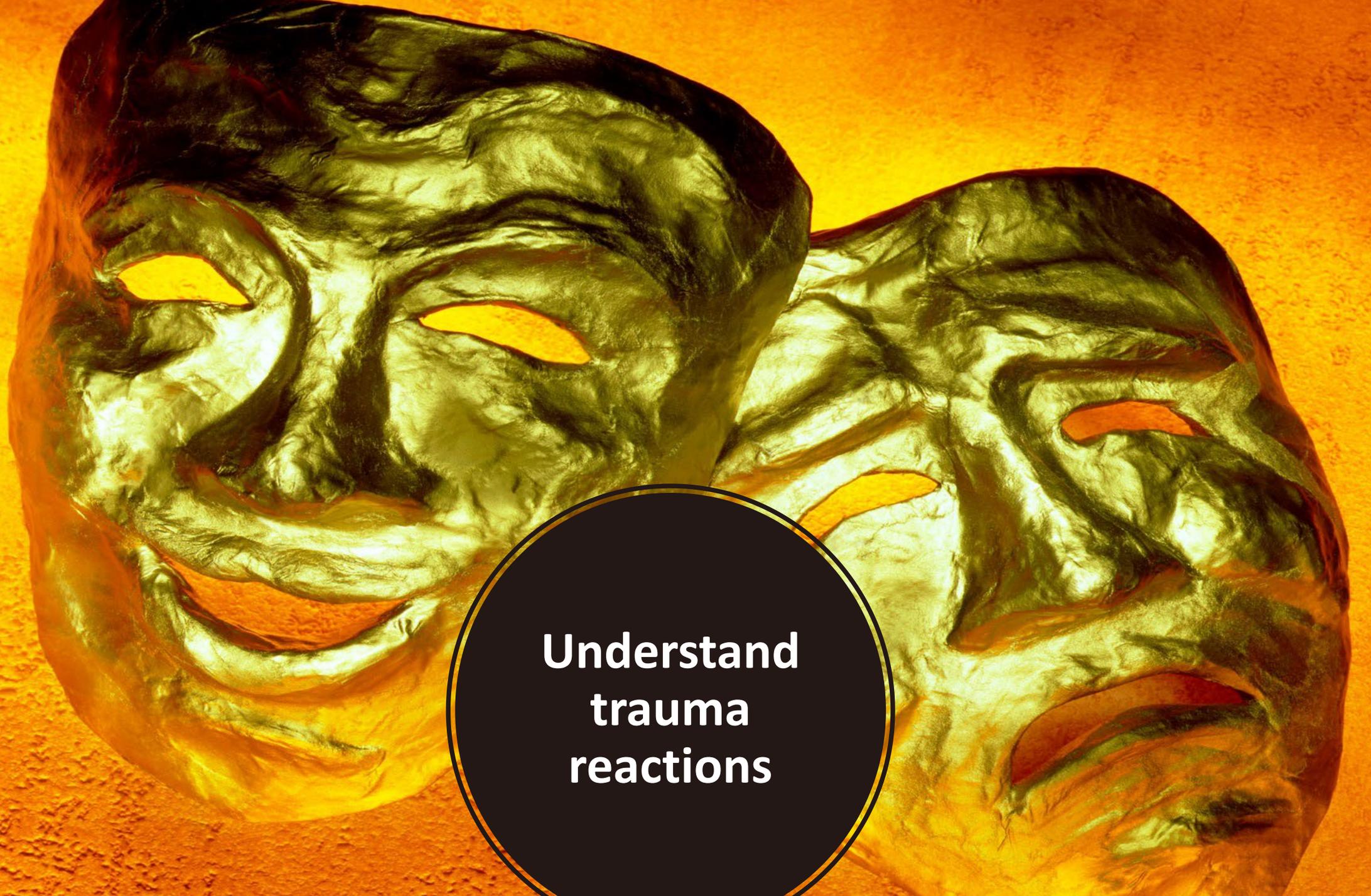
Understand trauma reactions

Ripple effects of trauma

Recognize pain points
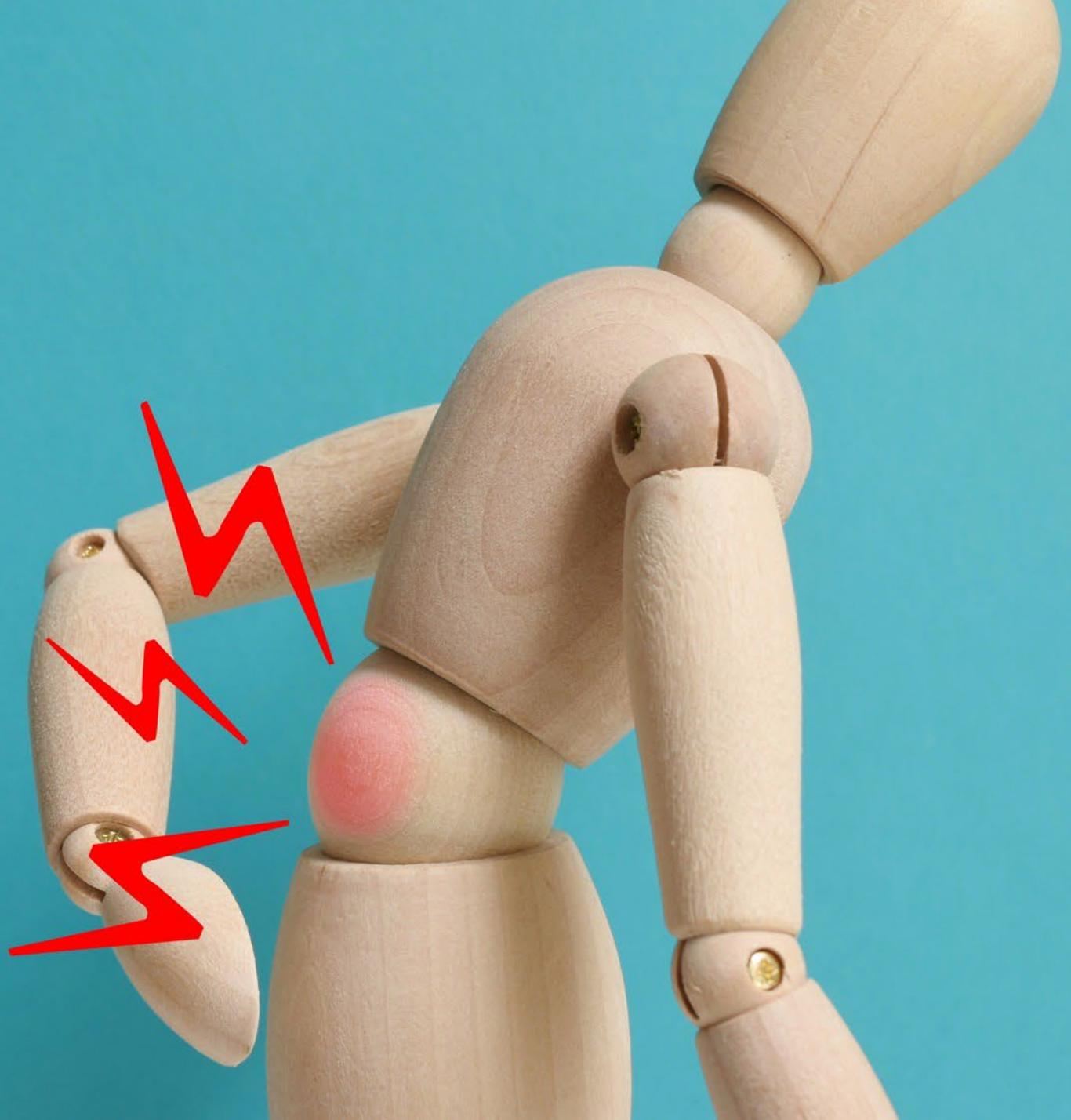
Do your research

Assumption vs. Hypothesis

Assumptions

Are based on subjective information

Lack evidence and support

Arrived at quickly by one person

Stay static and rarely shift from initial thoughts

Close off other possibilities

Hypotheses

Are based on objective data and facts

Have evidence and support

Arrived at more carefully and thoughtfully

May include multiples; ruled out with data

Looks at rival plausible hypothesis (red teaming)

"Skeptical Inquisitive Mindset"

To evaluate the information in the case

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instrument, (b) staff-wide training on the threat assessment instrument, and (c) adequate follow-up and safety planning.

Completion of the Threat Assessment Process. There was a minimal attempt to proactively obtain information about all of the risk factors during the threat assessment process. As a result, KP was assessed as a "low level" of concern and the district did not review his threat assessment (at the time of the shooting, the district only reviewed threat assessments with "medium" and "high" levels of concern). In addition, the U.S. Secret Service's six principles and 11 questions – which were included in LPS's Threat Assessment Training PowerPoint (see Exhibit 4) – were *inadequately* investigated, and a "skeptical, inquisitive mindset" was not used to evaluate the information in the case.

D·PREP BIAS MITIGATION

Bias is our tendency to see the world from our lens of experience. It can lead us to ignore evidence or make assumptions not based on evidence. It can create blinders for those involved in the threat analysis or mitigation process and impact our ability to build rapport, connect with students, and create safe/neutral spaces. While we can never remove bias, we can train to make us more aware of how bias can affect decision making.

Sources of Bias

Gender, gender identity experiences, and sexual orientation

The friends, family, and peers around us

Experiences with mental illness or physical disabilities

Religious beliefs and political experiences

Economic differences and experiences of wealth and poverty

Race/ethnicity, world view, and generational expectations

Exposure to different cultures or geographic areas

Common Types of Bias

Anchor Bias. This bias can impact a team member when they become anchored or locked on a particular piece of data or first impression on a case and are unwilling to consider rival, alternative hypothesizes. The bias occurs when we rely too heavily on the first piece of information we are given about a topic. We can manage this by having group discussions and display a willingness to look behind our first impressions on a case.

Availability Bias. This occurs when we lean into an over-reliance upon readily available (most recent) information. When gather information about a case, team members should guard against focusing solely on the low-hanging fruit and data around us, but rather finding the information needed to best assess the case and develop culturally competent interventions.

Blind Spot Bias. This involves a team member's tendency to miss crucial elements of a case because they are unable to see the data from a balanced and reasonable perspective. These team members may be very good at spotting systematic errors in others' decisions but are unable to see their own mistakes. One way this is addressed is through having a diverse team with varied perspectives.

Confirmation Bias. Here the team member may form an early assumption and progress with the case seeking to overvalue evidence that fits with and/or confirms their assumption. When gathering information, team members are encouraged to consider the question: are you interviewing or validating?

Dunning-Kruger Effect. This is the tendency for team members to over-estimate their abilities in certain areas such as threat assessment, counseling, or law enforcement. They make assumptions that since they have had some training, they are able to reach further than they really should. This can also happen in reverse, where people who are good at a task are hesitant to share because they under-estimate their competence in the task.

In Group/Out Group. Here a team member tends toward gathering data and making decisions that are favorable toward the someone who is like the team member. This could be a shared activity, place of birth, love of a sports team, or connection to a group, club, or organization. We guard against this by leaning into the team experience and being aware of our personal connections, either for the good or bad, on a given case that is presented to the team.
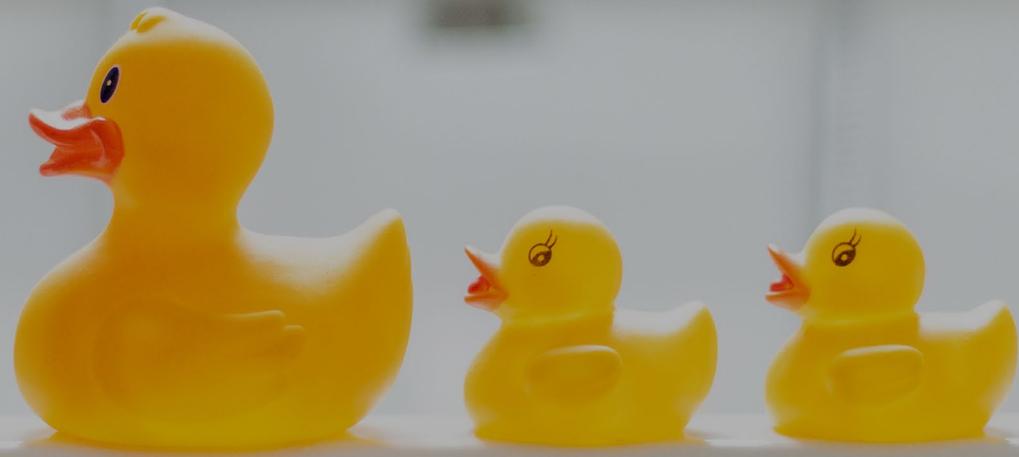
ANCHOR

Protective Factors

An Exploration of the Risk, Protective, and Mobilization Factors Related to Violent Extremism in College Populations

Brian Van Brunt, EdD,[1] Amy Murphy, PhD,[2] and Ann Zedginidze, MA, EdM[3]

Abstract

In the wake of recent escalations and attacks involving members of college and university communities, the authors explore a specific and detailed investigation of how a student, faculty, or staff's radical ideologies can move from strongly held beliefs to extremist violence. Using a case study methodology in addition to a literature review, the authors identify and summarize 30 cases of violence or terrorism motivated by an ideological belief to identify the factors related to violent extremism. This article examines risk factors for violent extremism, mobilization factors contributing to violent actions, and protective factors that reduce the potential for violence to provide a risk assessment model for college and university behavioral intervention teams or threat assessment teams.

Keywords: college violence, terrorism, extremist ideology, threat assessment

Introduction

CAMPUS BEHAVIORAL INTERVENTION and threat assessment teams (BITs/TATs) have become increasingly concerned with how to identify the potential for radicalization of students, faculty, and staff toward extremist violence. There have been several recent attacks, including Alexandre Bissonnett at a mosque in Quebec (Austen and Smith 2017), Abdul Razak Ali Artan at Ohio State (Grinberg et al. 2016), and Dzhokhar Anzorovich ''Jahar'' Tsarnaev and Tamerlan Tsarnaev at the Boston Marathon (Candiotti 2013), where a radicalized individual carried out a terrorist attack on a college campus or was connected to a college community.

In the wake of the 2016 presidential election, campuses are also seeing an increase in incidents of hardened and fixated political ideologies (Fox News 2017; Hauser 2016; McCarthy 2016), leading to harmful debate, aggressive exchanges, and potential violence requiring a greater understanding of the processes wherein an individual moves from radical thoughts to violent extremism.

When a radicalized individual or group embraces violence as a justified pathway to achieve their political, religious, or social goals, this can transform to extremism and terrorism (Pressman 2016). All sources show a progressive connection from radicalism to extremism to terrorism. Extremism is the vocal and active opposition to the essential values that potentially escalate to terrorism wherein violence is used to achieve the desired goals and ends (Scarcella et al. 2016). Terrorism is then defined as the unauthorized or unofficial use of violence and intimidation in pursuit of political, religious, or ideological goals (Scarcella et al. 2016). Here, the individual is interested in the attack itself as well as the impact of the attack on others and the larger community. This can occur as a lone terrorist without command and control from a group, or with support or inspiration from other individuals.

Although many individuals in the campus community feel marginalized, treated unfairly, discriminated against, and unengaged in society, only a small number move toward violence to express these frustrations or to bring about change. Radical thoughts and ideas are not, in and of themselves, dangerous or problematic. There are many examples throughout history of positive contributions from radical individuals and groups. Unfortunately, there are other examples wherein an individual's radical thoughts and ideas transform to embrace violence and intimidation as reasonable actions to reach his or her political, religious, or ideological goals. One of the central goals of this research is to better define the tipping point toward violence.

[1]The National Behavioral Intervention Team Association (NaBITA), Berwyn, Pennsylvania.
[2]Angelo State University, San Angelo, Texas.
[3]Teachers College, Columbia University, New York, New York.

Social Connection	Emotional Stabilit
Pluralistic Inclusivity	Global Competence
Non-Violent Outlets	Perspective Taking
Social Safety	Resilience
Professional/Academic Engagement	Consequence of Actions

Social Connection

Pluralistic Inclusivity

Non-Violent Outlets

Social Safety
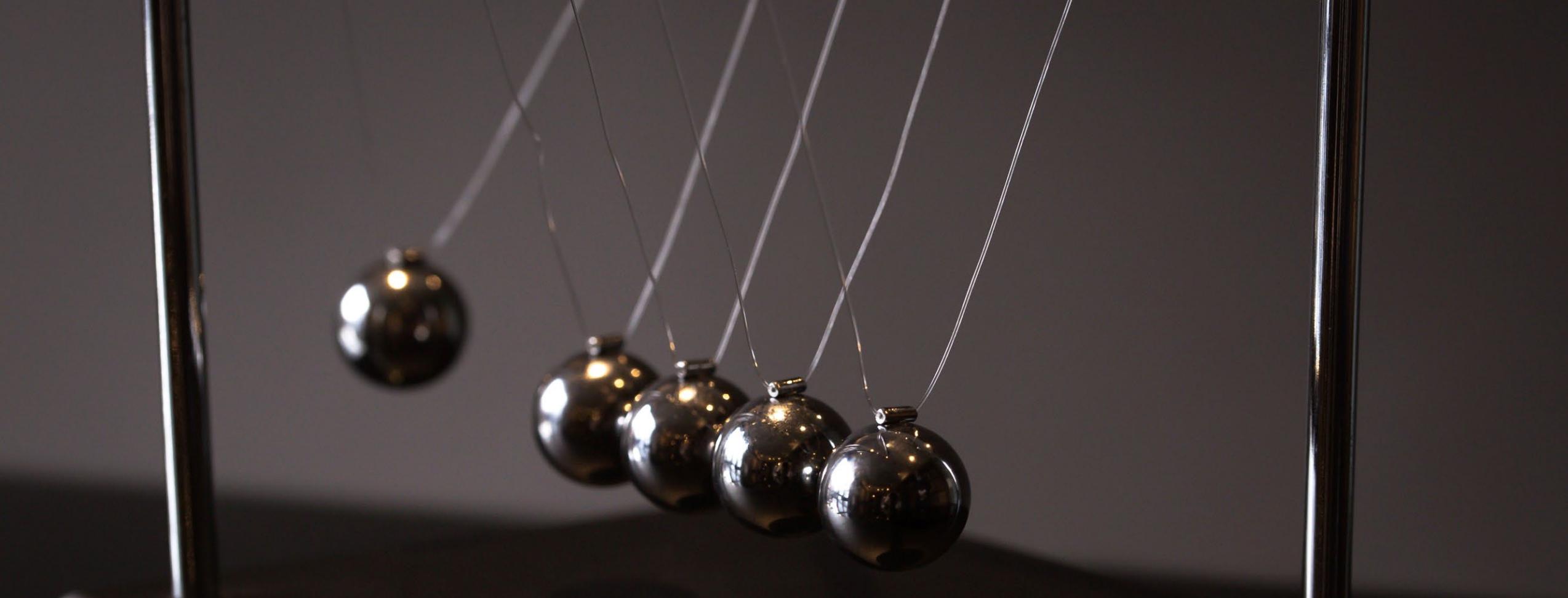
Professional/Academic Engagement

Emotional Stability

Global Competence

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