

Sexual Misconduct Crisis Management, Behavior Interventions, & Threat Assessment

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1

1

Agenda

1. Challenges & Barriers to Accessing Support
2. Triage & Case Mgt
3. Threat Assessment Tools
4. Crisis Mgt Tools & Examples
5. Title IX & Behavior Intervention Teams: Reporting & Interventions
6. Documentation & Record Keeping

2

2

Challenges & Barriers to Accessing Support

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3

Intersectionality:

Interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group.

Creates overlapping and independent systems of discrimination and disadvantage.



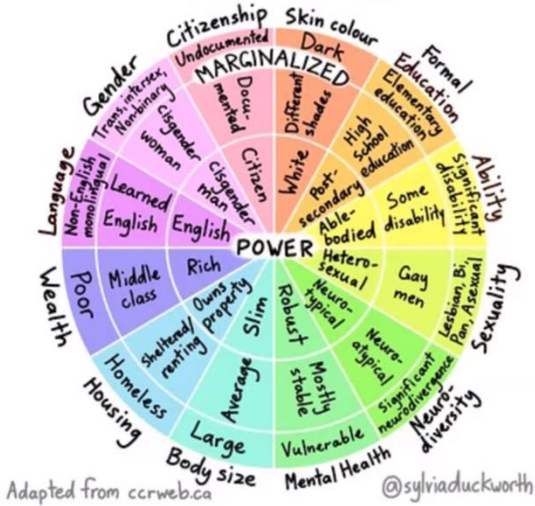
Source: *Demarginalizing the Intersection of Race and Sex...*
(Kimberlè Crenshaw, 1989)

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Power & Privilege Wheel

WHEEL OF POWER/PRIVILEGE



TYPES OF PRIVILEGE IN OUR SOCIETY

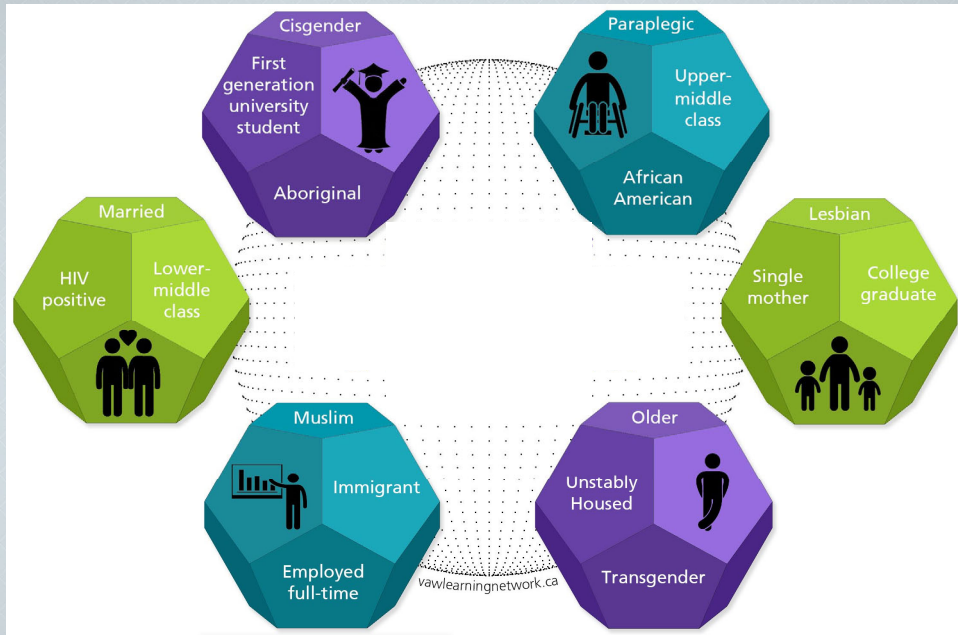
(Which are yours?)

- More power ← → Less power
1. Light ← SKIN COLOUR → Dark
 2. Cisgender* ← GENDER → Gender diverse
man woman
 3. Family wealth ← SOCIO-ECONOMIC → Poverty
 4. Post secondary ← FORMAL EDUCATION → Low level completion
 5. Citizenship ← DOCUMENTED STATUS → Undocumented immigrant
 6. Non-disabled ← PHYSICAL ABILITY → Disabled
 7. Neurotypical ← NEURODIVERSITY ▲ → Neurodivergent
 8. Heterosexual ← SEXUAL ORIENTATION → Gender queer
 9. Normative ← PHYSICAL APPEARANCE → Non-normative
 10. Robust ← MENTAL HEALTH → Vulnerable
 11. Christian ← RELIGION → Non-Christian
- * Gender corresponds with birth sex ▲ Developmental, intellectual & cognitive abilities



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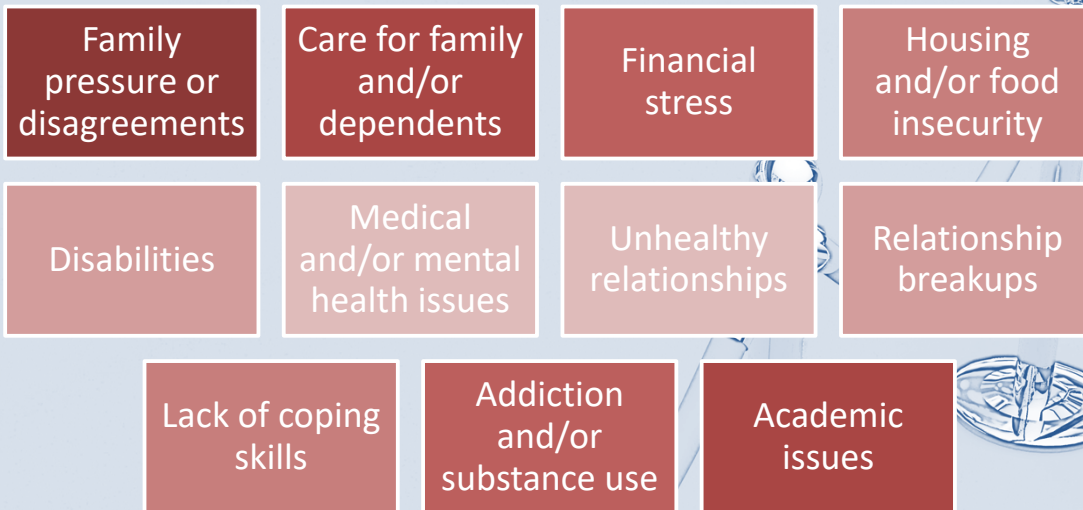
Source: Sylvia Duckworth; Adapted from ccrweb.ca



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Source: www.vawlearningnetwork.ca

Challenges and Barriers



7

7

Intersectionality Considerations

- In what ways, if any, have **specific challenges** (e.g. racism, heterosexism, ableism, etc.) affected a person's experiences?
- In what ways, if any, have a person's **communities, family, or friends** affected a person's decisions to:
 - Tell someone or report an incident
 - End or continue an unhealthy or abusive relationship
 - Get help or support
- Has the person received **support** from family and friends throughout the process? What does "being supported" look like for each person?

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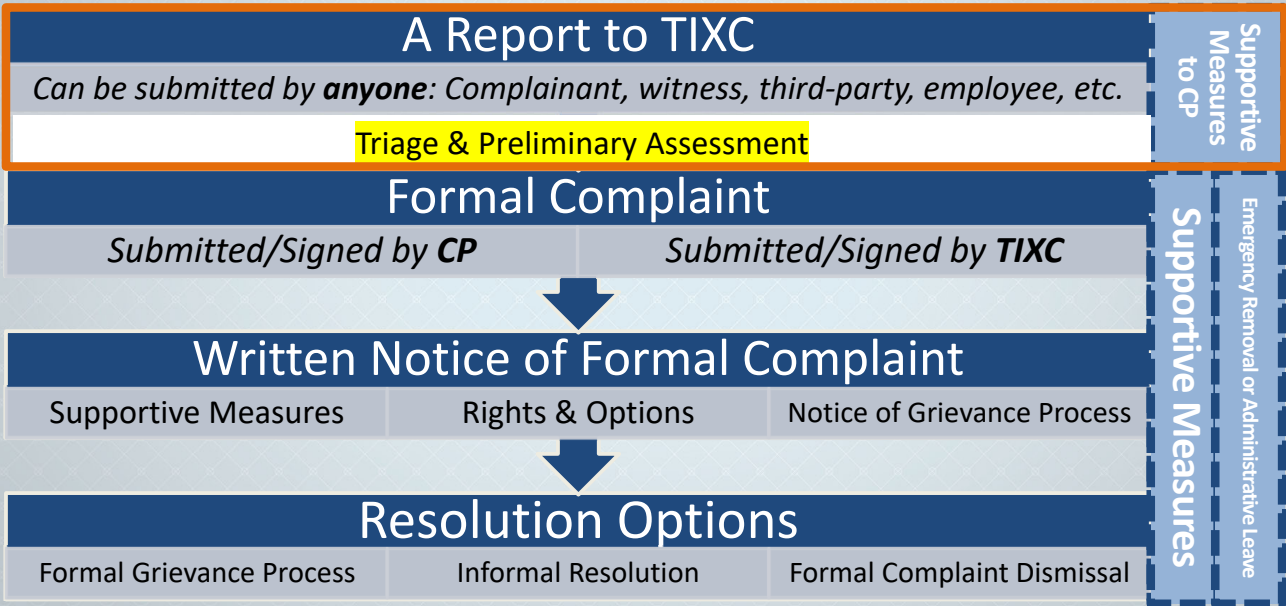
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9

Sexual Misconduct Resolution Flowchart

10



10

Basis of the Alleged Conduct

- Alleged **incident** of prohibited conduct
- Alleged **pattern** of prohibited conduct
- Alleged **climate issue(s)** in an area or department

Types of Concerning Behavior

Sexual Harassment
or Sexual
Misconduct

Sexual Violence

Dating or
Domestic Violence

Stalking

Sexual Exploitation

Disruptive or
Interfering
Conduct

Suicidal Ideation
or Threats

Hospitalizations

Homicidal Ideation
or Threats

Property Damage

Safety Concerns

Actions
Endangering Self
or Others

Other Triage Analysis & Considerations

Person(s) Affiliation to the Institution?

Incident Location(s)

Date/Time of Incident

Time of Alleged Incident:
Institutional Nexus or Jurisdiction?

Institutional Action?
Preventative Action?
Remedies?

Level of Concern?
Threat Level?



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Other Required Action?

Type of Concern

Action

Non-emergency behavioral or wellness issues(s)

Refer to Behavior Intervention Team (BIT) or campus equivalent

Immediate safety concerns (emergencies) or welfare check required

Report immediately to 911

Clery reportable crimes that meet Clery geography requirements and/or timely warning requirements

Timely Warnings: Report immediately to campus law enforcement
Clery Crime Reporting: Report to the campus Clery Manager

Alleged abuse and/or neglect of minors

Report immediately to Child Protective Services or state equivalent

Alleged conduct could violate other institutional policies

Refer to the appropriate office(s) who oversees the applicable policies

TIXC: File a Formal Complaint?

Consider if there are compelling reasons:

1. The **nature, circumstances, & seriousness** of the alleged conduct;
2. The **safety & risk of harm** to others;
3. Any **pattern evidence**, other similar conduct or allegations of the **RP**;
4. **RP's affiliation** with the institution & **applicable options** for institutional action; and/or
5. Other relevant factors in the specific matter?



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15

15

Examples of Supportive Measures

**Non-Disciplinary
& Non-Punitive
Measures...**

that do not
unreasonably
burden the other
party

Housing
Reassignment

Counseling
Services

Class Extensions
or Adjustments

Work or Class
Modifications

Class Withdrawal
or Retake
(w/o penalty)

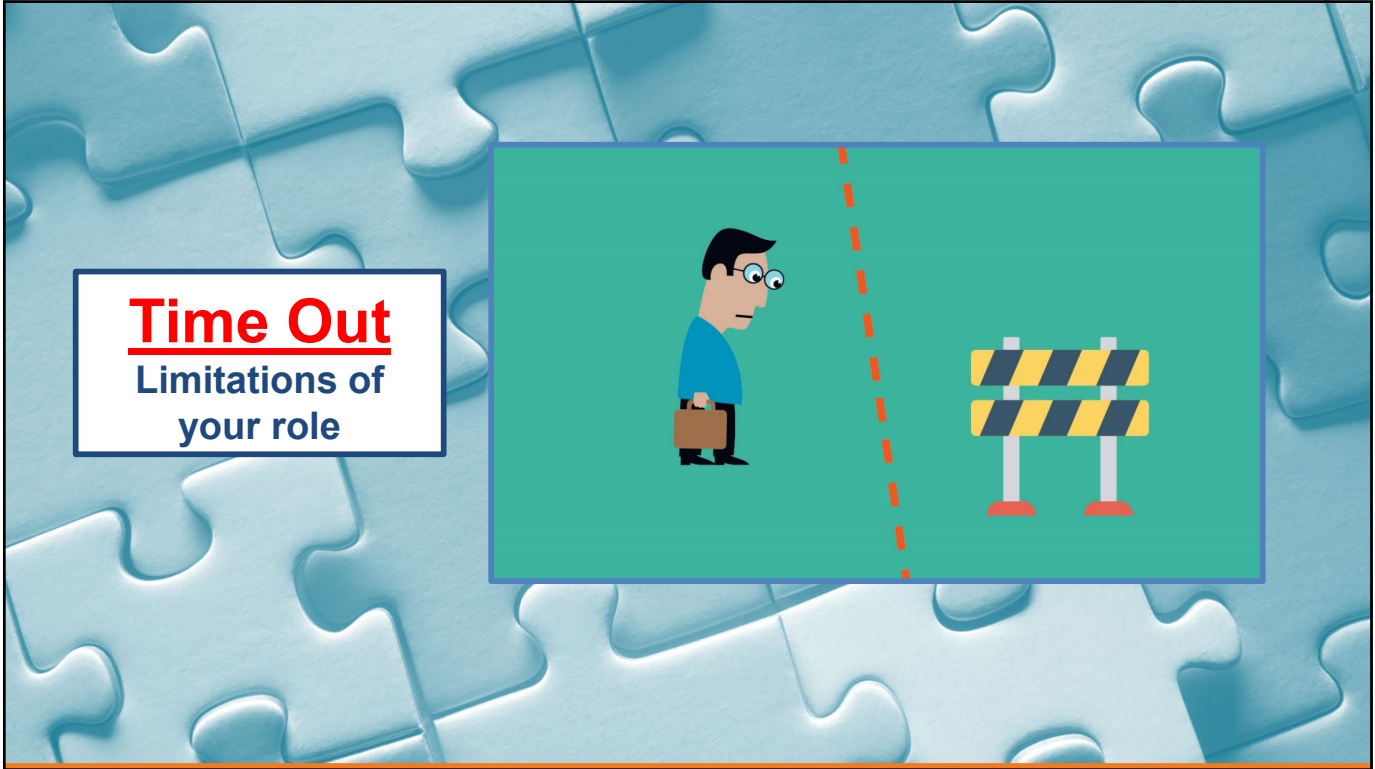
Leave of Absence

Mutual
No-Contact
Btwn Parties

Campus Escort
Services

Increased
Campus Security

16



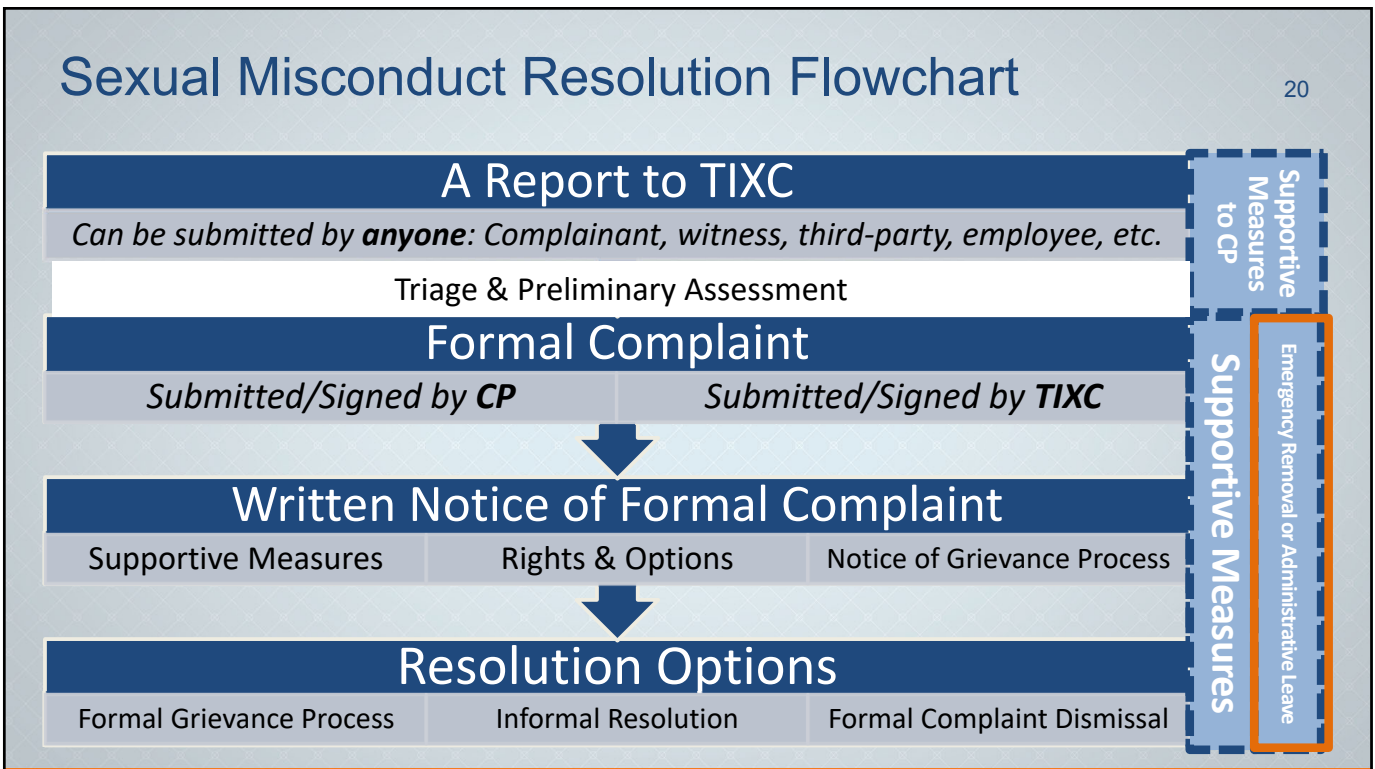
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18




19



20

Emergency Removals

1. **Individualized safety & risk analysis:** Determines that immediate threat to the physical health & safety of any student or other individual arising from the allegations justifies the respondent's removal from the education program or activity.
 - Notice & opportunity to challenge the decision immediately following the removal.
 - Rights under **ADA & Section 504** still apply.
2. Doesn't preclude an institution from placing non-student employee respondents on **administrative leave** during the pendency of the grievance process.




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21

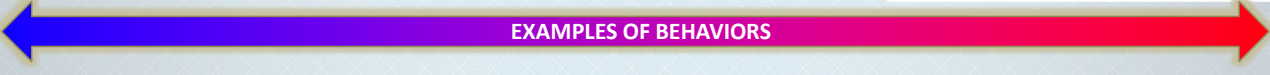
21

Crisis/Threat Continuum




LEVEL OF CONCERN

LOW	MODERATE	HIGH
<ul style="list-style-type: none"> 1st time seeing a concern Makes you or others uncomfortable but nothing specific No direct threats made 	<ul style="list-style-type: none"> Not the first time seeing a concern Continuation (persistence) of low-level behaviors Threat implied or issued in a vague manner Threat through verbal or electronic medium Quick change in disposition or behavior 	<ul style="list-style-type: none"> Any serious/severe incidents Multiple incidents in short time frame Multiple concerns (pervasive) or escalating from the "low" to "moderate" continuum Access to or potential to access weapons Clear direct and specific threat and/or plan



EXAMPLES OF BEHAVIORS

<ul style="list-style-type: none"> Excessive eye rolling Constant interruptions Annoying behaviors Crying, sad, angry 	<ul style="list-style-type: none"> Apathy, lack of energy Delayed responses Distracted or difficulty concentrating Impulsive 	<ul style="list-style-type: none"> Interference in your or other's learning or work duties Seeking "revenge" "You'll be sorry" or "You'll pay for this" Disrespectful, rude "You are incompetent & stupid" "I don't care if I live anymore" or "No one will miss me" Feelings of hopelessness 	<ul style="list-style-type: none"> Threatening and posturing in intimidating manner Violent statements Hate speech Physically violent
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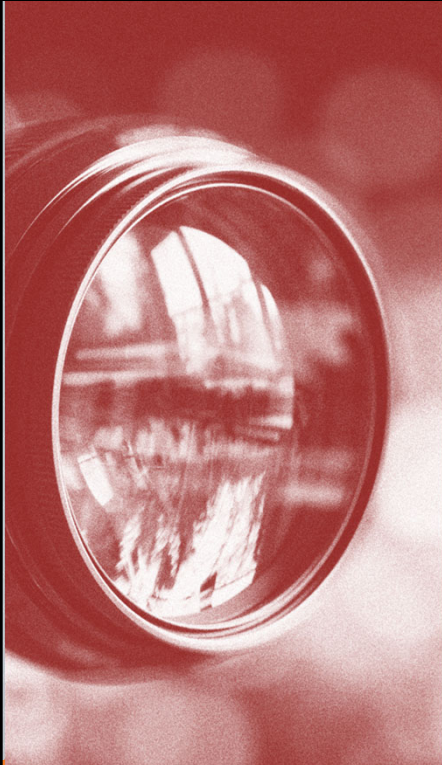


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Adapted from Student Emergency Services & the Behavior Concerns & COVID Advice Line (BCCAL), UT Austin

22

22



Terminology Examples

- **“Threat”**: Threat of...physical violence or harm, safety, exploitation, damages (implicit or explicit), or possible emotional or mental harm
- **“Severe”**: Physically threatening or humiliating; effects of the alleged conduct to a reasonable person (using a “reasonable person” standard)
- **“Pervasive”**: Frequency, duration of the alleged conduct
- **“Objectively offensive”**: To a reasonable person (using a “reasonable person” standard)
- **“Reasonable person” standard**: An objective test to denote a hypothetical person who exercises average care, skill, and judgment in conduct under similar circumstances as a comparative standard.
- **“Totality of the circumstances”**:
Examples: the degree of the alleged conduct’s interference with a person or effects in an educational or work setting, type of alleged conduct, frequency and duration of the conduct, knowingly unwelcome in nature

23

23

Most Critical Warning Signs


1. Direct communicated threat?
2. Plans, tools, weapons, and/or materials to carry out physical harm?
3. Harbors violence fantasies?
4. A timeframe or action plan created?
5. Fixations and/or focused on a specific target?
6. Grudges or resentments?
7. The specific target has been described negatively in writing by the person of concern?
8. “Leakage” concerning a potential action plan?
9. Current suicidal thoughts, ideations, and/or plan to die?
10. Talks about being persecuted or treated unjustly?
11. Engaged in “last acts” behaviors?
12. Confused, odd, or troubling thoughts; may hear voices or see things that are not there?

Purpose: Understand, contextualize, assess, examine, qualify... macro-analysis...

What is the level of concern/threat?

Source: SIVRA-35, NaBITA

24

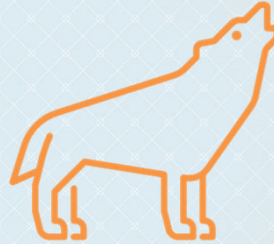


24

Hunters vs. Howlers



Example Tactics of Hunters:
Operates in stealth, avoiding notice from others; typically has a goal of wanting to harm others; and follows a path of progression toward violence through (a) **surveillance**, (b) gathering **intelligence**, (c) obtaining **weapons**, and then (d) **acting** on a plan of violence.



Example Tactics of Howlers:
Makes transient threats; attracts attention; acts out toward others to frighten or intimidate; wants to be seen and heard; wants to control a victim's emotional state; can be overtly "in your face;" and typically **doesn't** want to harm others physically.



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Source:

Perspectives on Threat Assessment (Calhoun & Weston, 2015)

25

25

Transient vs. Substantive Threats

Transient Threat	Substantive Threat	
Statements that do not express a lasting intent to harm themselves or someone else.	Statements that express a <u>credible</u> and/or <u>continuing</u> threat to harm themselves or someone else.	
Figure of speech or short-term feelings.	Impulsive, reactive, emotional. Impaired emotional recognition. Exhibits lack of control.	Long-term feelings established. Desire to harm self or others extends beyond an immediate incident or argument.



Affective Violence



Premeditated Violence



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26

26

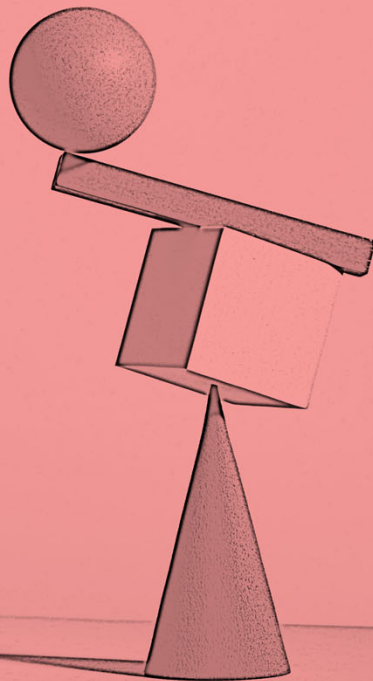
THE GREY AREA



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27

27



Special Considerations:
Sexual Violence,
IPV, & Stalking
Cases

28

28

Determining Predominant Aggressors

Common Considerations:

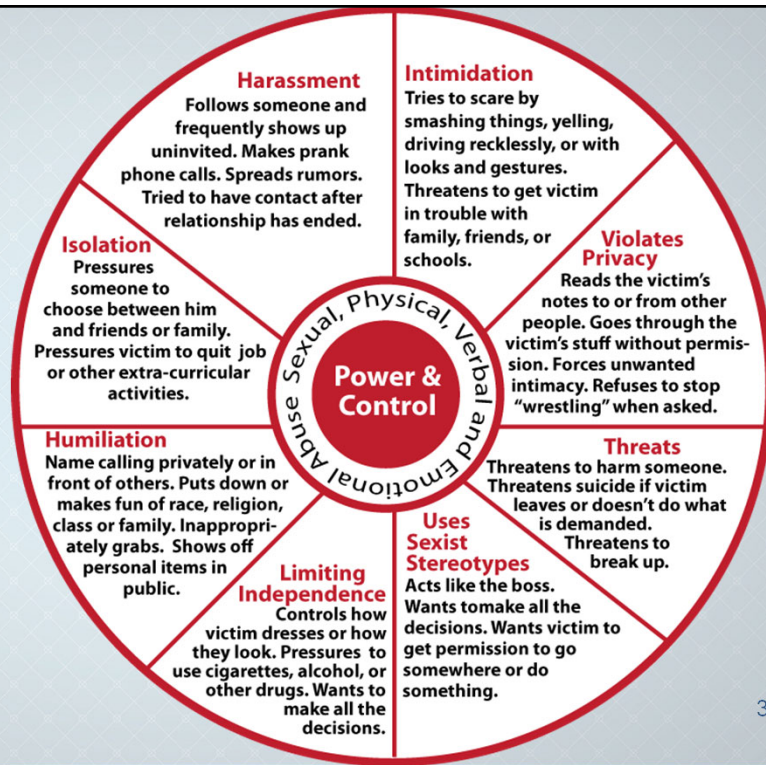
- Indicators of **power & control**
- Presence or threat of a **weapon**
- **History** of dating or domestic violence
- Aggressive or hostile **body language**
- Pre-existing **protective orders** or “**no contact**” directives
- Comparative extent of **injury** (if both are injured)
- **Property** damage
- Elements of **fear**



Source:

The National Center for Campus Public Safety

Power & Control Wheel (Examples)



Source: www.alteristic.org





Examples of Predatory Behaviors

- Tests the **boundaries** of the prospective victim.
- Uses **grooming** tactics: Isolation of the prospective victim, trust building, gift giving, have “secrets” between the perpetrator & victim.
- **Plans** and **premeditates** assaults.
- Uses “**psychological**” **weapons** – power, control, manipulation, threats*.
- Uses **alcohol** and/or **drugs** as a weapon to incapacitate a prospective victim.

Note: “Threats” may not be threats of violence

31

31

Examples of Psychological Manipulation

32

Type of Response	Example Statements	
Dismissive	<ul style="list-style-type: none"> • <i>I <u>never</u> said/did that.</i> • <i><u>Your</u> memory is bad.</i> • <i>I don't remember it that way.</i> 	<ul style="list-style-type: none"> • <i>That didn't happen. [or] That's not what happened.</i> • <i>I have no idea what you are talking about.</i>
Minimizing	<ul style="list-style-type: none"> • <i>It's <u>only</u> a joke. [or] It's not that bad.</i> • <i>We're <u>just</u> having fun.</i> 	<ul style="list-style-type: none"> • <i><u>Nobody</u> got hurt.</i> • <i>What's the <u>big</u> deal?</i>
Rationalizing or Making Excuses	<ul style="list-style-type: none"> • <i>This wasn't ever an issue before now.</i> • <i>I said/did ____ because ____.</i> • <i>I didn't even know I did anything.</i> • <i>I didn't mean it like that.</i> 	<ul style="list-style-type: none"> • <i>That's not how things used to be.</i> • <i><u>No one else</u> is saying anything.</i> • <i><u>Others</u>, even <u>you</u>, do the same thing too.</i>
Attacking or Defensive	<ul style="list-style-type: none"> • <i><u>You're</u> too sensitive. [or] <u>You're</u> overreacting.</i> • <i><u>You're</u> petty. [or] <u>You're</u> jealous.</i> • <i><u>You</u> are taking it the wrong way.</i> • <i><u>You</u> think you are better than everyone else.</i> • <i><u>You</u> can't take a joke.</i> • <i>This is why nobody likes <u>you</u>.</i> 	<ul style="list-style-type: none"> • <i>It's <u>your</u> fault because ____.</i> • <i>What about when <u>you</u> said/did ____?</i> • <i>Why are <u>you</u> so emotional?</i> • <i><u>You're</u> letting your emotions get the better of you.</i> • <i><u>Who</u> told you that? What did <u>they</u> say?</i> • <i>What do <u>you</u> have to back that up?</i>

32

Warning Signs: Triage Questions

33

33

Has the person of concern:

- Prevented you from talking to others such as family or friends?
- Listened to your private phone calls or read your email?
- Acted jealous?
- Humiliated you at home or in public?
- Broken your personal belongings or damaged your property?
- Prevented you from leaving or held you against your will?
- Behaved violently or aggressively at home or in public?
- Assaulted your friends or family?
- Been arrested in the past for violence?

Assessing Danger

Example Questions
for the Person
Targeted



Sources: National Center for Campus Public Safety;
Stalkingawareness.org

34

34

Assessing Lethality

Example Questions
for the Person
Targeted

Has the person of concern:

- Have access to a weapon, and/or threatened to use a weapon?
- Threatened to harm or kidnap your children?
- Threatened to kill you, themselves, or others?
- Harmed your pet(s)?
- Been abusing alcohol or drugs?
- Stalked or followed you? Showing up unannounced?
- Forced confrontation(s) with you?
- Forced you or your children to flee in the past?



Sources: National Center for Campus Public Safety;
Stalkingawareness.org

35

35

Crisis Management Tools



36

Pre-Crisis Tools

- Expectations of various roles
- Protocols for meetings, referrals, and emergencies
- Phone tree, essential contacts at the ready
- Resource handouts at the ready
- Tissue, water, snacks at the ready



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37

37

Pre-Crisis Tools (Cont.)

- Awareness of warning signs
- Strategies for de-escalation & communication “in the moment”
- Role-playing & practice
- Install an emergency “panic” button
- Set-up a close patrol before a meeting
- Office safety walkthrough assessment with campus police

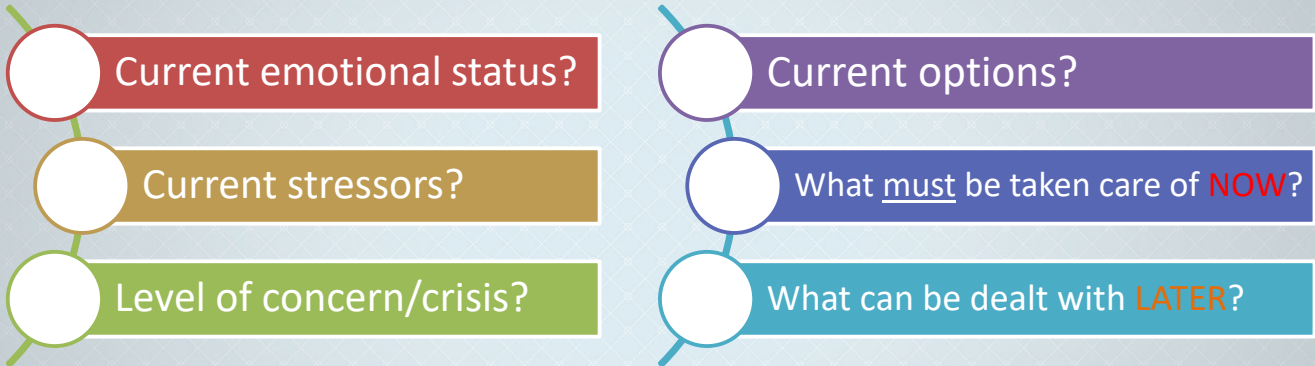


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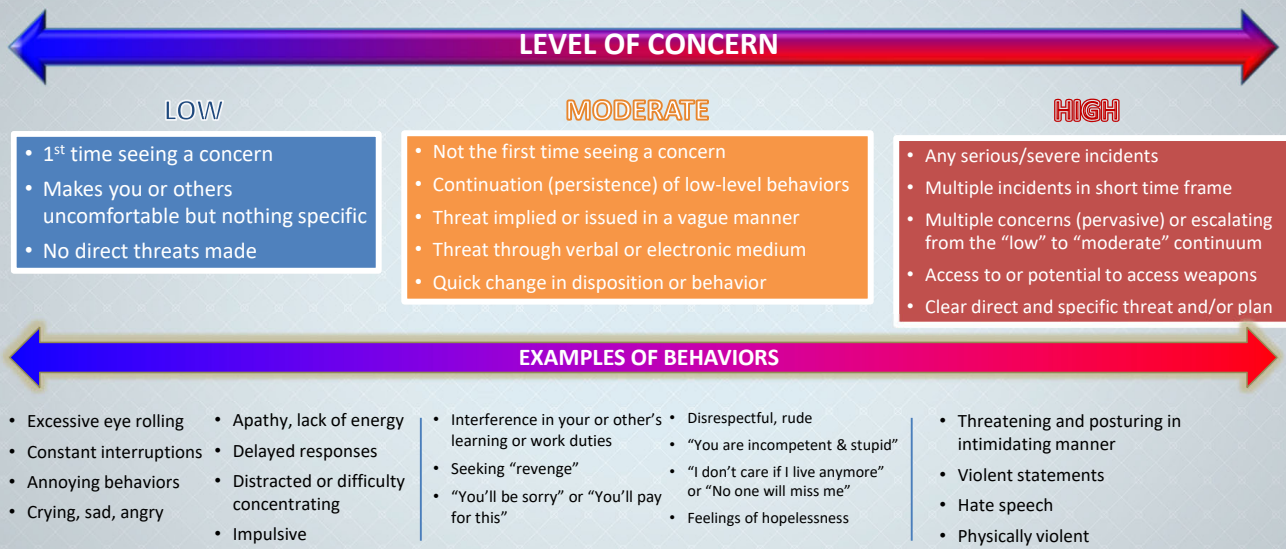
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38

Initial Assessment of the Situation: Quick Triage



Crisis/Threat Continuum

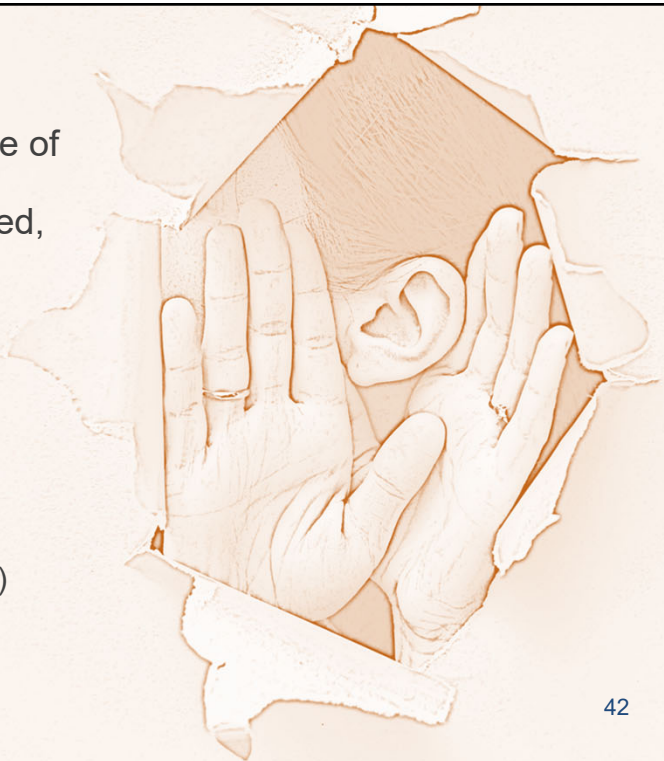




41

Active Listening

- **Goal:** Provide the person a sense of feeling heard and understood
- **Listener's Mindset:** Open-minded, objective, & impartial
- Pay full attention to the person
- Nodding, affirmative non-verbals
- Not interrupting; using silence
- Open-Ended Phrases
- Clarifying checks & validations:
 - Validating & emotional acknowledgements
 - Reflecting (mirroring/paraphrasing)
 - Summarizing
 - Restating



42

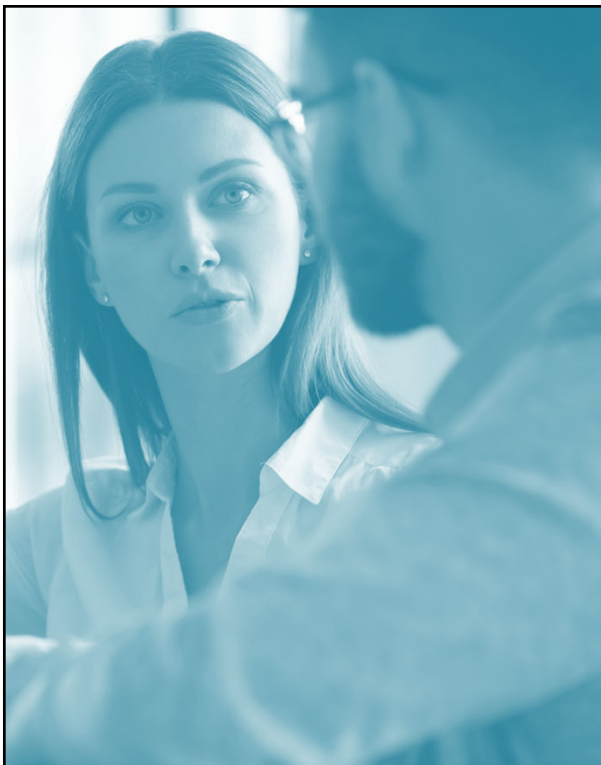
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Active Listening: Examples

43

Type	Example Prompts	
Validating	• “That sounds difficult.”	• “It’s <u>okay</u> to feel upset.”
Emotional Acknowledgements	• “You seem <u>disappointed</u> right now.”	• “Having to consider different options can be <u>stressful</u> to navigate.”
Reflecting	• “What I’m hearing is...”	• “Sounds like you are saying...”
Summarizing or Restating	• “Let me summarize to check my understanding [Repeat back]... Did I get that right?”	• “[Repeat/rephrase what the other person said]...Is this what you mean?”
Open-Ended Phrases	• “Tell me more about...” • “Explain/describe...”	• “What do you mean when you say...?” • “Help me understand...”
Affirmative Comm	• “Yes” • “I see.”	• “Go on.” • “Right.”

43



Motivational Interviewing: De-escalation Tool

- **Goal:** Provides an avenue for someone to take action for changing behavior
- Conduct-specific focus
- The person is interested in the need for change
- Organize a plan & actionable pathway for change
- Facilitator uses Active Listening skills:
 - Validating & emotional acknowledgements
 - Reflecting (mirroring/paraphrasing)
 - Summarizing
 - Restating
- Avoid conflicts and stay solution-focused

44

44

Motivational Interviewing: Crisis Mgt Example Prompts

Purpose	Example Prompts
Draw out ideas	<ul style="list-style-type: none"> • “What are <u>your</u> thoughts/feelings about the situation?” • “What was <u>your</u> thought process at the time?” • “Who has been affected by <u>your</u> conduct?” • “How did <u>your</u> actions impact others?” • “What do <u>you</u> think about ____?”
Be open to <u>all</u> types of responses	<ul style="list-style-type: none"> • “How would <u>you</u> like to proceed?” • “What are some applicable takeaways that <u>you</u> can learn and grow from this experience?” • “The decision to accept or not accept certain terms or remedies is up to <u>you</u>.” • “What do <u>you</u> think might be getting in the way of <u>you</u> doing things differently in the future?”

45

45

Motivational Interviewing: Other Considerations

- Be mindful of the person’s desire, ability, reasons, and/or needs to change one’s own behavior, mindset, or attitude on the subject matter.
- Tailor facilitation prompts or responses based on the person’s interest to changing one’s own behavior.
- Acknowledge the person’s concerns, emotions, and needs.

46

46

Motivational Interviewing: Refocusing Conversations

Purpose	Example Prompts
If the person <u>doesn't respond to the relevant prompts...</u>	<ul style="list-style-type: none"> • <u>Rephrase</u> the prompt again. • Acknowledge the shift: <i>"It seems like the discussion is evolving to _____, but we started off exploring _____."</i>
If the person <u>makes an argument about a different topic...</u>	<ul style="list-style-type: none"> • <u>Acknowledge</u> the concern & attempt to finish the <u>initial discussion</u> first: <i>"I want to talk about that, but let's first finish addressing _____?"</i>
If the person <u>attempts to change the subject...</u>	<ul style="list-style-type: none"> • It might be to <u>vent</u> or release some tension. • <u>Prompt</u> the person to discuss what's on their mind. • Then, use <u>active listening</u> to acknowledge the person's current <u>concerns, emotions, and/or needs</u>. • Try to <u>link</u> the person's concerns with the initial discussion topic.

47

47

Strategies – In the Moment

LOW LEVEL

MODERATE LEVEL

HIGH LEVEL

De-escalation strategies:

- Active listening & motivational interviewing techniques
- Acknowledge the behavior, and the impact of the behavior
- Redirect with an alternative directive
- Take a break

De-escalation strategies:

- Take a break
- Stop engaging or communicating ("silence" technique)
- Repeat your priority directive and consequences ("broken record" technique)

Safety strategies:

- Press the emergency "panic" button
- Use "code words" to communicate with staff discretely
- Call 911
- Lockdown the office suite and/or offices

EXAMPLES OF BEHAVIORS

- Excessive eye rolling
- Constant interruptions
- Annoying behaviors
- Crying, sad, angry
- Apathy, lack of energy
- Delayed responses
- Distracted or difficulty concentrating
- Impulsive
- Interference in your or other's learning or work duties
- Seeking "revenge"
- "You'll be sorry" or "You'll pay for this"
- Disrespectful, rude
- "You are incompetent & stupid"
- "I don't care if I live anymore" or "No one will miss me"
- Feelings of hopelessness
- Threatening and posturing in intimidating manner
- Violent statements
- Hate speech
- Physically violent



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48



49

49

Scenario 1:

You send a student/employee an email with information regarding official university business. Then, you receive an email response within 5 minutes of sending, and the person says "this is f*cking ridiculous...i cant belive u spend uur tim harasssing ppl like this".

How would you potentially respond? (Select all that may apply.)

- A. Refer the person's behavior to the Student Conduct Office (if student) or Human Resources (if employee).
- B. Respond via email with professional tone, explaining the person's options for responding to the email, providing resources and "what to expect", and offering to answer questions.
- C. Call the person to check-in and attempt to deescalate through dialogue, listening, and adjusting strategy depending on the person's responses.
- D. None of the above



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50

Scenario 2:

You are meeting with a student/employee, and while you are asking a question, they interrupt you and starts answering. You ask another question; they jump in again. They are sitting on the edge of the chair, knee bouncing.

How would you potentially respond? (Select all that may apply.)

- A. Stay silent and listen to the person's responses, and continue with the interview prompts as usual.
- B. End the meeting, and reschedule for another day.
- C. Ask if they are feeling nervous, and provide coping strategies for alleviating anxiety.
- D. Continue with the interview, but check-in with the person intermittently, acknowledge the nervous behaviors, and see if they would like to take a break.
- E. Provide campus and community resources to the person, and make referral directly to the applicable office(s), if appropriate.
- F. None of the above



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51

51

Scenario 3:

During a meeting with a student/employee, they share that "nobody would notice if I didn't show up tomorrow," and is feeling "lost" and "confused." They have also talked about having depression.

How would you potentially respond? (Select all that may apply.)

- A. Ask if they are thinking about suicide.
- B. Wrap-up the meeting, and offer to walk the person to the Counseling Center (if student) or Employee Assistance Program (if employee) for a walk-in appointment.
- C. Call the Dean of Students (if student) or Human Resources (if employee) for a welfare (BIT) referral or case manager referral.
- D. Call the person's emergency contact.
- E. Call 911
- F. None of the above



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52

Scenario 4:

During a meeting with a student/employee, after you ask a question, they raise their voice at you and start to answer defensively. Then, the person stands up toward you while continuing to talk loudly.

How would you potentially respond? (Select all that may apply.)

- A. Press the emergency "panic" button discretely.
- B. Excuse yourself from the meeting, walk out, and get the office manager or coworker for assistance.
- C. In a calm, steady tone, verbally direct the person to sit down and motion with our hand toward the person's chair. You remain seated. Repeat the directive, as needed.
- D. Answer C, but stand to make better eye contact with the person.
- E. None of the above



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53

53

Scenario 5:

This student/employee has a known history of intimidation and disrespect. During a phone call, the person says you are "dumb," "sexist" and "bias in this process." The person says they are reporting you to OCR, EEOC, and UT System, and they will be filing a lawsuit against you.

How do you potentially respond? (Select all that may apply.)

- A. End the phone call immediately.
- B. Repeat the original purpose and/or the substantive information that needs to be delivered via the phone call.
- C. Document the dialogue of the phone call, your responses, and any exact quotes of statements you can recall.
- D. Notify your supervisor of the phone call, and then Legal Affairs.
- E. None of the above



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54

54

A graphic with an orange background and a faint image of a person's face. At the top, a white box with an orange border contains the text "Support & Resources for YOU". Below this, eight orange boxes are arranged in two rows of four, each containing the name of a support resource.

Support & Resources for YOU

- Your Supervisor and/or Human Resources (HR)
- Employee Assistance Program (EAP)
- Behavior Intervention Team (BIT)
- Dean of Students Office
- Campus Police & Victim Services
- Ombuds Office
- Legal Affairs
- Off Campus Medical and/or Mental Health Providers

55

A graphic with a dark blue background and a white network of lines and dots. A white box with a dark blue border is positioned on the left side, containing the text "Title/BIT Reporting & Interventions".

Title/BIT Reporting & Interventions

56

56

Title IX & BIT Reporting - What & When?

Title IX Office

Promptly, daily triage

BIT

Title IX Office should receive information about:

- Information or disclosure of sexual violence, sexual assault, dating violence, domestic violence, stalking, or other sexual misconduct cases
- Signs of possible 'abusive' relationship
- Power and control behaviors, predatory behaviors relating to sexual violence, sexual assault, dating violence, domestic violence, stalking cases
- Threats of violence/harm, homicidal threats

BIT should receive information about:

- Information or disclosure of wellness issues or basic needs not met
- Personal impacts: decline in academics or mental health, financial instability, unsafe housing
- Self-harm, suicidal ideation, or suicide attempts
- Disruptions, interruptions, or "acting out" in learning or working environments
- Signs of possible 'abusive' relationship
- Power and control behaviors, predatory behaviors relating to sexual violence, sexual assault, dating violence, domestic violence, stalking cases
- Threats of violence/harm, homicidal threats



Title IX & BIT Reporting & Communications How?

Title IX Office

Promptly, daily triage

BIT



Title IX & BIT Example Interventions

Title IX

- Outreach to CP (victim/survivor) or RP (alleged of a policy violation)
- Coordinate supportive measures for CP or RP
- Safety planning options
- Sexual Misconduct Grievance Process
 - Formal grievance process
 - Informal resolution process (if available)
- Refer for Interim Action considerations: Emergency Removal (Dean of Students) or Admin Leave (Provost or HR)
- Refer to BIT (wellness or safety concerns)
- Collaborate with BIT
- Call police for emergency welfare check, close patrol, or back-up
- Others?

BIT

- Outreach to the person of concern
- Wellness meeting w/ person of concern
- Warm referrals to resources or support services
- Coordinate resources & support services
- Data mining & collaboration with w/ key campus stakeholders (advisors, faculty, supervisors, DOS, etc.)
- Contact emergency contact(s) listed
- Refer to Title IX (TIX reportable information known)
- Refer for Disciplinary Review/Action (including Interim Action considerations)
- Collaborate with Title IX
- Call police for emergency welfare check, close patrol, or back-up
- Refer for a No Trespass Directive (non-affiliated visitors)
- Others?

59

59

Best Practices for Title IX & BIT's

- Collaboration
- Partnerships
- Open Communication Pathways
- Resource Sharing
- Continuing Professional Development & Inter-Relationship Building
- Collective Problem-Solving
- Open to Constructive Disagreements
- Transformational Relationships & Goals
- Holistic Focus
- Documentation

60

60

Documentation & Record Keeping: TIX & BIT's

When disclosing information under FERPA's "health or safety emergency" exception, document the following:

- What is the **significant threat** to the health or safety of a student or other individual(s) that formed the **basis of the discloser**?
 - To **whom, when, what, and how** the information was disclosed?
 - What is the **legitimate educational interest** in the behavior of the student?
- Intake & Initial Triage
- Case Management Timelines, Decisions & Interventions
- Contact & Communications
- Data Systems for Electronic & Hard Copy Records



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61

61

Bottom
Line for
Institutions

- Utilize the **Title IX Office, Behavior Intervention Teams (BIT's)**, and **threat assessment tools** to mitigate institutional risks and address campus safety
- Establish & maintain a **communication plan** to key partners
- Know WHO is making the **key decisions**
- Be **consistent** with communication & decision-making
- Refer to **case precedent** (e.g. similar fact or elements)
- Follow your **policy** and **process**
- **Document** accordingly



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62

62



Q & A



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63

63

Contact Information

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64

64