

Crisis Management Tools

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Fall 2022



1

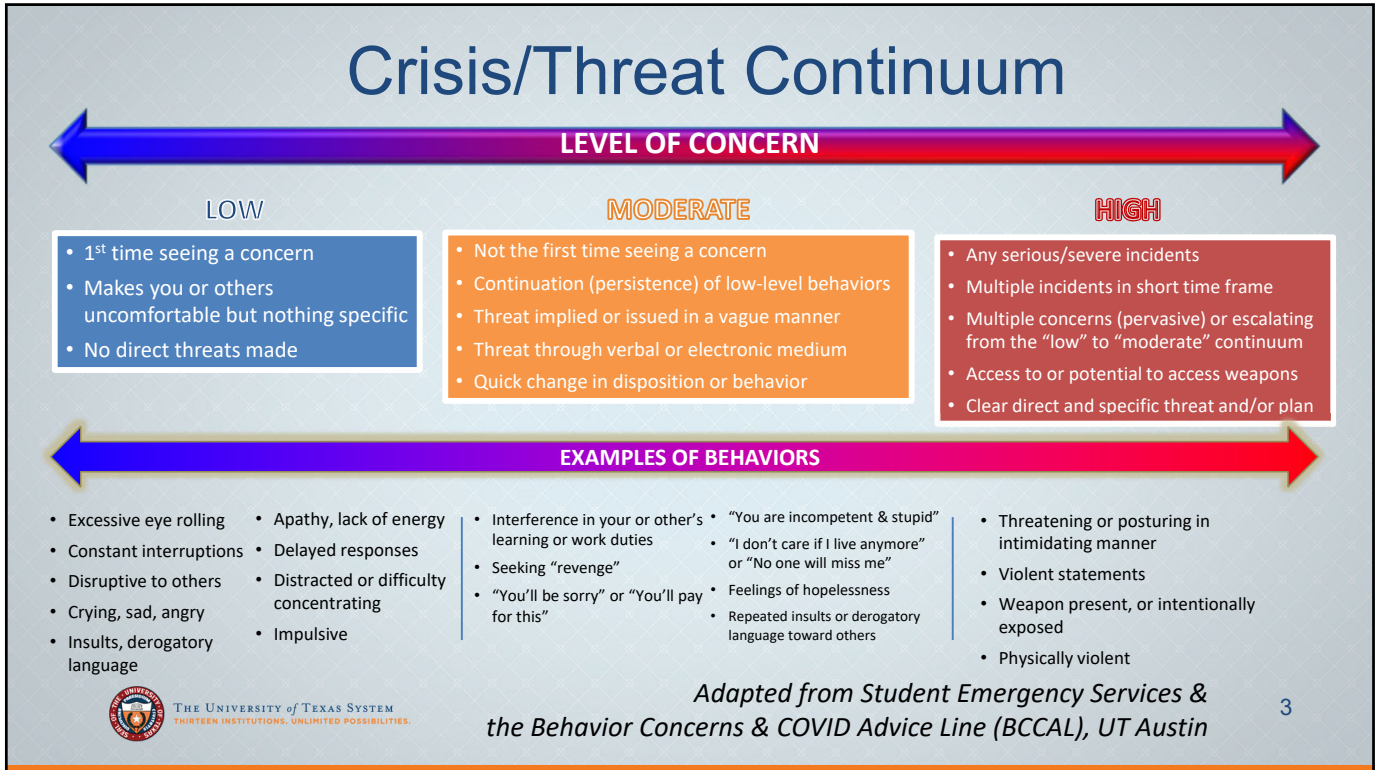
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Agenda

1. Challenges & Barriers to Accessing Support
2. Crisis Mgt Tools & Examples
3. What Comes Next?
Reporting to the TIXC and BIT's
4. Documentation & Record Keeping

2

2



3



4

Diversity & Intersectionality: Challenges & Barriers



- Family pressure or disagreements
- Care for family and/or dependents
- Financial stress
- Housing and/or food insecurity
- Disabilities
- Medical and/or mental health issues
- Unhealthy relationships or boundaries
- Relationship breakups
- Lack of coping skills
- Addiction and/or substance use
- Academic issues

Source: Gardenswartz & Rowe. *Four Layers of Diversity (Wheel)* from *Diverse Teams at Work* (2003)

5

5

Crisis Management Tools



6

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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7

Pre-Crisis Tools (Cont.)

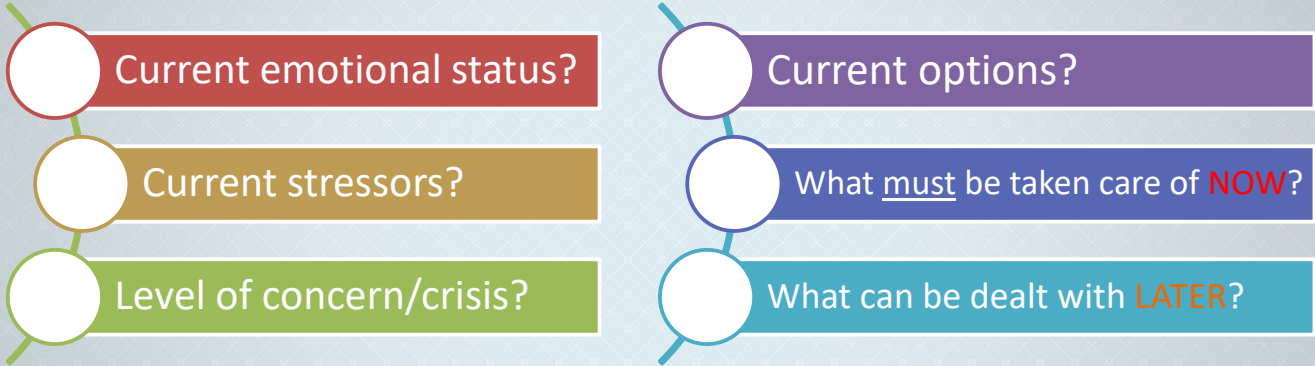
- Awareness of warning signs
- Strategies for de-escalation & communication “in the moment”
- Role-playing & practice
- Install an emergency “panic” button
- Set-up a close patrol before a meeting
- Office safety walkthrough assessment with campus police



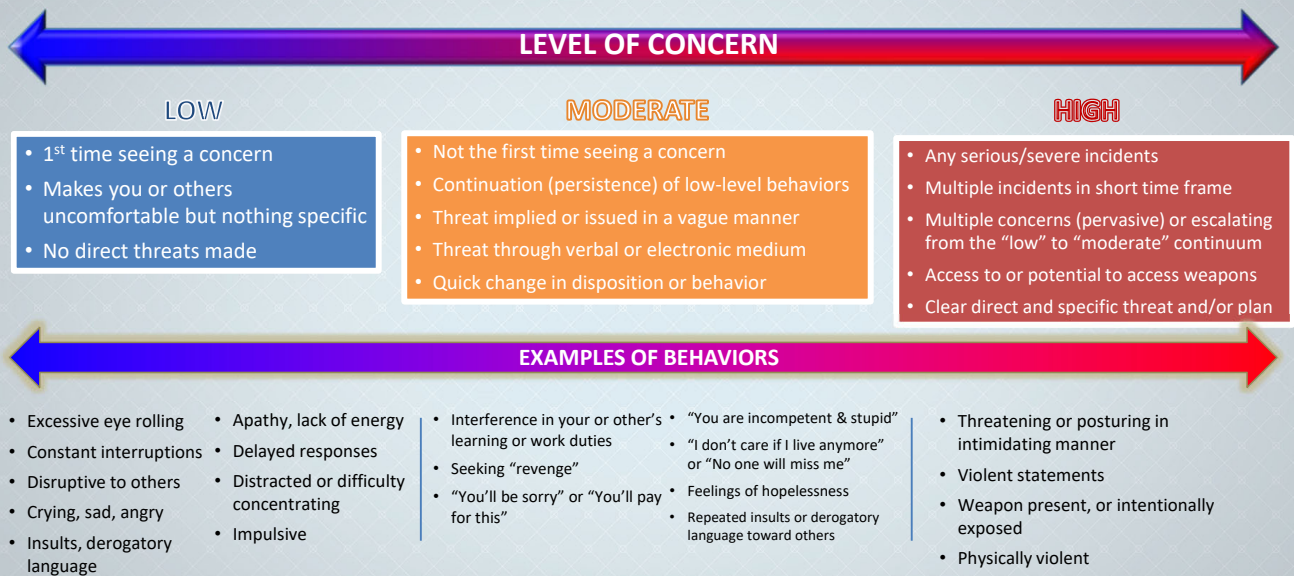
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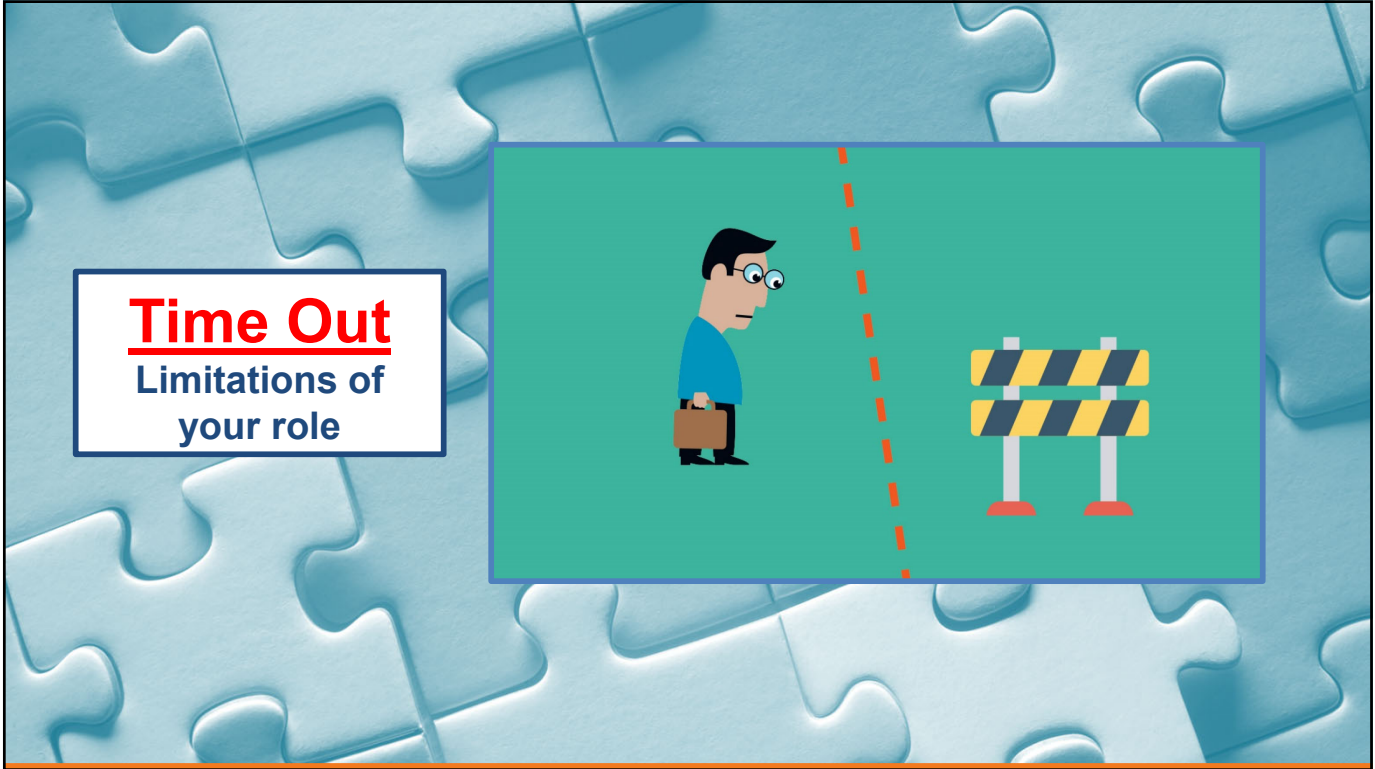
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Initial Assessment of the Situation: Quick Triage



Crisis/Threat Continuum





11

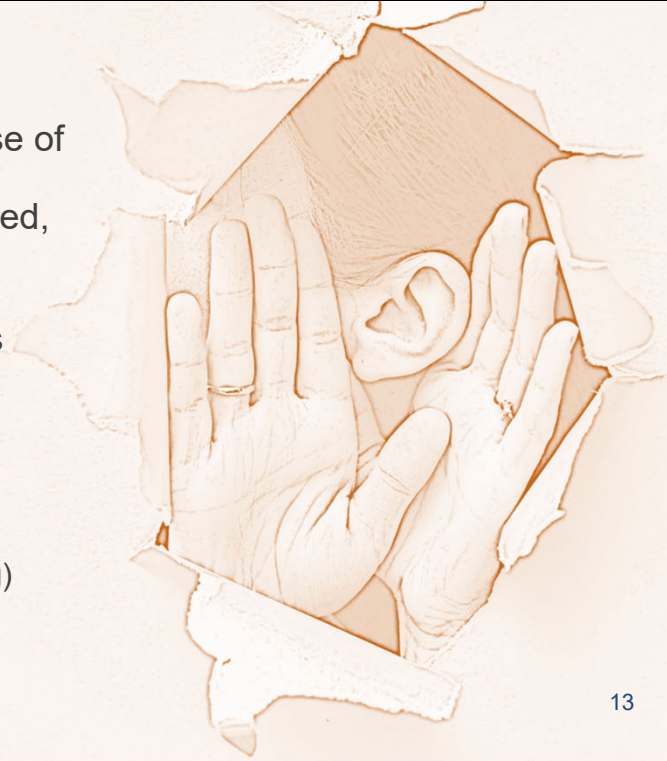


12

12

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



13

13

Active Listening: Examples

14

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."

14



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

15

15

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 types</u> 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?”

16

16

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.

17

17

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.

18

18

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
- Project a posture and/or affect that you want mirrored

De-escalation strategies:

- Take a break
- Project a posture and/or affect that you want mirrored
- 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
- Evacuate the building

EXAMPLES OF BEHAVIORS

- | | | | | |
|---|--|--|--|---|
| <ul style="list-style-type: none"> • Excessive eye rolling • Constant interruptions • Disruptive to others • Crying, sad, angry • Insults, derogatory language | <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” | <ul style="list-style-type: none"> • “You are incompetent & stupid” • “I don’t care if I live anymore” or “No one will miss me” • Feelings of hopelessness • Repeated insults or derogatory language toward others | <ul style="list-style-type: none"> • Threatening or posturing in intimidating manner • Violent statements • Weapon present, or intentionally exposed • Physically violent |
|---|--|--|--|---|



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Micro-Expressions: Receptive Signals



Eyebrow Flashes



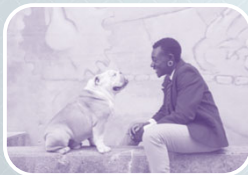
Head Tilt



Smiling



Head Nodding



Mirroring Body Language



Inward Lean



Verbal Nudges



Focused Listening & Silence



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Micro-Expressions: Closed Signals



Elongated Stare



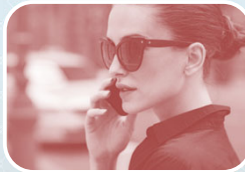
Eye Squinting



Furrowed Eyebrows



Pursed Lips



Body Scan



Eye Roll

Practice Scenarios

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), Human Resources (if employee) for a possible disciplinary referral or a welfare (BIT) referral, as appropriate.
- 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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23

23

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.



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24

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



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25

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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26

26

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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27

27

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

28

Title IX/BIT Reporting

29

29

Reporting Information to the Title IX Coordinator

Title IX Coordinator should receive information about:

- Information or disclosures 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** relating to IPV



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30

30

Reporting Information to the BIT

BIT should receive information about:

- Information or disclosures 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**



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31

31

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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32

32



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

33



Q & A



34

Contact Information

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35