

Threat Assessment and Behavior Interventions for Sexual Misconduct

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Fall 2025



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Agenda

1. Triage & Case Mgt
2. Threat Assessment Tools
3. Title IX & Behavior Intervention Teams: Reporting & Interventions
4. Documentation & Record Keeping

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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



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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

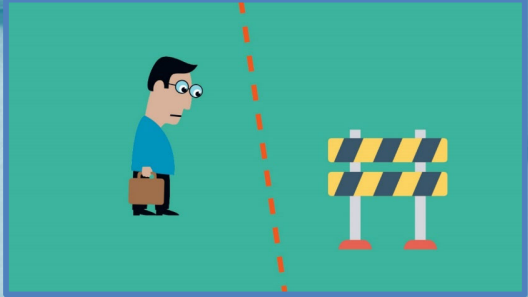
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Time Out

Limits of your role

Good Boundaries:

- Limits on your role are ok!
- Each person has an **important** yet **distinct role**, based on expertise, experience, scope of your job, etc.
- **All roles and actions** (seemingly “big” or “small”) are **critical** to the overall response and resolution of a crisis or emergency.

An illustration of a person in a blue shirt and glasses standing next to a road barrier with yellow and black stripes. A dashed red line separates the person from the barrier, symbolizing boundaries.

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Threat Assessment Tools

A photograph of a firefighter in full protective gear, including a helmet and oxygen tank, working in a smoky environment. The firefighter is wearing a helmet with a visor and has an oxygen tank on their back. The background is filled with thick, orange-brown smoke.

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Person of Concern

What is of Immediate Concern?

Possible
danger to
self?

Possible
danger to
others?

If yes, how so? Specific factors...



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Crisis/Threat Continuum

LEVEL OF CONCERN

MILD

MODERATE/ESCALATING

CRITICAL

DEVELOPING

- 1st time behavior is reported
- Situational & environmental stressors emerging
- Difficulty managing emotions
- Quick change in disposition or behavior
- Others may feel discomfort or experience disruptions

EMPOWERING THOUGHTS

- Hardened perspective
- Catalyst event
- Lack of empathy toward others, projecting insults or defensiveness
- No threats of violence

OVERALL

- Struggling, not fitting in
- Lacking connection with others
- Socially isolated, alienating themselves
- Minor bullying/teasing toward others

DETERIORING

- Continuation (persistence) of mild-level behaviors
- Verbally harassing, disruptive, aggressive, or stalking behaviors
- Very poor personal & mental self-care
- Troubling or suicidal thoughts, suicidal talk, self-injuries, and/or substance abuse
- Vague, indirect threats of violence toward self

ELABORATION OF THREAT

- Fixation/focus on person or group
- Objectification of others
- Vague, indirect threats of violence
- Threats likely escalate, more specific, targeted, repeated toward target(s)

OVERALL

- More aggressive speech and disruptions, multiple incidents or concerns reported (pervasive)
- Brief, limited altercations (e.g. pushing)
- Others may feel threatened, but the threats lack depth or substance

DECOMPENSATING

- Actively dangerous, life-threatening behaviors (toward self or others)
- "Last act" behaviors, free fall
- Direct, substantive threats of violence

CRITICAL

- Moving toward attack plan
- Desperate, "all or nothing" mentality
- Research, access to lethal means
- Credible threat
- Leakage before an attack
- Weapons present or exposed

OVERALL

- Very serious & imminent risk of suicide attempt, life-threatening self-injury, and/or violent attack toward others

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Terminology Examples

- **“Threat”**: Threat of...physical violence or harm, safety, exploitation, damages (implicit or explicit), or possible emotional or mental harm
- **“Severe or Serious”**: 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

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Macro-Analysis – Level of Threat

- Assess & contextualize the **known risk factors**
- Examine the **totality of the circumstances**
- Identify **unknown areas** for probing

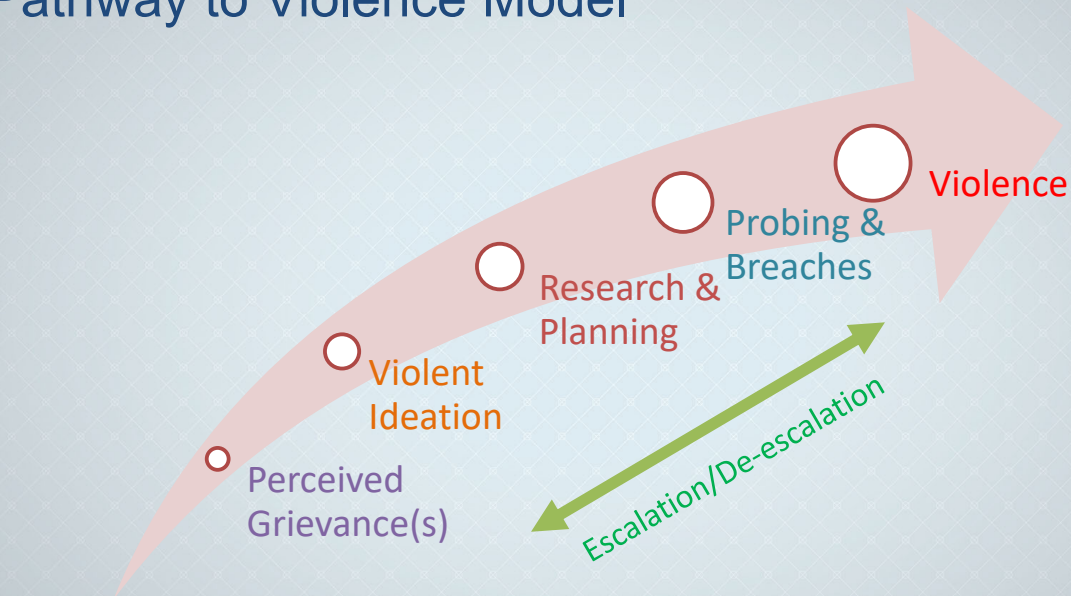


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Pathway to Violence Model



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Source: *Contemporary Threat Management*
(Calhoun & Weston, 2003)

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Risk Factors for Targeted, Premeditated Violence



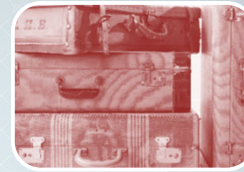
Teasing/Bulling
of Others



Feeling
Marginalized



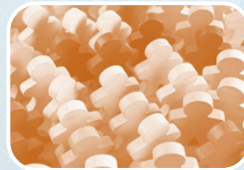
Perceived
Injustice(s)



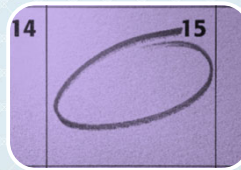
Grudges or
Resentments



Lacking Connection
or Socially Isolated



Objectification of
Others



Catalyst Event



Free Fall



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Source: *Culturally Competent Threat Assessment, International
Alliance for Care & Threat Teams (InterACTT) (2022)*

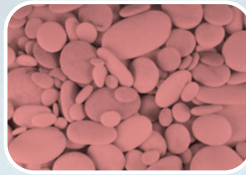
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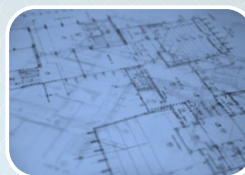
Risk Factors for Targeted, Premeditated Violence (Cont.)



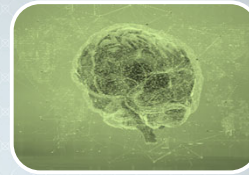
Hardened
Perspective



Lacking Empathy or
Remorse



Violent Fantasy
Rehearsal or Ideation



Mental Illness
(Untreated or
Undiagnosed)



Fixation/Focus on
Person or Group



Location Targeted



Direct Communicated
Threat of Violence



Current Suicidal
Ideation & Planning



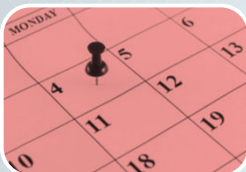
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Source: *Culturally Competent Threat Assessment, International Alliance for Care & Threat Teams (InterACTT) (2022)*

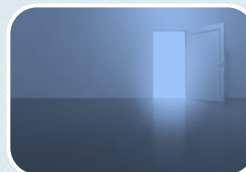
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Risk Factors for Targeted, Premeditated Violence (Cont.)



Timeframe for
Planned Violence



Access to Means
& Weapons



Leakage of Plan



"Last Act"
Behaviors



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Source: *Culturally Competent Threat Assessment, International Alliance for Care & Threat Teams (InterACTT) (2022)*

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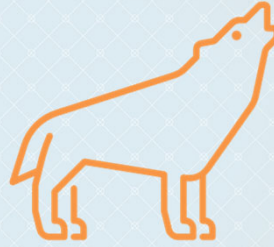
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Hunters vs. Howlers



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.



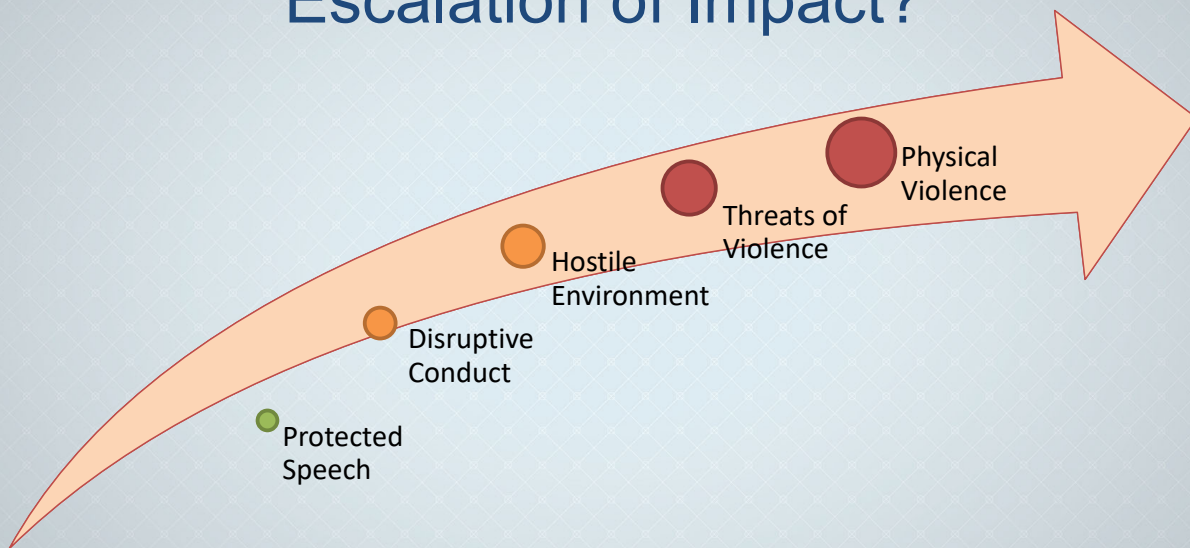
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Source: *Perspectives on Threat Assessment*
(Calhoun & Weston, 2015)

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The Speech in Question: Escalation of Impact?



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Transient vs. Substantive Threats of Violence

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Transient Threats

- Statements that **do not express a lasting intent to harm** themselves or someone else
- **“Figure of speech”** or short-term feelings
- **Impulsive** or reactionary
- **“Howlers”** typically engage in transient threats



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Substantive Threats

- Statements that express a **credible** and/or **continuing threat to harm** themselves or someone else



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Substantive Threats



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Affective Violence

- **Impulsive;** Exhibits lack of control, forethought, or planning
- **Emotional reaction;** Exhibits impaired emotional regulation
- Based on **situational** and **environmental stressors**
- **More difficult to predict or assess** from a threat assessment perspective

Premeditated Violence

- **Long-term feelings established** which extends **beyond an immediate incident or argument**
- Deliberate **planning**
- Desire to **harm self or others**; Willing to sacrifice self for a "cause"
- Based on **perceived grievance(s)**
- **"Hunters"** typically engage in premeditated violence



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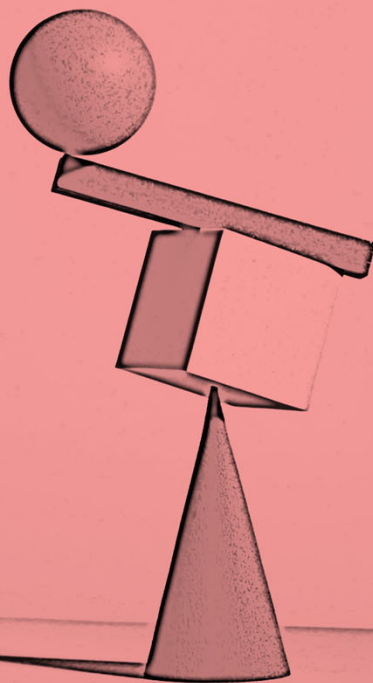
THE GREY AREA



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**Special
Considerations:**
Sexual Violence,
IPV, & Stalking
Cases

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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**



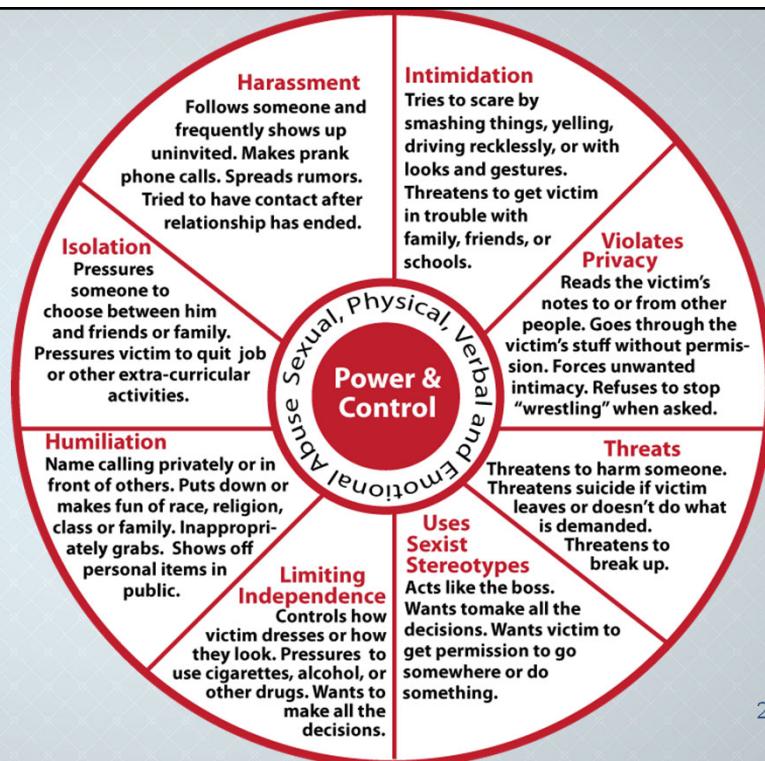
Source:

The National Center for Campus Public Safety

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Power & Control Wheel (Examples)



Source: www.alteristic.org



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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

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Examples of Psychological Manipulation

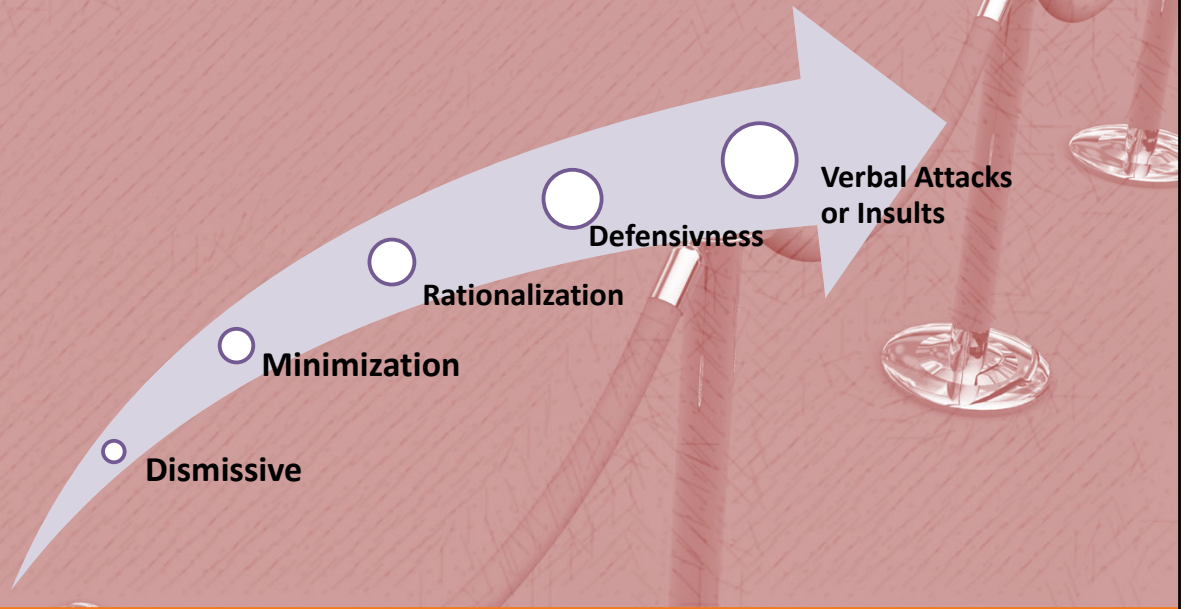
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Type of Response	Example Statements	
Dismissive	• <i>I <u>never</u> said/did that.</i> • <i><u>Your</u> memory is bad.</i> • <i>I don't remember it that way.</i>	• <i>That didn't happen. [or] That's not what happened.</i> • <i>I have no idea what you are talking about.</i>
Minimizing	• <i>It's <u>only</u> a joke. [or] It's not that bad.</i> • <i>We're <u>just</u> having fun.</i>	• <i><u>Nobody</u> got hurt.</i> • <i>What's the <u>big</u> deal?</i>
Rationalizing or Making Excuses	• <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>	• <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	• <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>	• <i>It's <u>your</u> <u>fault</u> 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>

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Escalation of Verbal Responses

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IPV Warning Signs: Triage Questions

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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



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

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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?

Assessing Lethality

Example Questions
for the Person
Targeted



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

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Title IX/BIT Reporting

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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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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, social isolation, emotionally heightened
- **Self-harm, suicidal ideation, or suicide attempts**
- **Disruptions, interruptions, or “acting out”** in learning or working environments
- **Bullying, teasing, or verbally aggressive** toward others
- 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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Title IX & BIT Information Sharing - What & When?

Title IX Coordinator

Promptly, daily triage

BIT

Title IX Office should receive information about:

- **Sexual violence, sexual assault, dating violence, domestic violence, stalking, or other sexual misconduct** cases

BIT should receive information about:

- **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
- **Bullying, teasing, or verbally aggressive** toward others

May be applicable to Title IX Coordinator and BIT:

- 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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Title IX/BIT Intervention Strategies

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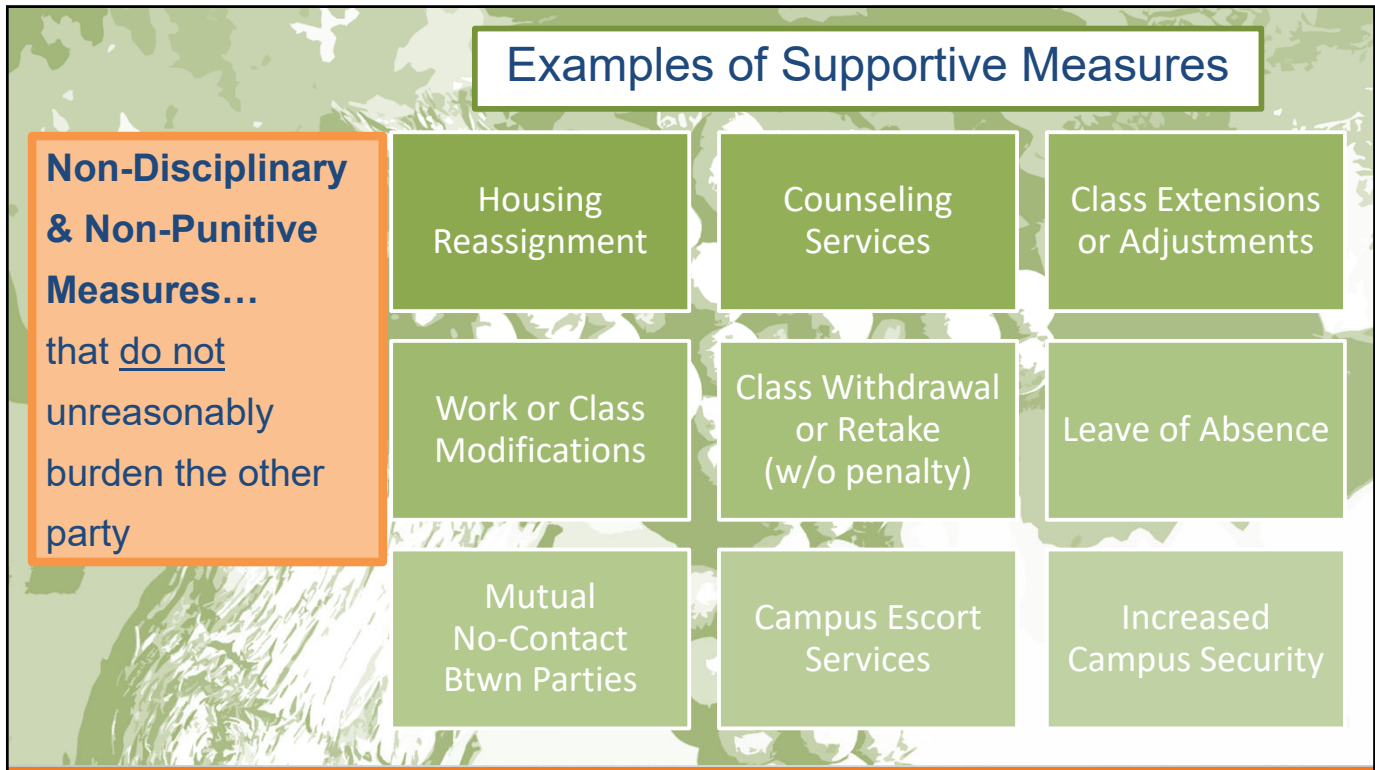
Title IX Example Interventions

- **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**)
 - **Admin Leave** (**Provost** or **HR**)
- Refer to **BIT** (wellness or safety concerns)
- Collaborate with **BIT** on **intervention strategies**
- Contact **police** for **emergency welfare check, close patrol, or other**


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BIT Example Interventions

- 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, Dean of Students, etc.)
- Refer to **Title IX** (TIX reportable information known)
- Collaborate with **Title IX**
- Refer for **Disciplinary Review/Action** (including **Interim Action** considerations)
- Contact **emergency contact(s)** listed
- Call **police** for **emergency welfare check, close patrol, or back-up**
- Refer for a **No Trespass Directive** (non-affiliated visitors)

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Mitigate risk by engaging directly with the person of concern

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Elevated or High Risk Levels



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Privacy & Confidentiality of Records

All records are treated with the greatest degree of confidentiality possible...

...With respect to the university's obligations to investigate allegations of sexual misconduct & take appropriate action in accordance with institutional policy.



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Examples of “Need-To-Know” Basis

Who Needs-To-Know?	Example Information-Sharing & Rationales
Provost, Dean, Chair	Administrative leave, pending an investigation outcome
Advisors, Professors	Coordinating class modifications, alternative assignments or make-up exams, academic drops
Supervisor, HR Director	Work accommodations, flexible scheduling, remote work option, alternative supervision/evaluations
Campus Police	Emergency welfare check, threat assessment, close patrol, escort services
Dean of Students, Behavior Intervention Team	Wellness issues, disruptive conduct, escalating conduct, self-harm or suicidal thoughts, threat assessment



**Discrete language like “Title IX Matter”*

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Macro-Analysis – Level of Threat

- Assess & contextualize the **known risk factors**
- Examine the **totality of the circumstances**
- Identify **unknown areas** for **probing**



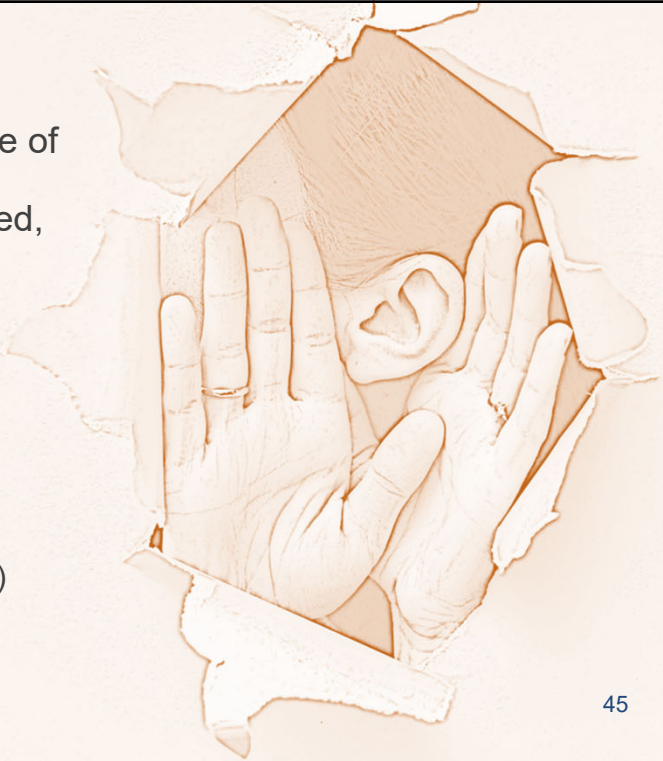
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Active Listening

- **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



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Active Listening: Examples

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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."

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Prompts for Refocusing Conversations

Purpose	Example Prompts
If the person <u>doesn't respond to the relevant prompts</u> ...	• <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> ...	• <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> ...	• 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.



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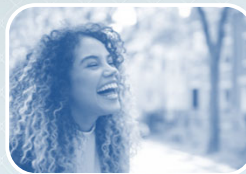
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Micro-Expressions: Receptive Signals



Eyebrow Flashes



Head Tilt Up



Smiling



Head Nodding



Mirroring Body Language



Inward Lean



Verbal Nudges



Focused Listening & Silence



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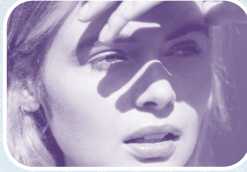
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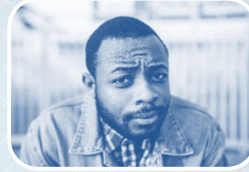
Micro-Expressions: Closed Signals



Elongated Stare



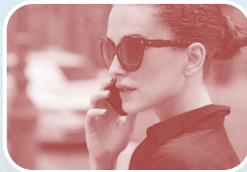
Eye Squinting



Furrowed Eyebrows



Pursed Lips



Body Scan



Eye Roll



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Protective Factors:
Stability & Support

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Protective Factors for **Preventing** Targeted, Premeditated Violence



Individual Protective Factors

Personal Attitudes, Beliefs, & Behaviors



Relationship Protective Factors

Peers, Social Groups, & Family Influences



Community Protective Factors

Characteristics of the Physical & Social Environment



Societal Protective Factors

Societal & Cultural Norms



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Source: *Culturally Competent Threat Assessment, International Alliance for Care & Threat Teams (InterACTT) (2022)*

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Relationship of the Protective Factors



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Individual Protective Factors



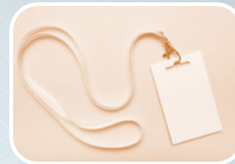
Empathy
toward Others



Personal
Accountability



Positive Future
Viewpoint



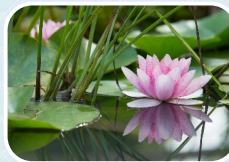
Sense of
Identity



No Weapons
Access



Resiliency



Emotional
Stability



Positive
Self-Esteem



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Source: *Culturally Competent Threat Assessment, International Alliance for Care & Threat Teams (InterACTT) (2022)*

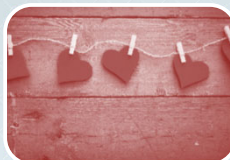
53

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Relationship Protective Factors



Family & Peer
Support



Emotionally
Connected to
Others



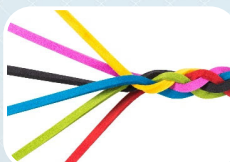
Social Outlets



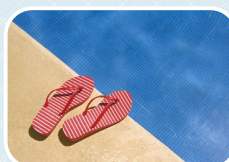
Intimate
Relationships



Feeling Accepted
& Valued



Sharing Positive
Future Viewpoints



Consequence
Aware



Sharing Non-
Violent Activities



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Source: *Culturally Competent Threat Assessment, International Alliance for Care & Threat Teams (InterACTT) (2022)*

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Community Protective Factors



Positive Work
Setting



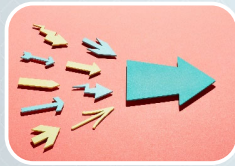
Academic
Environment



Housing Stability



Affordable
Transportation



Community
Resources



Church/Spiritual
Outlets



Extracurricular
Activities



Community
Engagement



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Source: *Culturally Competent Threat Assessment, International Alliance for Care & Threat Teams (InterACTT) (2022)*

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Societal Protective Factors



Positive Social
Norms



Laws & Policies



Cultural Norms



Geographic
Norms



Healthy
Economy



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Source: *Culturally Competent Threat Assessment, International Alliance for Care & Threat Teams (InterACTT) (2022)*

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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



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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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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 concerns
- 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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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

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Q & A



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Contact Information

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