



Association of
Title IX Administrators

Title IX Coordinator and Administrator Level Four: Advocacy, Prevention, and Trauma

Training & Certification Course



Strategic Risk
Management Solutions



Any advice or opinion provided during this training, either privately or to the entire group, is never to be construed as legal advice. Always consult with your legal counsel to ensure you are receiving advice that considers existing case law, any applicable state or local laws, and evolving federal guidance.

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CONTENT ADVISORY

The content and discussion in this course will necessarily engage with sex- and gender-based harassment, discrimination, and violence and associated sensitive topics that can evoke strong emotional responses.

ATIXA faculty members may offer examples that emulate the language and vocabulary that Title IX practitioners may encounter in their roles including slang, profanity, and other graphic or offensive language.

AGENDA

1

Climate Surveys

2

Prevention Methodologies

3

Prevention: The 8 C's

4

VAWA Section 304 Prevention Programming

5

Specific Programs, Strategies, and Initiatives

6

Presentation Skills



AGENDA

7 Neurobiology of Trauma

8 Trauma-Informed Intake and Interviewing

9 Title IX and BIT

10 Victim Advocacy



▼

Given the depth and breadth of the training, and educational and programming requirements under VAWA 2013 – Sec. 304, it is critical to understand the foundational theories of prevention education, programming, initiatives, and strategies.

JUST A HEADS UP....



Use of Humor



Victim/Survivor/Reporting Party/Complainant



Gendered Pronouns



Content Warning

TERMINOLOGY

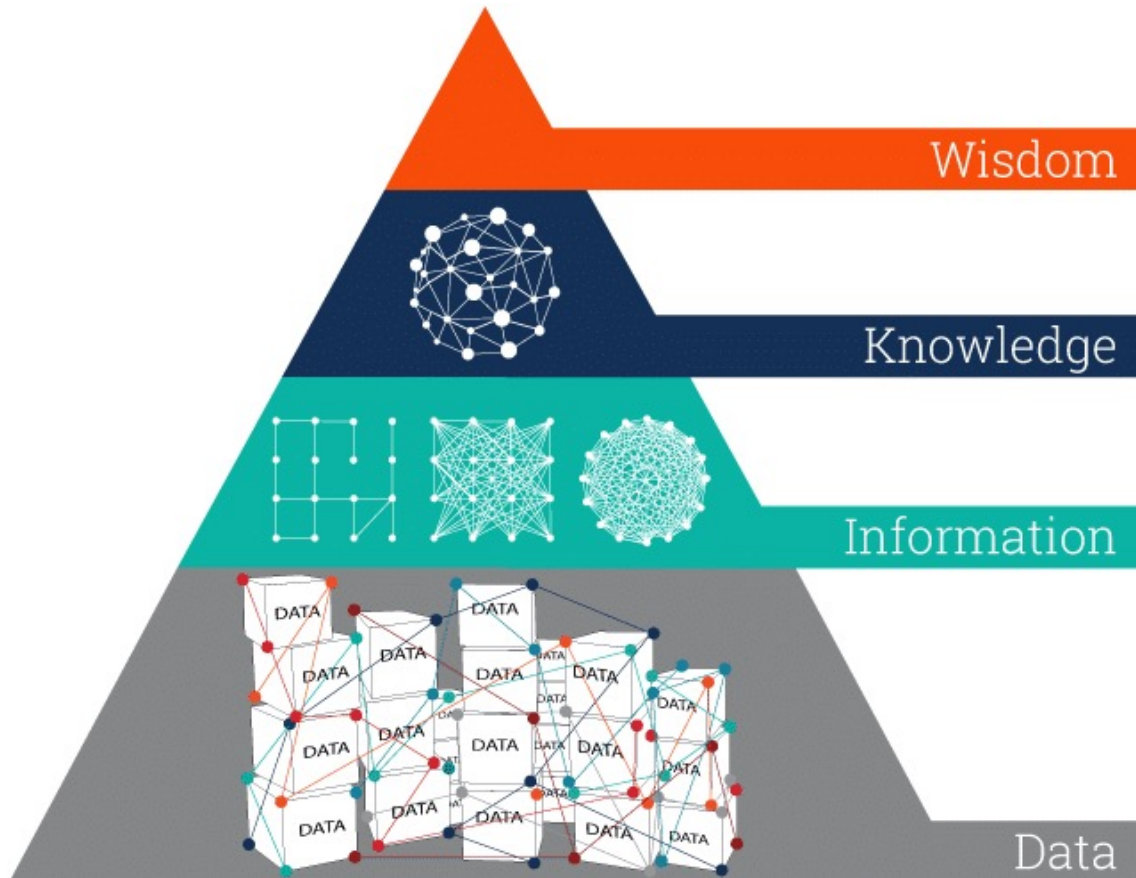
- Education
- Training
- Awareness
- Risk Reduction
- Prevention
 - Primary Prevention
- Intervention
 - Secondary Prevention
- Postvention
 - Tertiary Prevention
- Behavioral Intervention Team (BIT)/CARE Team



Climate Surveys

- What is a Climate Survey?
- Implementing Climate Surveys
- Leveraging the Collected Data

DIKW PYRAMID



Each **step up** the pyramid answers questions about and **adds value** to the initial data

Source: <https://www.ontotext.com/knowledgehub/fundamentals/dikw-pyramid/>

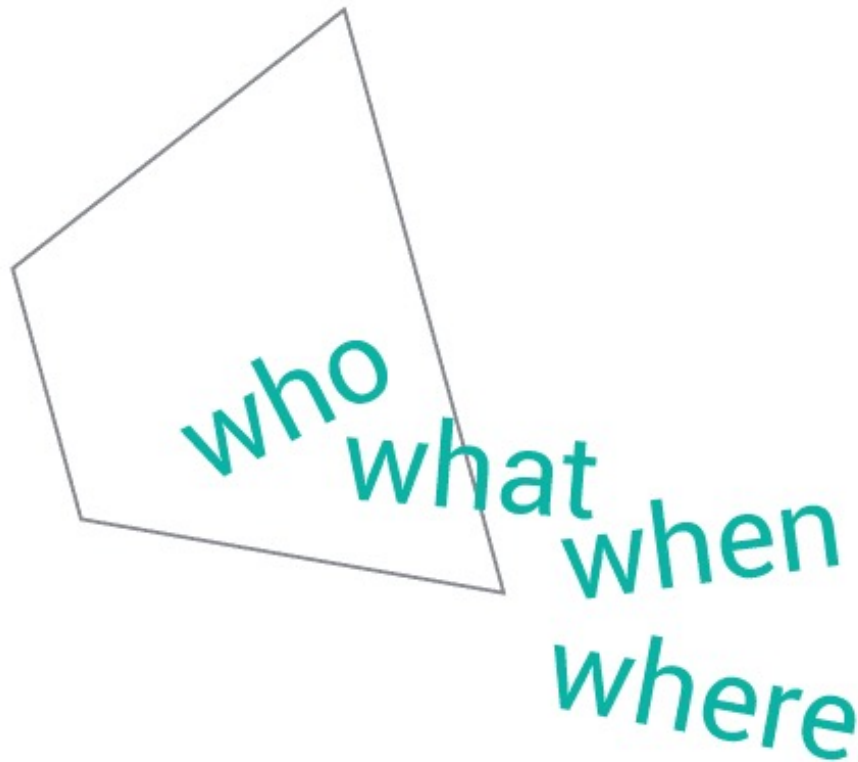
DATA



A collection
of facts in a
raw or
unorganized
form

Source: <https://www.ontotext.com/knowledgehub/fundamentals/dikw-pyramid/>

INFORMATION



Data that is easier
to measure,
visualize &
analyze for a
specific purpose

Source: <https://www.ontotext.com/knowledgehub/fundamentals/dikw-pyramid/>

KNOWLEDGE



Source: <https://www.ontotext.com/knowledgehub/fundamentals/dikw-pyramid/>

WISDOM



Source: <https://www.ontotext.com/knowledgehub/fundamentals/dikw-pyramid/>

DIKW PYRAMID



Information

The analysis of the data into understandable information and trends.



Knowledge

What this data means for the field and your institution or district.



Wisdom

Your team makes decisions about how to apply the knowledge and make changes that are best for you.

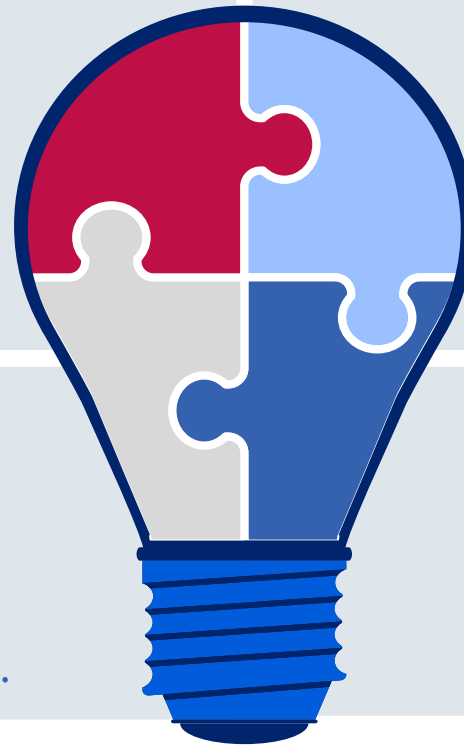
CLIMATE SURVEYS

Defining Climate Surveys

10-20 minute survey that participants complete to share their perspective with those conducting the research.

Purpose of Climate Survey

Climate surveys are designed to better understand the community's experience with sexual assault, stalking, and IPV.



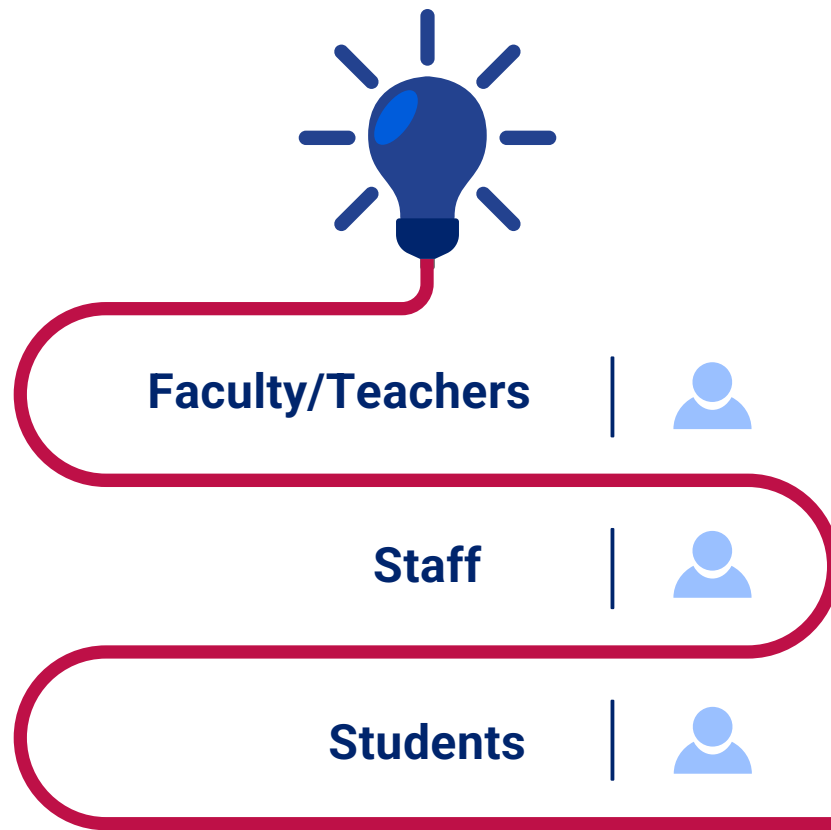
Opportunity vs Mandate

Climate surveys should be seen as something we *get to do* not something we fear or view as a requirement.

Use of Data

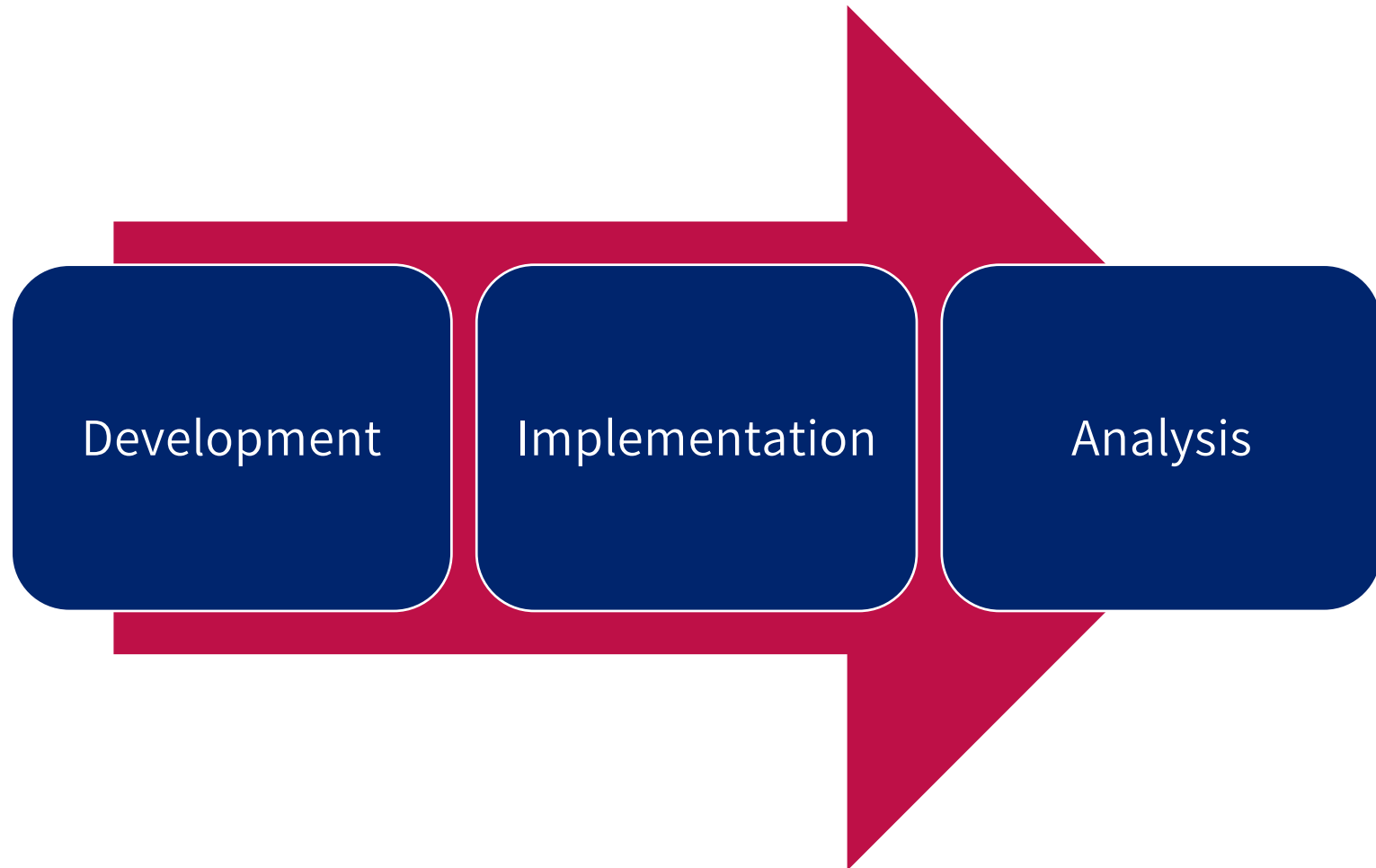
Climate survey results shed light on areas that need improvement and allow for informed decision making.

CLIMATE SURVEY PARTICIPANTS



- Each survey group would have slightly different questions useful to assess the particular group's experience with sexual assault, stalking, and IPV.
- For example, faculty or teacher surveys could better assess how they feel about sharing information with the Title IX office as mandatory reporters.

CLIMATE SURVEY PROCESS



DEVELOPMENT

- This is the most crucial phase of the survey process. However the survey is developed, it should involve solid research design, readable questions, and stakeholder buy-in. It's imperative to not rush this part of the process to get to good results.
- Schools have many options when it comes to the development of their survey:
 - Look to government examples
 - Create a home-grown survey with support from those with research experience within the institution
 - Work with a third-party company like TNG, ATIXA's parent organization

DEVELOPMENT (CONT.)

- Surveys can be designed in a wide variety of ways. Generally, it is advisable to follow these guidelines:
 - Keep it a reasonable length; otherwise, people won't take the time to complete it or won't give accurate answers to complicated questions.
 - Design the survey with a focus on how the results will be reported. Write questions to fill in the report.
 - Use a mixed model design to capture both qualitative and quantitative data.

IMPLEMENTATION

- The challenge is getting the survey in the hands of the population being assessed.
- Ways to survey:
 - Waiting rooms or lobbies
 - Orientation events
 - Sports practices or club/organization meetings
 - Homerooms
- Types of surveys:
 - Online with internal survey tools or Survey Monkey
 - Pen and paper
 - Tablet/laptop based

IMPLEMENTATION (CONT.)

- Develop a plan that involves a variety of options to maximize responses.

Problem	Solution
Low response rate	Pick a slower time of the year to survey. Ensure students have enough time and energy to complete. Send reminder emails with three to four opportunities over a month to complete.
Start but don't finish	Some software can track people who start but don't finish. Consider reducing survey length and question detail of questions. Are there common problem areas people are stopping at?
Low online response	Find times when students are in one place like classes/orientations to up the survey response.

SAMPLE SIZE/RESPONSE RATE

Respondents Needed at Error of $\pm 3\%$, $\pm 5\%$, & $\pm 10\%$			
Population	$\pm 3\%$	$\pm 5\%$	$\pm 10\%$
500	345	220	80
1,000	525	285	90
3,000	810	350	100
5,000	910	370	100
10,000	1,000	385	100
100,000	1,100	400	100
1,000,000	1,100	400	100
10,000,000	1,110	400	100

<https://secure.surveymonkey.com/wp-content/uploads/2011/09/Respondents-Needed-Chart1.png>

ANALYSIS

- Make sure the person or group performing the analysis has the experience necessary to do it well.
- That being said, more detailed statistics (e.g., correlative analysis, ANOVA, or advanced design) are often not needed. Simple summary percentages of the response rate can typically provide rich and meaningful data.
- The analysis should provide a story for the data. This story should be easily understood and shed light on areas of further exploration. Overly complicated analysis and data presentation should be avoided.

DEMOGRAPHIC QUESTIONS

- The first step in the development of a climate survey is understanding who is participating in the survey.
- Demographic questions provide the ability to break down results into additional categories for analysis and comparisons.
- However, demographic questions cannot be added retroactively. So, make sure to create the questions in the survey before moving from development to implementation.

SAMPLE QUESTIONS

- Student classification (by credit hours or grade in school for K-12): first-year, sophomore, junior, senior, graduate, post-graduate, or first grade, second grade, etc.
- Current enrollment: full-time, part-time
- Age range: 18–20, 21–24, 25–34, 35–44 (may be more helpful to use grades for K-12 students and age ranges for teachers, college students, and faculty/staff)
- How do you identify: male, female, transgender, intersex, non-binary, other [optional: please list], prefer not to answer
- International student? Athlete? Fraternity or sorority member?

QUESTION RECOMMENDATIONS

- One area of innovation ATIXA has been pushing forward is targeted questions to see how students understand the existing sexual assault, harassment, stalking, and intimate partner violence policy.
- This involves a survey question with an embedded link asking first if the student is familiar with the policy and then asking them more specifics about the policy being fair to the accused, the victim, and its application to the school.

QUESTION RECOMMENDATIONS (CONT.)

- Experience and perception questions make up the bulk of the survey. They are designed to gain a better understanding of the participants' experience with sexual violence. Questions can focus on personal observation, personal experience, and general perception.
- This is an ideal area to ask more open-ended questions (always remembering that these are harder to analyze) to better understand the participants' experience and perception of policy and implementation at the school.

SAMPLE QUESTIONS

- **If I were a victim of gender-based violence, I would feel most comfortable reporting to the following campus or school resources (Check all that apply):**
 - Licensed counselor
 - Academic Advisor
 - Title IX coordinator/
Title IX advocates
 - Faculty member or teacher
 - University police or SRO
 - Resident Advisor (RA)
 - Student health staff or
school nurse
 - Student affairs
administrator(s)
 - Principal/Assistant
Principle
 - Housing and residence life
staff
 - Academic deans/vice
presidents
 - Athletics coach
 - Campus ministry staff

SAMPLE QUESTIONS (CONT.)

- Have you ever attended any school programs/trainings that addressed the prevention of gender-based violence (e.g., interactive theater, lectures, classroom talks, orientation programs)?
 - Yes
 - No
- How can the school improve its programming/training pertaining to gender-based violence? (open-ended.)

CLIMATE SURVEY RESULTS

- As mentioned earlier, reports must be readable and practical above all else. There is a temptation to use fancy charts and statistical analysis that may overly complicate the story the report needs to tell.
- Data should shed light on areas to be further explored or addressed. Survey results should provide a roadmap to improve and better existing prevention education.
- Results should not be seen as overly critical; no school does this perfectly, and there is always room for improvement.

CLIMATE SURVEY RESULTS EXAMPLES

- Of those responding, 25% are first-year and sophomore students, 28% juniors, 18% seniors, and 4% graduate and post-graduate students.
- 98% are full-time enrolled students between the age ranges of 18–20 (64%), 21–24 (32%), and 25 and older (4%).
- 70% of the Participants are women.
- 20% of the Participants are student athletes.
- 45% of the Participants are involved in fraternity and sorority life.
- 82% of the Participants are involved in a student organization.
- 16% of the Participants transferred from another institution.

CLIMATE SURVEY RESULTS EXAMPLES (CONT.)

- 60% of responding students feel the college does enough to prevent gender-based violence.
- An additional 22% of participating students were neutral in responding to this question.
- It's likely that students who responded to this question neutrally would respond more favorably if they were more aware of the university's efforts to prevent this type of violence.

CLIMATE SURVEY RESULTS EXAMPLES (CONT.)

- Close to 40% of students are unsure of where to find information about campus resources for victims of gender-based violence, and 46% of students are unfamiliar with the college's bystander policy. Of note, only 37% of students reported that campus resources were covered in gender-based violence programs offered on campus. *Further education to the community would be helpful to reduce the percentage of students who are unaware of campus resources for victims.*

CLIMATE SURVEY RESULTS EXAMPLES (CONT.)

- If students in the survey become victims of gender-based violence, they are most likely to report this to the counseling center (70%) or the police (50%). Only 8% said they would report gender-based violence to the Title IX Coordinator. *This is likely another area of education for students, who need to better understand their reporting options. Also, this finding highlights the importance of cultivating a close working relationship among the police department, counseling staff, and the Title IX Coordinator.*



Prevention Methodologies

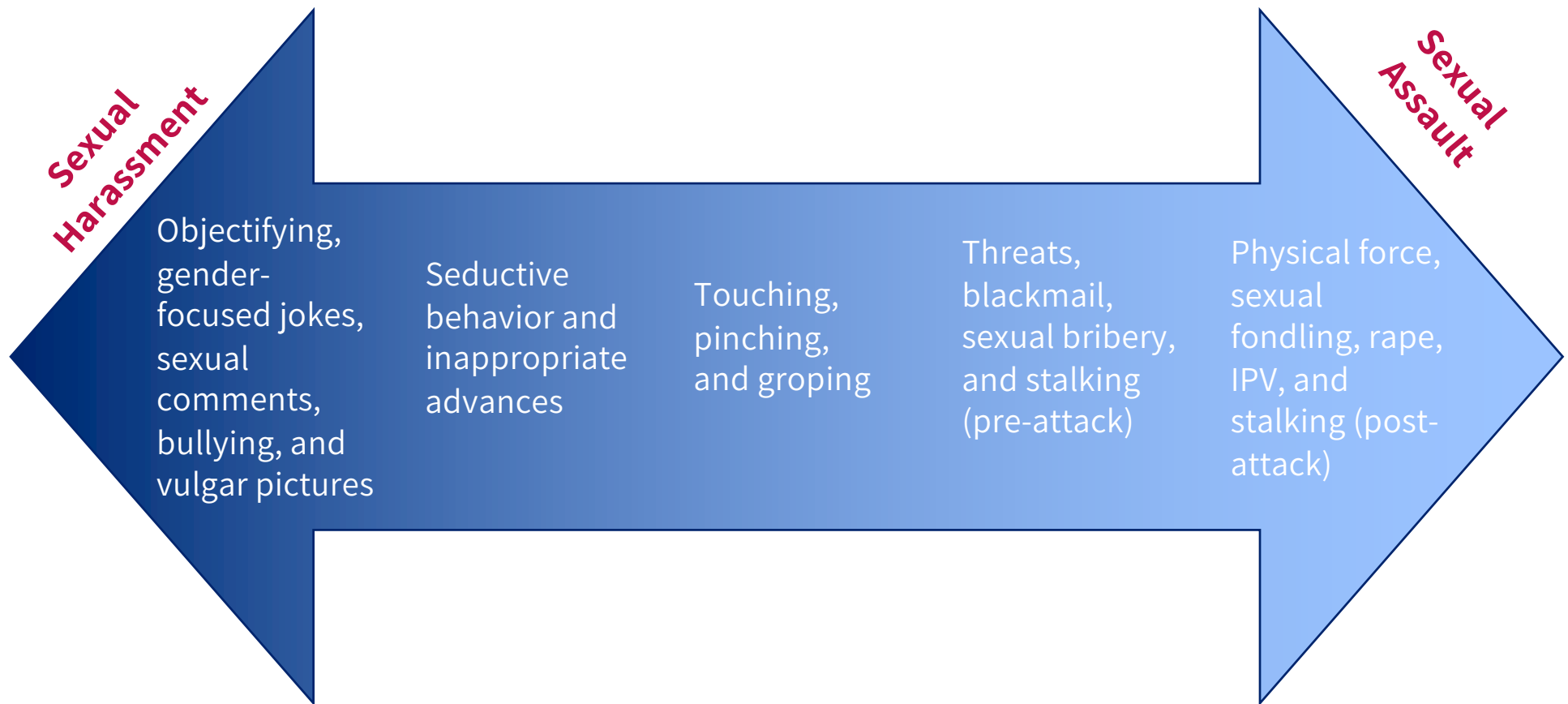
PREVENTION IN PRACTICE

While much time and attention is spent on how to best respond to notice of Sexual Harassment/Stalking/Sexual Violence taking place, we spend too little time exploring how to prevent these behaviors in schools, on campuses, and online.

PREVENTION STARTS WITH RECOGNITION

- The first key to prevention is recognition.
 - Bystander intervention example
- There are many ways that Sexual Harassment/Stalking/Sexual Violence can manifest, but rarely does it do so in isolation.
- The context is one of an entire continuum, including bullying and stalking.
- Let's explore a graphical representation of the concept...

CONTINUUM OF SEXUAL/SEX-BASED DISCRIMINATION



SEXUAL ABUSE CONTINUUM

- Sexist jokes
- Sexual objectification
- Jealousy
- Minimizing partner's feelings and needs regarding sex
- Criticizing partner sexually
- Unwanted touch
- Withholding sex and affection
- Sexual labels like “whore” or “frigid”
- Always demanding sex
- Forcing partner to commit humiliating sexual acts
- Cheating
- Forcing partner to watch sexual acts with others
- Demanding sex with threats
- Forcing sex
- Forcing sex with others
- Forcing uncomfortable sex
- Forcing sex after beatings
- Sadism

PREVENTION METHODOLOGIES

Prevention is...



Integrated across disciplines and therefore collaborative



Holistic and address multiple areas of wellness (physical, emotional, spiritual, intellectual, etc)



Evidence based and/or able to demonstrate efficacy

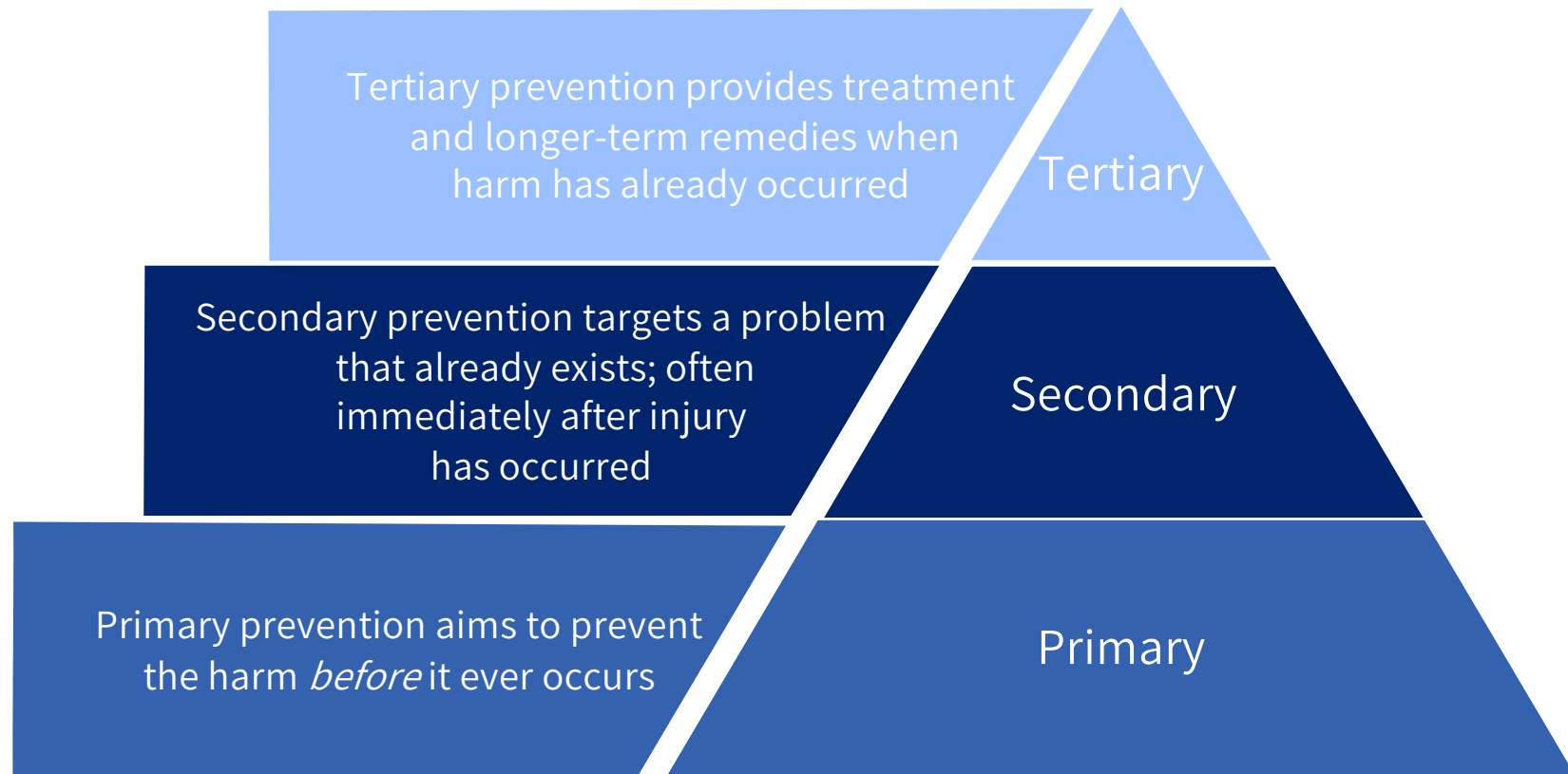


Strategic in design and implementation



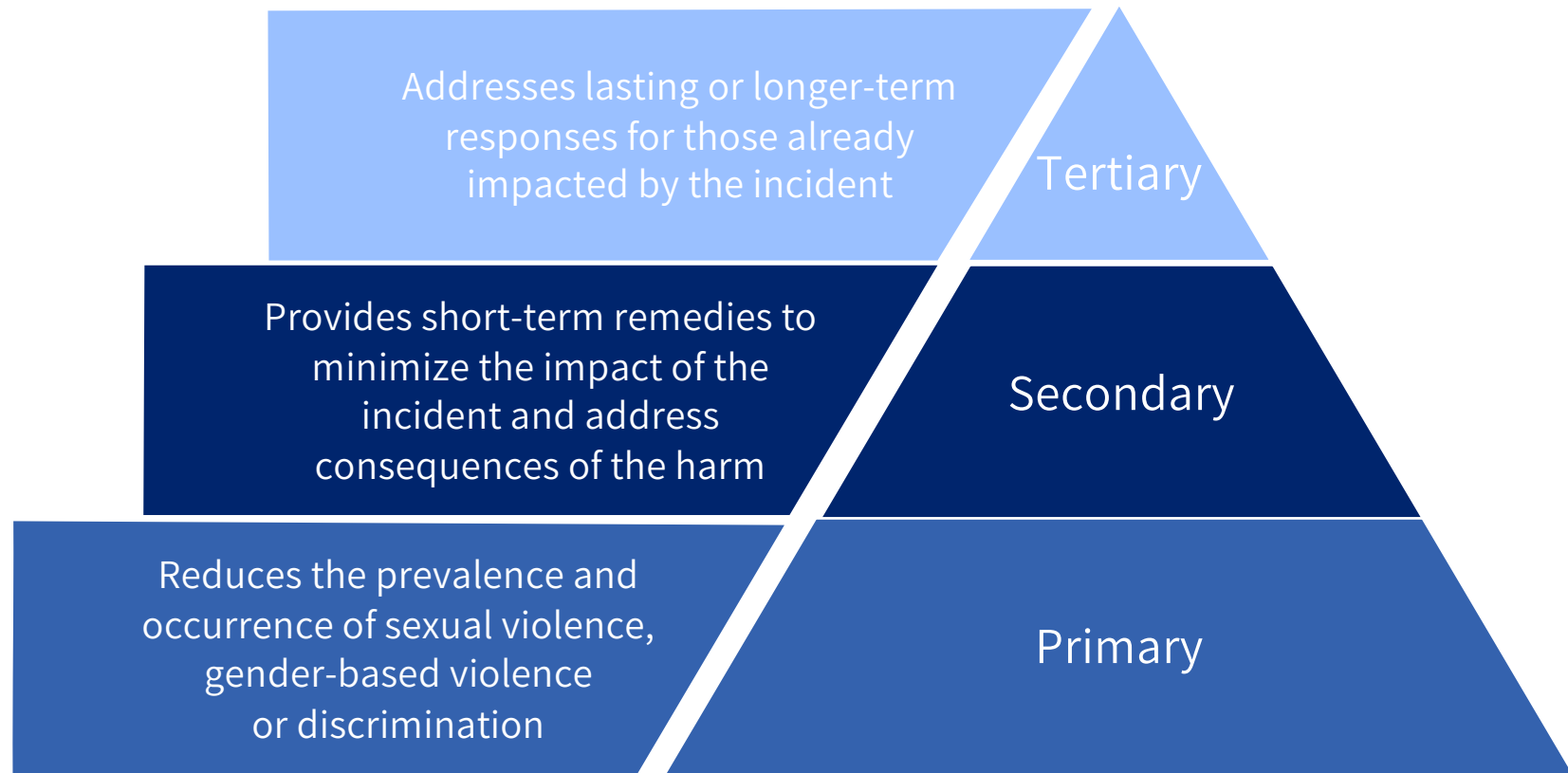
Multi-targeted, directed at the individual, the community, and the society/environment

LEVELS OF PREVENTION FRAMEWORK



Baumann L.C., Karel A. (2013) Prevention: Primary, Secondary, Tertiary. In: Gellman M.D., Turner J.R. (eds) Encyclopedia of Behavioral Medicine. Springer, New York, NY

LEVELS OF PREVENTION FRAMEWORK (CONT.)



LEVELS OF PREVENTION FRAMEWORK (CONT.)

Primary

- Bystander Intervention
- Programs teaching healthy and respectful relationships
- Risk-reduction programming
- Programs addressing men's role in preventing sexual violence
- Discussion groups with populations with high-risk of perpetration
- Social norming campaigns

Secondary

- Interim remedies and victim services
- Deterrence-based programs
- Awareness programming — Take Back the Night, Walk a Mile in Her Shoes, etc.
- Social norming campaigns (can be primary or secondary depending on focus)

Tertiary

- Remedies for victims
- Offender treatment services
- Policies and procedures to address sexual violence
- Support groups and long-term remedies

SPECTRUM OF PREVENTION

- The Spectrum of Prevention is a “systematic tool that promotes a multifaceted range of activities for effective prevention.”
- Identifies multiple levels of prevention across systems, moving beyond the idea of prevention as individual education only

<http://www.preventioninstitute.org/component/taxonomy/term/list/94/127.html>

SPECTRUM OF PREVENTION (CONT.)



Influencing policy and legislation



Fostering coalitions and networks



Changing internal practices and policies



Educating providers and professionals



Promoting community education



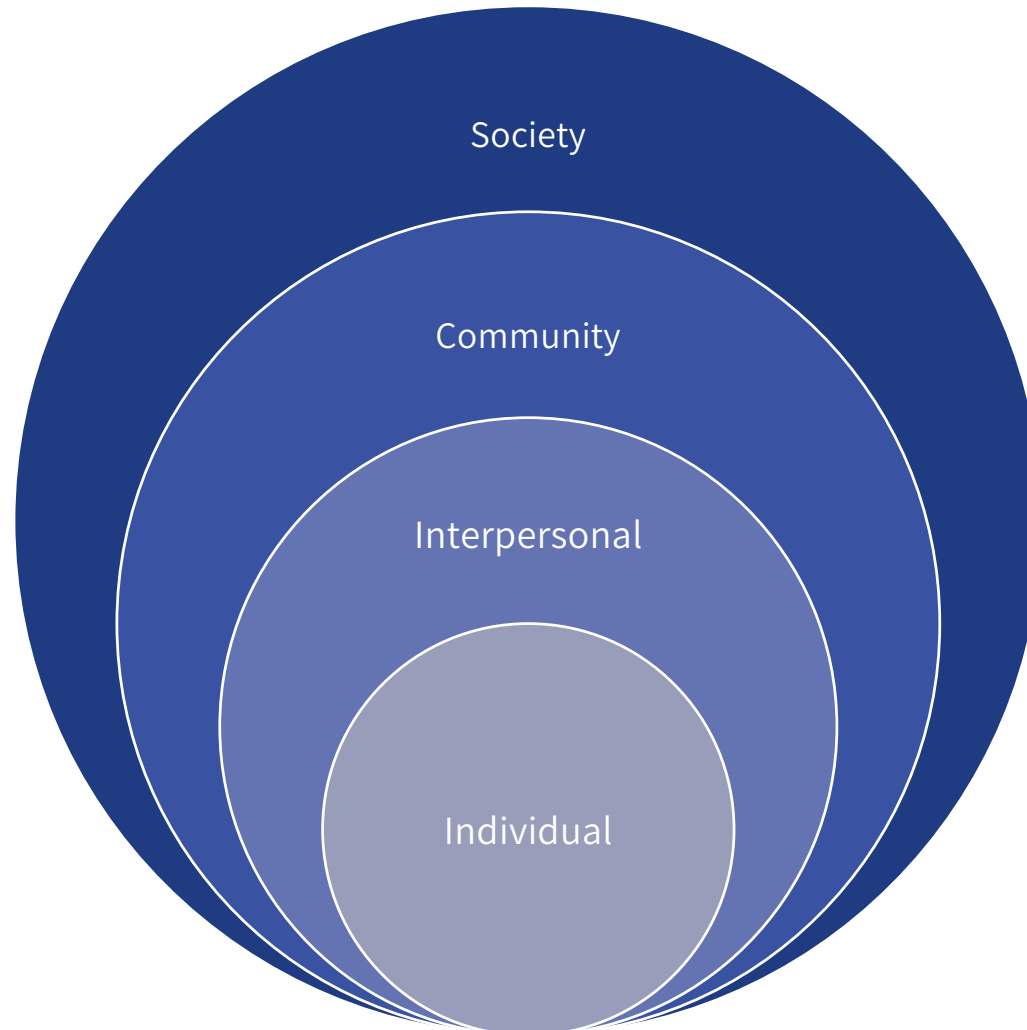
Strengthening individual skills and knowledge

Cohen L, Swift (1999). The spectrum of prevention: developing a comprehensive approach to injury prevention. *Injury Prevention* 5,203-207

SOCIO-ECOLOGICAL MODEL

- Prevention requires understanding the factors that influence violence.
- The Socio-Ecological Model presents a framework for better understanding violence and the effect of potential prevention strategies.
- Considers four levels – individual, interpersonal, community, and society – and the complex interplay between them, which creates a range of risk factors for violence.

SOCIOECOLOGICAL FRAMEWORK





Prevention: The Eight C's

- Cogent
- Community-wide
- Collaborative
- Consistent
- Compliant
- Comprehensive
- Centrally-planned
- Culturally Competent

Note: The Eight C's are copyrighted to The NCHERM Group, LLC.

① COGENT

- Make the content and the curriculum persuasive, convincing, clear, coherent, and sound
- Relies on researched models, strong data, and proven methodologies. Preventive strategies should have a scientific justification or logical rationale.
- Relies on best practices, harnesses and employs assessment efforts, and has primary prevention as its foundation rather than an afterthought
- Well thought-out, targeted, and tailored to the specific campus community and often to specific constituencies

① COGENT (CONT.)



② COMMUNITY-WIDE

- Aims to reach all students and acknowledges the spectrum of types of community members on a campus
- Intended to impact the climate, processes, and even policies in a given system
- Targeted to assure that every student has the opportunity to participate
- Prevention mentality must be infused throughout the community, at all levels and with all populations
- There must be sufficient dosage to each population and the entire community
- Develop programs and educational events for students in each year
- Be willing to mandate programming

MANDATED PROGRAMMING



Negative Consequence

A mandate with a negative consequence is often easier to create, administer, and enforce.

Examples:

- Hold placed on registration
- Bumped to the bottom of the housing request pool
- Parking limited to a specific, inconvenient lot



Positive Consequence

A positive mandate is more developmental, and students may have better learning outcomes.

Examples:

- Free tickets to the homecoming game
- Counts toward 3 of their required programming
- Parking pass to a premier lot

③ COLLABORATIVE

- Bring together a multitude of students and professionals with varied expertise
- Value to having multiple perspectives at a table
- Add to the chances of success and will yield a collaborative mind-set that continues beyond the life of a project
- Students are key to prevention efforts' success
- However, be sure that those delivering the programs and developing the materials are well-trained and competent

③ COLLABORATIVE (CONT.)

- Work with those offices/departments/organizations that have shared values and similar visions, and align curriculum to meet the goals as an organization
- Review strategic plan and curriculum often
- Joint efforts in assuring and maintaining compliance with federal training regulations are most effective
- Structured process for exchanging insights and content, no matter how formal or informal

③ COLLABORATIVE (CONT.)

Work with student activities:

- They have the money
- They have programming needs
- They have advertising “machine”
- Make an educational argument (5%)
- Collaborate with them on other projects; ‘quid pro quo’

③ COLLABORATIVE (CONT.)

Work with academic departments, teachers, or discipline chairs:

- They have the students
- Try to get into the syllabus or class curriculum
- Pitch to core classes (e.g., math/language arts/science, university experience, professors who are overworked, and 101 courses)
- Use extra credit as incentives
- Develop learning goals
- Examples: SEL, Psychology, Sociology, Women's and Gender Studies, General Education, Film & Media, Honors College, and Public Speaking/English

③ COLLABORATIVE (CONT.)

Additional departments:

- Career Services/School counseling
- Orientation
- Office of Diversity Services
- Housing and Residential Life
- Police/Campus Safety/SRO's
- Fraternity & Sorority Life
- Athletics
- Health, School nurses and/or Counseling Services
- School social workers
- SEL Instructors

④ CONSISTENT

- Cohesive, having a standard of form, and the ability to replicate our efforts
- Dedication to the work, its messages, and the students
- Commitment to the production, evaluation, and re-evaluation of the programmatic efforts
- Consistency allows for measurement. Systematic outcome evaluation is necessary to determine whether a program or strategy worked.
- Programs need to be continuous and visible throughout the year; consistency maintains the message
- Set specific goals

⑤ COMPLIANT

- In today's hyper-regulatory environment, prevention efforts must be compliant with applicable laws, regulations, and guidance
- Efforts must fulfill the requisite duty of care
- Utilize a range of campaigns, strategies, and initiatives to provide awareness, educational, risk reduction, and prevention programming
- VAWA Section 304, 2020 Title IX Regulations, forthcoming/recent guidance
- State law (e.g., California SB 493)

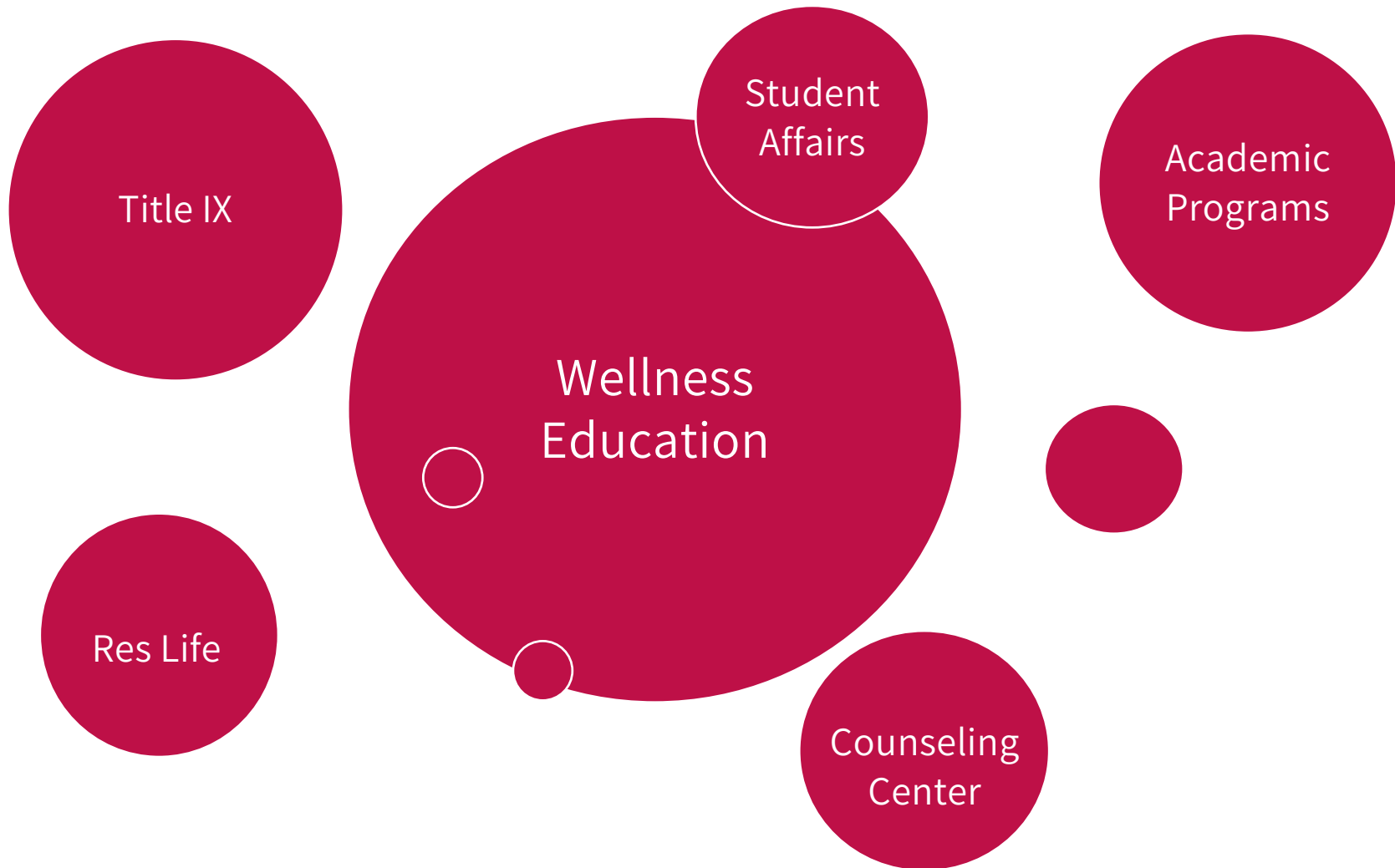
⑥ COMPREHENSIVE

- Strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors of the target problem.
- Employ both the entire spectrum of prevention as well as three levels of prevention: primary, secondary, and tertiary.
- A successful strategy looks at the entire student lifespan and has a number of complex elements. Program activities should happen at a time (developmentally) that can have maximal impact in a participant's life.

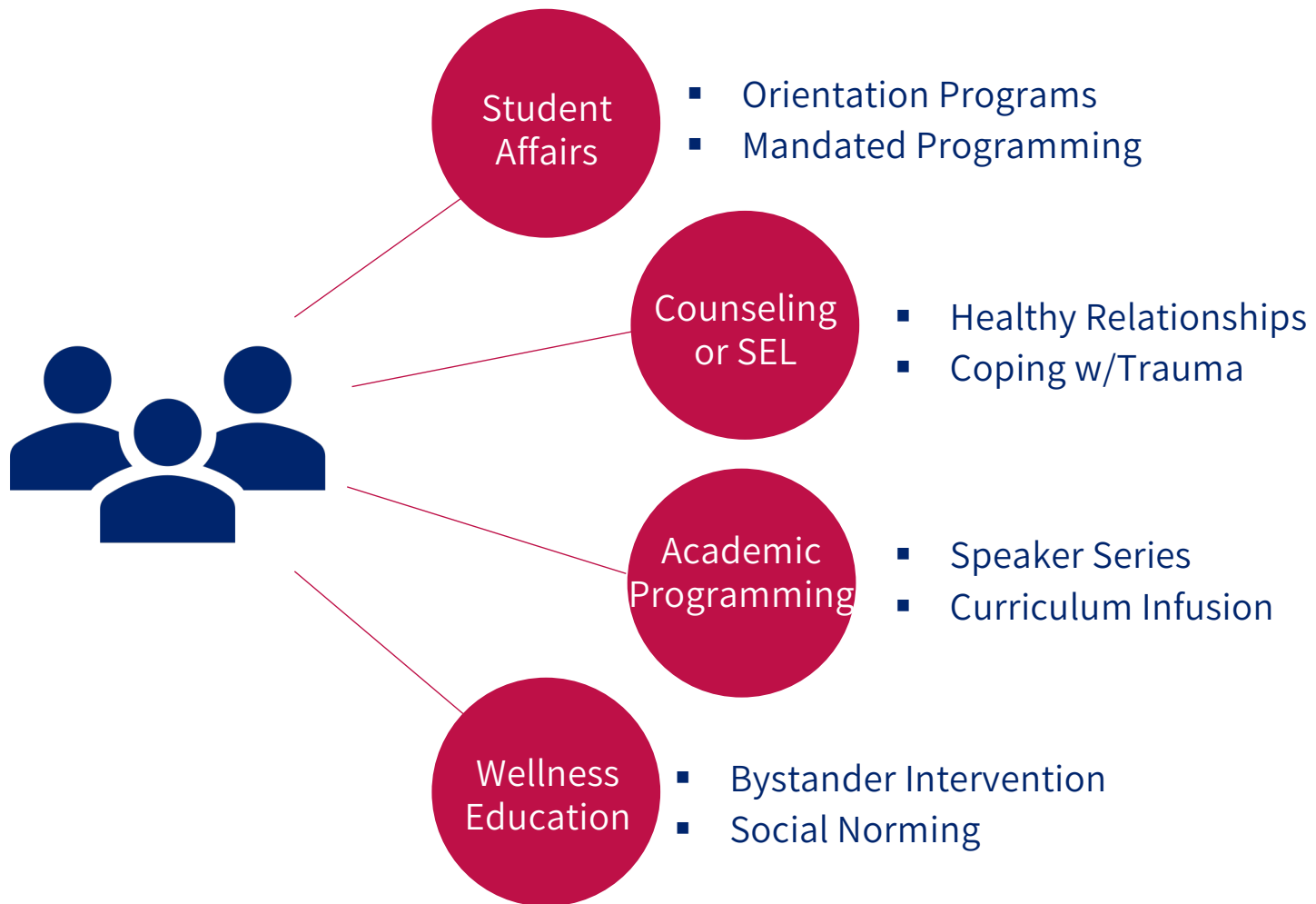
⑥ COMPREHENSIVE (CONT.)

- Strategies should include multiple teaching methods, including some type of active, skills-based component.
- How is our duty of care to our community and its members best fulfilled?

7 CENTRALLY-PLANNED



⑦ CENTRALLY-PLANNED (CONT.)



⑦ CENTRALLY-PLANNED (CONT.)

Centralized Office or Committee:

- Faculty/teachers and student representatives and other key stakeholders should be involved in the planning process.
- Requires that a master calendar be functioning to make event, space, and timing decisions. Coordinating message, timing, dosage, audience, the developmental progression of the concepts, assuring mutually reinforcing concepts, and cross-pollinating effective prevention paradigms can create a tipping point of transformation.

⑦ CENTRALLY-PLANNED (CONT.)

Centralized Office or Committee:

- May help to require that all programming efforts that are not centralized be pre-approved by the committee, so that the committee has a mechanism for keeping the master calendar accurate and staying on message with the prevention philosophy and strategy
- May also be helpful to centralize programmatic funding within this committee, or at least centralize approval for programmatic expenditures related to its purview, and to help avoid non-strategic programs that may detract from or diminish the efficacy of the strategy

⑧ CULTURALLY COMPETENT

Prevention efforts must consider cultural relevancy

- Review terminology frequently to remain current
- Draw upon the societal landscape, including social movements and high-profile incidents
- Ensure examples are inclusive
- Use references highlighting various identities
- Identify barriers to accessing education and/or services, such as native language, immigration status, or scholarship funding

UNIQUE CONSIDERATIONS

- Populations:
 - Male complainants
 - Complainants from historically marginalized groups/communities
 - LGBTQIA+ complainants
 - Minors
 - International parties
 - Parties with disabilities
 - Parties with histories of mental health issues
 - Complainants of drug-facilitated assaults
 - Complainants of repeat assaults

UNIQUE CONSIDERATIONS (CONT.)

- Underreporting
- Stereotyping
- Internalized and/or institutionalized bias/prejudice
- Lack of informed, available services



VAWA 2013 – Section 304: Prevention Programming

- Regulations repeatedly reference varying forms of programming, education, and initiatives targeting Sexual Assault, Domestic Violence, Dating Violence, and Stalking, such as:
 - Primary prevention programs
 - Ongoing prevention and awareness programming and campaigns
 - Risk factors, protective factors, and risk reduction
 - Programming that changes behavior and social norms
 - Programming that increases understanding and skills

VAWA EDUCATIONAL PROGRAMS AND CAMPAIGNS

- Description of Programs
- Traits of Effective Programs
- Primary Prevention
- Awareness Programs
- Incoming Students and New Employees
- Prohibiting the VAWA Offenses
- Bystander Intervention
- Risk Reduction
- Ongoing...

CLERY HANDBOOK

- *The Handbook for Campus Safety and Security Reporting* (2016) was rescinded and replaced by the *Clery Act Appendix for FSA Handbook* in October 2020.
 - The 2016 Handbook includes detailed information for implementing the 2013 VAWA amendments to the Clery Act regulations.
 - The 2020 Handbook does not include this information.
 - Citations in this section are from the 2016 Handbook and will be in this format: (X-X)

VAWA: EDUCATIONAL PROGRAMS AND CAMPAIGNS

ASR Statement must include:

- “A description of the institution’s educational programs and campaigns to promote the awareness of dating violence, domestic violence, sexual assault and stalking.”
- “A description of the institution’s **primary prevention** and **awareness programs** for all incoming students and new employees.”

“Programs to prevent dating violence, domestic violence, sexual assault and stalking are defined as comprehensive, intentional and integrated programming, initiatives and strategies and campaigns intended to end dating violence, domestic violence, sexual assault and stalking.”

VAWA: EDUCATIONAL PROGRAMS AND CAMPAIGNS (CONT.)

- The ASR statement must include a description of the institution’s ongoing prevention and awareness campaigns for students and employees.
 - Programming, initiatives, and strategies that are sustained over time
 - Must focus on increasing understanding of topics relevant to and skills for addressing dating and domestic violence, sexual assault, and stalking.
 - Should use “multiple strategies in a coordinated way throughout the year to reach all populations.” For example:
 - Communication strategies
 - Programming and providing materials
 - Booths at student fairs and events
 - Faculty-led classroom discussions on issues and available services

VAWA: EDUCATIONAL PROGRAMS AND CAMPAIGNS (CONT.)

- Programs should be tailored to each institution and its constituents and be:
 - Culturally relevant
 - Inclusive of diverse communities and identities
 - Sustainable
 - Responsive to community needs
 - Informed by research or assessed for value, effectiveness or outcome (i.e., research conducted according to scientific standards and efficacy assessments performed by institutions and organizations)
 - Consider environmental risk and protective factors as they occur in the individual, relationship, institutional, community, and societal levels. (8-3)

VAWA: EDUCATIONAL PROGRAMS AND CAMPAIGNS (CONT.)

- Programs must include **primary prevention**.
 - Programming, initiatives, and strategies intended to stop the crimes before they occur through:
 - Promotion of positive and healthy behaviors that foster healthy, mutually respectful relationships and sexuality;
 - Encourage safe bystander intervention; and
 - Seek to change social behavior and social norms in healthy and safe directions.
 - Examples: Programs that promote good listening and communication skills, moderation in alcohol consumption, and common courtesy

VAWA: EDUCATIONAL PROGRAMS AND CAMPAIGNS (CONT.)

- Programs must include **awareness programs**:
 - “Community-wide or audience-specific programming initiatives and strategies that increase audience knowledge, and share information and resources to:
 - Prevent violence,
 - Promote safety, and
 - Reduce perpetration” (8-4)

VAWA: EDUCATIONAL PROGRAMS AND CAMPAIGNS (CONT.)

- Must be directed at all incoming students and new employees
 - No requirement that all take or attend, but an attendance mandate is encouraged
 - Institutions **must** make a “good-faith effort” to reach all incoming students and all new employees
 - Requires “active notification of the training’s availability and providing the training in a format and timeframe that encourages and allows for maximum participation”
 - Means of delivery (in-person, theatrical, online videos, online interactive) can vary depending “on the circumstances of your community” (8-4 & 8-5)

VAWA: EDUCATIONAL PROGRAMS AND CAMPAIGNS (CONT.)

“Incoming Students”

- First-year students
- Transfer students
- Student-athletes
- International students
- Graduate students
- Professional students
- Online students
- Others?

“New Employees”

- Full-time
- Part-time
- Faculty – all levels
- Staff
- Administrators
- Union and non-union
- Student employees:
 - RAs, TAs, GAs...
- Others?

VAWA: EDUCATIONAL PROGRAMS AND CAMPAIGNS (CONT.)

- Programming should include “a statement that the institution prohibits the crimes of dating violence, domestic violence, sexual assault and stalking as those terms are defined for purposes of the Clery Act.”
 - Local jurisdictional definitions of
 - Dating violence, domestic violence, sexual assault and stalking
 - Consent in reference to sexual activity
 - Should also state institutional definition of consent and how it is used

Note: “If your local jurisdiction does not define one of these terms, state that there is no definition of the term in your local jurisdiction.”

VAWA: EDUCATIONAL PROGRAMS AND CAMPAIGNS (CONT.)

- Programming should include “a description of safe and positive options for bystander intervention”
 - Defined as: “Safe and positive options that may be carried out by individual or individuals to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault and stalking.”
 - “Recognizing situations of potential harm;
 - Understanding institutional structures and cultural conditions that facilitate violence;
 - Overcoming barriers to intervening;
 - Identifying safe and effective intervention options; and
 - Taking action to intervene” (8-7).

VAWA: EDUCATIONAL PROGRAMS AND CAMPAIGNS (CONT.)

- Programming should include “information on risk reduction”
 - Defined as “options designed to:
 - Decrease perpetrations and bystander inactions;
 - Increase empowerment for victims in order to promote safety; and
 - Help individuals and communities address conditions that facilitate violence” (8-7).

Note: “Information about risk reduction must not be presented in a manner that encourages victim blaming.”













TRAINEE POPULATIONS

- **Title IX Compliance Officers.** e.g., Coordinator and Deputies, Investigators, hearing boards (including appeals), and others involved in processing, investigating, or resolving complaints
- **First Responders.** e.g., RAs, health center employees, counselors, sexual assault response coordinators, academic advisors, and public safety
- **All Faculty & Staff; ATIXA Mandatory Reporters.** ATIXA recommends making all faculty and staff mandatory reporters.
- **All Students**
 - Undergraduate, graduate, professional, distance, and online, etc.

TRAINING COORDINATION AND OPERATIONALIZATION

- Centralization and oversight of school-wide efforts
- How?
 - In person? Online? Classroom?
 - Administrator-driven? Peer-driven?
- When/how often?
- Orientation: new student, transfer student, new faculty/teachers, and staff
 - Follow-up is crucial
- Ongoing prevention and awareness campaigns
 - Programs, conversations, speakers, hall and floor meetings, first-year seminar, third-party online training, etc.

PLANNING THE PREVENTION YEAR

Initiative	July	August	September	October	November	December
Everfi Sexual Assault Prevention 	Course open for completion 					Course open for completi
Bystander Intervention Training 		Orientation Training 	Kick Off Event 	Targeted Training 	Training 	
Red Flag Campaign 	Facilitate ongoing requests from groups			Social Media Campaign for Rush process 		
				Red Flag Quad Event 	Poster Campaign 	
				Social Media Campaign 		
Name of Initiative copy and past icons from Content Focus Key below						
Target Audience Key <ul style="list-style-type: none"> All Students FSL Athletics Incoming Students International Students Graduate Students LGBTQ+ Residential Students 	Content Focus Key <ul style="list-style-type: none"> Heart: Healthy Relationships Star: ByStander Intervention Triangle: Awareness (DV/IPV, stalking, harassment, sexual assault) Square: Policy Information Diamond: Definitions Inverted Triangle: Risk Reduction 					



GROUP ACTIVITY

- Planning Your Prevention Year



Specific Programs, Strategies, and Initiatives

- Environmental Management
- Social Norms/Normative Marketing
- Bystander Empowerment

WHAT WORKS?

1. Environmental management

- Community/campus partnerships
- Reducing the locus of harm

2. Social norms/normative marketing

- If pluralistic ignorance exists and can be remedied, behavioral changes can result
- If false consensus exists and can be dispelled, it can result in behavioral changes

3. Bystander empowerment

4. Skills for preventing sexual violence

ENVIRONMENTAL MANAGEMENT

- Embraced by the National Institutes of Health and Centers for Disease Control and Prevention
- Many applications to alcohol, mental health, and suicide
- Not as much application to sexual assault, harassment, stalking, etc., to date. Studies are in progress.
- Approach: Addressing abusive/problematic organizations, improving safety, establishing and consistently applying policies, reducing alcohol and other drug issues on campus, addressing community-level risks through environmental approaches

NORMATIVE MARKETING



Normative marketing is based on the concept that people's behavior is influenced by what they *think* is 'normal' or 'typical.'

The problem is that people often misperceive what is 'normal' or 'typical.'

Social normative marketing strategies aim to provide accurate data about what the majority of others *actually* do.

NORMATIVE MARKETING (CONT.)

- Actions are often based on misinformation about or misperceptions of others' attitudes and/or behavior.
- When misperceptions are defined or perceived as real, they have real consequences.
- Individuals passively accept misperceptions rather than actively intervening to change them, hiding from others their true perceptions, feelings, or beliefs.
- Appropriate information about the actual norm will encourage individuals to express those beliefs that are consistent with the true, healthier norm, and inhibit problem behaviors that are inconsistent with it.
- For a norm to be perpetuated, it is not necessary for the majority to believe it, but only for the majority to believe that the majority believes it

NORMATIVE MARKETING

- Low entry cost, and relatively high entry energy
 - Target risky behaviors
 - Survey norms and targeted healthy norms
 - Share those norms with the community
 - Evaluate
- Posters, restroom stalls, emails, and e-banners to disseminate information
- Data can be integrated into classes

NORMATIVE MARKETING APPLIED

- What unhealthy norms exist within our communities that we could use to reprogram norms specific to sexual violence, stalking, IPV, and sexual harassment?
 - Women don't mind sexual harassment
 - Men don't care how sexual harassment by other men makes women feel about them
 - Men aren't bullied, harassed, or assaulted
 - Showing respect for women is a sign of weakness
 - Others



SAY WHAT THE REST OF US ARE THINKING



Most Berkeley grad students
would challenge a sexist joke

#WeCARE

Data: 2018 UC Berkeley MyVoice Survey

PATH to Care Center

care.berkeley.edu



95% of NAU students would **not** have sex with someone who's drunk.

NAU Campus Climate Survey, 2019
N = 2541

NAU NORTHERN ARIZONA UNIVERSITY
Health Promoter

Scan with camera for sexual assault resources

92% of NAU students would **CONFRONT** a friend who hooked up with someone that **didn't give** consent.

NAU Campus Climate Survey, 2019
N = 2541

NAU NORTHERN ARIZONA UNIVERSITY
Health Promoter

Scan with camera for sexual assault resources

BYSTANDER INTERVENTION

- Think back to sexual assault prevention from the 90s and early 2000s....
 - Educating young women to watch their drinks and travel in groups
 - Know your surroundings and always have a backup plan to call for help
 - Rape whistles, pepper spray, tasers
 - Training in self-defense

BYSTANDER INTERVENTION (CONT.)

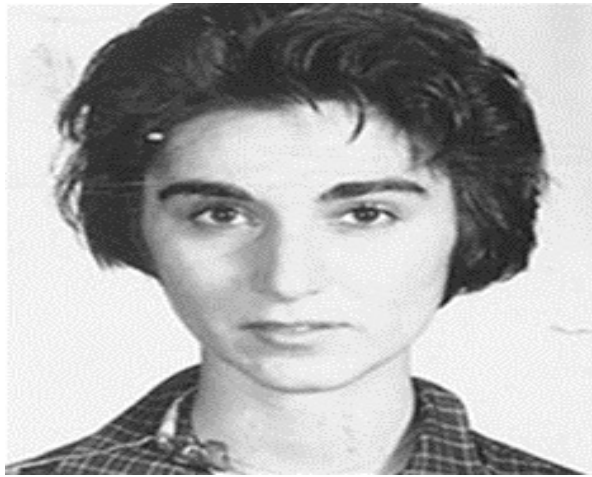
Shift to....



BYSTANDER INTERVENTION (CONT.)

- Shifting the onus of preventing rape from the victim and to the community and the perpetrator
- Focus on fixing the problem rather than teaching women to not become victims
- Creating safe places to gather; the community is collectively responsible for maintaining a safe environment
- Community is encouraged to address inappropriate behavior by not tolerating sexist jokes, misogynistic behavior, etc.; and is trained in intervening when there are at-risk behaviors present

BYSTANDER INTERVENTION (CONT.)



**“37 WHO SAW
MURDER DIDN'T
CALL THE POLICE”**

- The New York Times

March 27, 1964

Kitty Genovese

- In 1964, Kitty Genovese was stabbed, robbed sexually assaulted, and murdered.

Bystanders

- It happened on the street, in public
- It went on for 30 minutes
- 37 witnesses heard her and saw her

Latane & Darley

- Bystander Effect
 - Conducted experiments to understand why people didn't intervene

Latane, B and Darley, J. (1970). *The unresponsive bystander: Why doesn't he help?*. Appleton-Century Crofts: University of Minnesota

BYSTANDER INTERVENTION (CONT.)



A bystander is anyone who observes a dangerous or potentially dangerous situation

- The Bystander Effect occurs when an individual chooses not to act
 - *Diffused responsibility*
 - *Pluralistic ignorance*
- Bystander Intervention involves engaging community members in reducing, stopping, or preventing behavior that is harmful.

Latane, B and Darley, J. (1970). *The unresponsive bystander: Why doesn't he help?*. Appleton-Century Crofts: University of Minnesota

BYSTANDER INTERVENTION (CONT.)

A positive bystander and prevention model takes a wider, community-based approach that shifts cultural norms and expectations of behavior rather than simply targeting individuals as potential victims or perpetrators.

Barriers to helping...

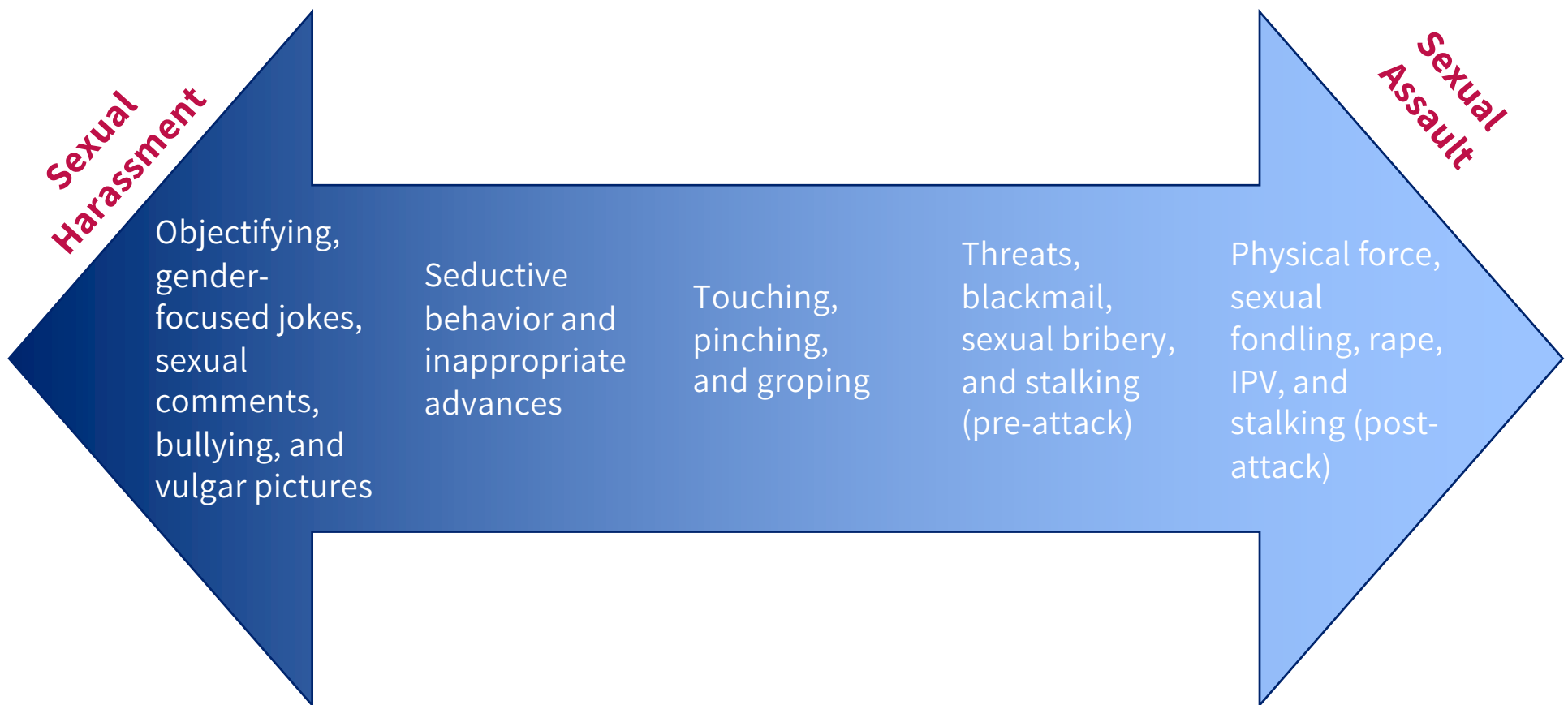
- Believe others think the behavior is okay
- Afraid to act in a way that is socially unacceptable
- Believe it is “not our business”
- Believe someone else will help
- Not in tune with surroundings
- Not sure what to do

Encouragers to helping...

- Creation of a culture that values respect, helping others, wellness, empowerment, etc.
- Training on red flags and what to look for to identify a problematic situation
- Development of a community approach to responsibility
- Having the confidence and ability to know how and when to intervene

BYSTANDER INTERVENTION (CONT.)

Can be used to address...



BYSTANDER INTERVENTION – BUILD IT OR BUY IT?

Build it Pros

- Better content control
- More tied to institutional communality and standards
- Cheaper
- Easier to update and alter
- Easier referral to services and departments on campus
- Potential for higher stakeholder buy-in

Build it Cons

- Time consuming
- Garbage in = Garbage out
- Potential for splintering of mission goals
- Reactive rather than strategic prevention effort
- Lack of content expertise
- Lack of research expertise
- Bias and blind spots

BYSTANDER INTERVENTION – BUILD IT OR BUY IT? (CONT.)

Buy it Pros

- Program in a box
- Easy to implement
- They will use school graphics and links
- Annual research reports
- Conferences and training opportunities for staff
- Updatable content

Buy it Cons

- Higher cost
- Potential for harsh audits of services
- May follow a one-size-fits-all approach, lack of customization
- Multi-year contract lock in required

STEP UP!

5 DECISION MAKING STEPS

1. Notice the event.
2. Interpret the event as a problem
— investigate!
3. Assume personal responsibility.
4. Know how to help.
5. Implement the help: Step UP!

- Gives a clear example of how bystander intervention should work.

www.stepupprogram.org/

LET'S TALK ABOUT CONSENT VIDEO



Source: <https://www.youtube.com/watch?v=TBFCeGDVAdQ>

WHO WILL YOU BE? VIDEO



Source: <https://www.youtube.com/watch?v=shuuTOMCKZ8>

TEA VIDEO ON CONSENT



Source: https://www.youtube.com/watch?v=lOS5_I3Yzog

PHONE VIDEO ON CONSENT



Source: <https://www.youtube.com/watch?v=laMtr-rUEmY>

KNOW YOUR POWER CAMPAIGNS

- 16 bystander intervention marketing campaigns, with available materials including:
 - Posters
 - Bookmarks
 - Table Tents
 - Post Cards
 - Bus Wraps
 - Website Images

Source: <https://soteriasolutions.podia.com/know-your-power-products>

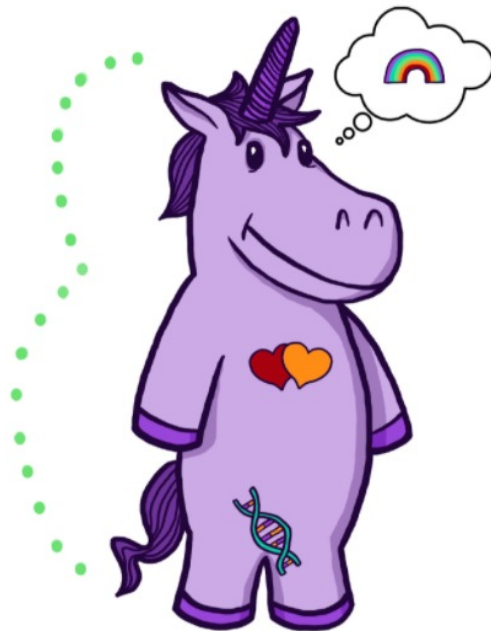
RED FLAG CAMPAIGN



Source: <http://www.theredflagcampaign.org>

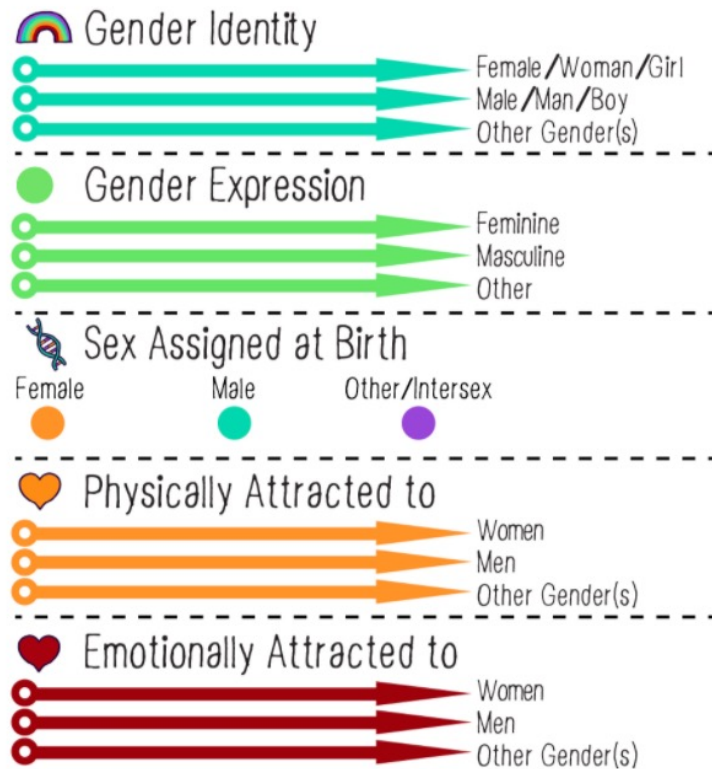
The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore



Source: <https://transstudent.org/what-we-do/graphics/gender-unicorn/>

OTHER RESOURCE RECOMMENDATIONS

- Videos
- Speakers
- Campaigns
- Trainings
- Others?

INCORPORATING CYBER SEXUAL ABUSE BEHAVIORS

- Non-consensual pornography
 - intimate photos or videos taken without consent
 - consensual intimate photos or videos distributed without consent
- Upskirting
 - snapping sexually intrusive photos, often of someone's genitals, without their knowledge
- Sextortion
 - form of blackmail in which sexual information or images are used to extort

KEEPING PREVENTION EDUCATION CURRENT

- Cyber sexual abuse is both more misunderstood and more tolerated both in society and by victims
- Photos and videos can be altered
- Research around technology-based violations is limited and new
- Images may be posted with victim's contact information, inciting further harassment (“doxxing”)
- Most images are authored by their victims, meaning they retain ownership rights

KEEPING PREVENTION EDUCATION CURRENT (CONT.)

- Possibly increased vulnerability due to:
 - Growing role of technology in daily life
 - Expanding digital histories
- Address technology hygiene
 - Password strength
 - Device passcodes and remote wiping
 - Not sharing accounts
 - Public Wi-Fi concerns
 - Social media account privacy

Source: <http://www.stopstreetharassment.org/2016/02/addressing-revenge-porn/>



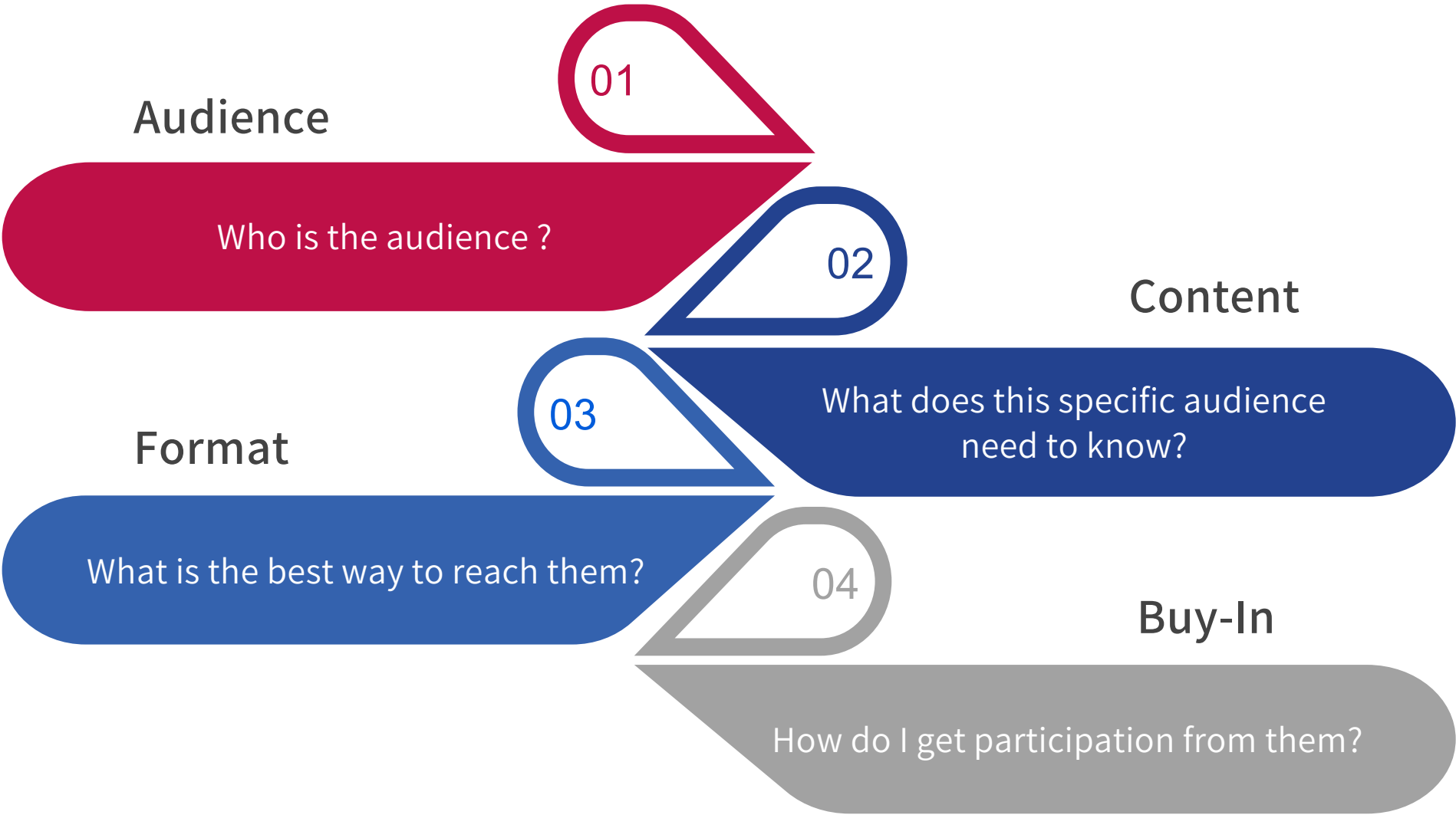
PRESENTATION SKILLS

- Strategies for Developing and Delivering Strong Presentations

PRESENTATION SKILLS

- Being able to deliver material in an effective manner is critical to having the audience understand and digest the material.
- This means programs should be interesting, hold the audience's attention, and challenge their perspectives.
- Having solid, researched-based content is not sufficient. Delivering content in a way that is effective for a given group is essential.

DEVELOPING A MARKETING STRATEGY



PRESENTATION SKILLS (CONT.)

Don't

- Antagonize the audience or put them on the defensive
- Use jargon or language unfamiliar to the audience
- Rely on scare tactics, use victim blaming language, or bash men.
- Take offense to or get thrown off by tough questions

Do

- Begin by building rapport and connecting with the audience
- Appeal to attendees' humanity and allegiance to your community
- Use humor to poke fun at outdated norms related to dating and sex
- Make your message digestible
- Use multiple modalities

PRESENTATION SKILL DO'S

- Use multiple methods of delivery
- Be confident, patient, and graceful
- Be aware of time, technology, and space restrictions
- Address any elephant in the room issues
- Tread carefully on “third rail” issues
- Understand the audience’s motivation for attending and the context of how they see the material
- Write programs that address cultural, generational, sexual orientation, gender, and racial/ethnic differences

PRESENTATION SKILL DON'TS

- Have great material and information and over-focus on content while neglecting delivery
- Lecture the entire time or read off of slides
- Allow too many questions that disrupt flow
- Lose your cool and over-engage with topic
- Speak over or “hog the mic” when co-presenting
- Run over time
- Embarrass or shame participants
- Fail to plan for unanticipated technology issues

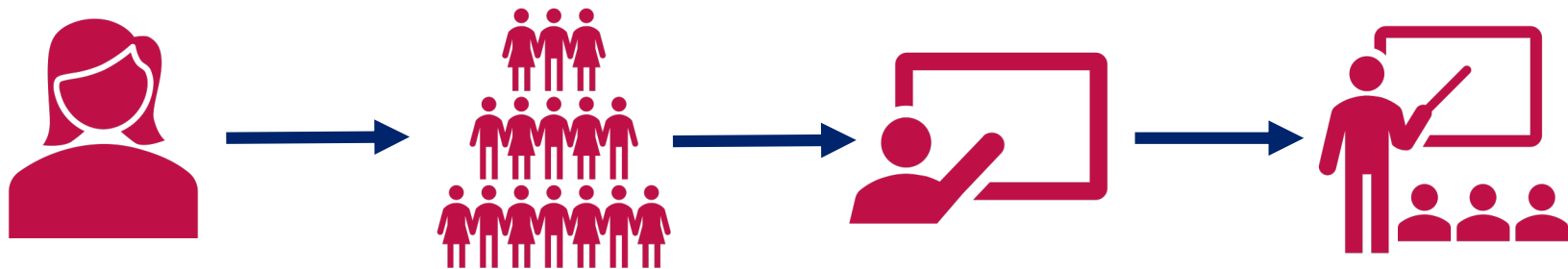
TRAINING RESISTANT OR DISRUPTIVE INDIVIDUALS

- What kind of resistant or disruptive trainees have you encountered?
- Tips for Responding:
 - Take a breath, respond with understanding, grace, and confidence – not defensiveness or anger
 - Find common ground when you can
 - Redirect and constructively correct or guide in a more productive direction
 - When disruptive, rude, inappropriate, etc., stop the behavior/comments, disengage, and move on

PRESENTATION SKILLS FOR SPECIAL POPULATIONS

- Orientation and first-year populations
- Mental health needs
- Non-traditional students
- Graduate and professional students
- Commuters
- Minors (high school students on campus)
- Student organizations
- Student-athletes
- International students
- Captive and mandated programming

TRAIN THE TRAINER



An expert staff member teaches a group of trainers the content AND how to teach it.

The newly trained trainers observe the training, then practice teaching it in front of expert staff and other trainers.

The group of trainers deliver the training to the community.

TRAIN THE TRAINER (CONT.)

Pros

- Helps leverage limited resources
- Peer-based education is often better received
- Gains buy-in across the community

Cons

- If trainers aren't well-trained, can go poorly
- Increases staff time spent on hiring, training, and supervising the trainers
- Turnover rates in trainers



GROUP ACTIVITY

- Case Study Vignettes:
Training Resistant or
Disruptive Individuals



Neurobiology of Trauma

- Introduction to Trauma
- Neurobiological Impact of Trauma
- Considerations for Interviewing

ATIXA POSITION STATEMENT

- Worry that application of the knowledge obtained by practitioners in our field has gotten way ahead of the actual science
- The body of knowledge is being misapplied
- Some purveyors of this knowledge are politically motivated to extrapolate well beyond any reasonable empirical conclusions currently supported by the science
- The field needs to incorporate trauma-informed investigation and interviewing methods into its best practices, provided that they do not compromise the ability to obtain credible, relevant evidence

ATIXA POSITION STATEMENT (CONT.)

- However, the “Neurobiology of Trauma” should not significantly influence the way that colleges and schools evaluate evidence
- We can be trauma-informed in our investigations without allowing trauma to unduly influence our interpretation of evidence
- Wise administrators are vetting their training materials for potential indications of bias to ensure the best possible defense to a claim of a biased resolution process
- Not suggesting that Title IX professionals forego trauma training, but that the trainings must be balanced, or, better yet, obtained from a balanced source

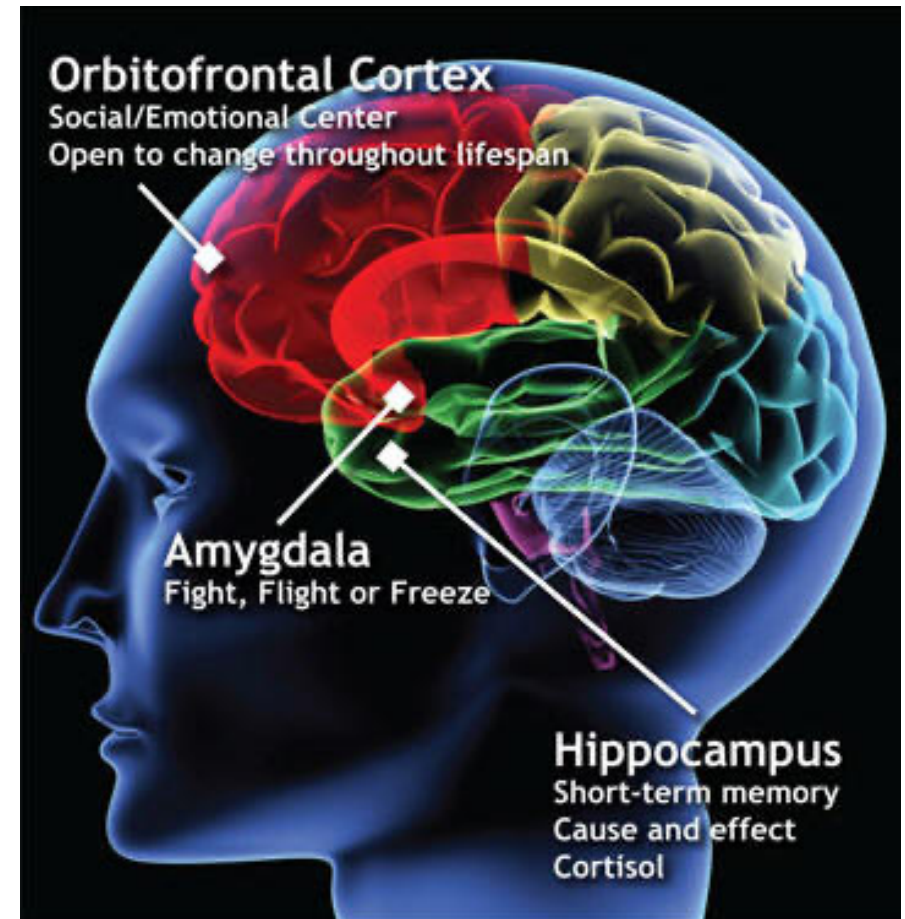
WHAT IS TRAUMA?

Exposure to an event or events that creates a real or perceived threat to life, safety, or sense of well being and bodily integrity.

- May result from:
 - War
 - Natural Disasters
 - Sexual Violence
 - Relationship Violence
 - Stalking

HOW THE BRAIN AND BODY RESPOND TO TRAUMA

- **Amygdala:** The brains emotional computer and alarm system
- **Hippocampus:** Brains storage for our most recent, conscious memories
- **Pre-frontal Cortex:** Where information is used to make decisions about cognitive and emotional responses



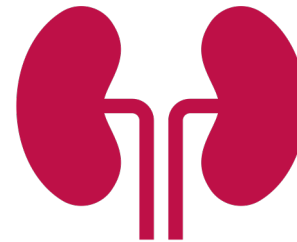
HOW THE BRAIN AND BODY RESPOND TO TRAUMA (CONT.)



Amygdala senses a threat and sets off flight or fight response



Hypothalamus begins responding to the crisis by sending messages and hormones

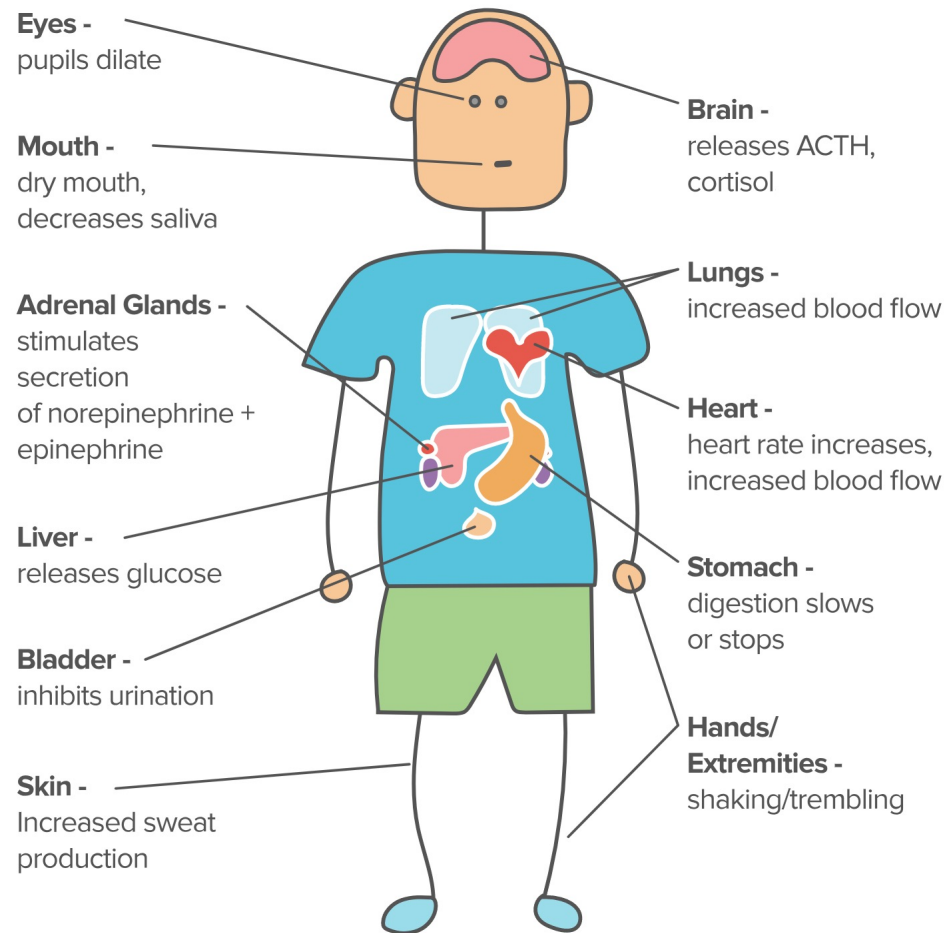


The produces hormones to help the body respond to the stress



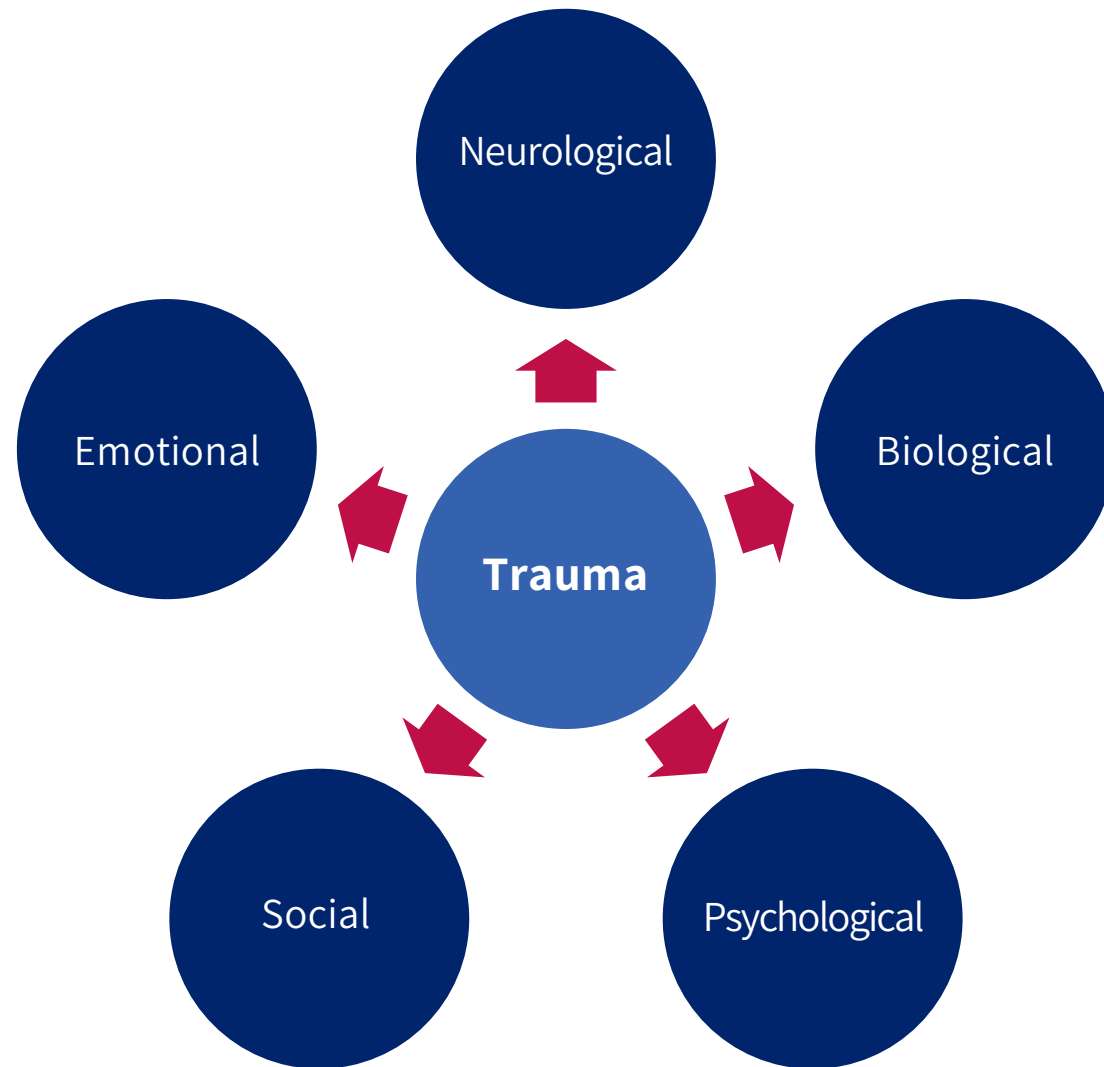
Hormonal flood produces a biological response across the body

HOW THE BRAIN AND BODY RESPOND TO TRAUMA (CONT.)



Retrieved from: <https://www.khanacademy.org/science/health-and-medicine/mental-health/anxiety/a/post-traumatic-stress-disorder-article>

IMPACT OF TRAUMA ON FUNCTIONING



HORMONAL FLOOD

- **Catecholamines (Adrenaline):** responsible for fight or flight; create mobilization but impair rational thought and decision-making
- **Opioids:** to deal with pain, create flattening affect
- **Cortisol:** affects energy availability
- **Oxytocin:** promotes good feelings to counterbalance sensation of pain



Can last 96 hours

HORMONAL FLOOD (CONT.)

These hormones affect the body's ability to....

React physically

Think rationally

Consolidate or
group memories

This is a neurobiological response, not a choice.

EFFECTS OF FLOODING

Hormones are released in varying amounts and may result in behavioral differences among victims:

- Fight, Flight, Freeze – not a choice. Also impacted by chemical surge into prefrontal cortex, impairing ability to think rationally
- May present as confused, laughing, crying, flat, angry, irritable, or variable

TONIC IMMOBILITY

- Hormonal flood and dysregulation of the autonomic nervous system can cause the body to shut down
- “Rape-induced paralysis”
- Up to one-half of those who experience a sexual assault will also experience tonic immobility, like being awake during surgery
- Know what is happening but can’t fight
- This is a biological response based on survival; think of the animal world

MEMORY AND SEXUAL ASSAULT

Hippocampus is the “memory maker;” processes information into memories

Memory is formed in two steps:

1. **Encoding:** organizing sensory information coming into brain
2. **Consolidation:** grouping into memories and storing the stimulus

MEMORY AND SEXUAL ASSAULT (CONT.)

- The hormonal flood doesn't interfere with the laying down of memory or its accuracy, but it does impair the ability of the hippocampus to **consolidate** memory.
- May create fragmented memories
- Recall can be slow and difficult

EFFECT OF ALCOHOL OR OTHER DRUGS

- Alcohol (or other drugs) will also interfere with encoding of the context details such as time, place, and exact sequence of events.
- What is encoded will be fragmented; may result in spotty memory
- Brain will still process sensory information, like smell





EXPECTATIONS DURING INTERVIEW

- Expecting a Complainant to give a linear account in the days after an incident, or after having been triggered, may not be realistic.
- Memory fragmentation can be a neurobiological condition.
- Having “inconsistent” memory, pausing, and stumbling to provide an account are normal.
- Considerations for credibility assessment
 - Recognize we cannot excuse or dismiss discrepancies in testimony, but we can understand why they may exist

ADDITIONAL IMPACTS DURING THE 96 HOURS

- Physical toll on body: headaches, body ache, GI issues
- Compromised decision-making
- Emotional swings
- Self-medicating behaviors

VICTIM RESPONSE TO TRAUMA

May be impacted by:

- Personality
- Coping strategies
- Available support systems and resources
- General resilience
- Past history of traumatic experiences
- Cultural differences in the perception and expression of trauma
- Normalization/adaptation

IMPACT ON PARTNERS, FAMILY, AND FRIENDS

- Secondary, or indirect, victims
- Often suffer many of the same initial and long-term symptoms
- Overprotection or blame
 - Important to have informed and helpful point of contact with the institution (as permissible given privacy issues)
- High stress associated with unsupportive behaviors (e.g., emotional withdrawal, blaming)

IMPACT OF STALKING ON VICTIMS

- 46% of stalking victims fear not knowing what will happen next.
- 29% of stalking victims fear the stalking will never stop.
- 1 in 8 employed stalking victims lose time from work as a result of their victimization and more than half lose 5 days of work or more.
- 1 in 7 stalking victims move as a result of their victimization.
- The prevalence of anxiety, insomnia, social dysfunction, and severe depression is much higher among stalking victims than the general population, especially if the stalking involves being followed or having one's property destroyed.

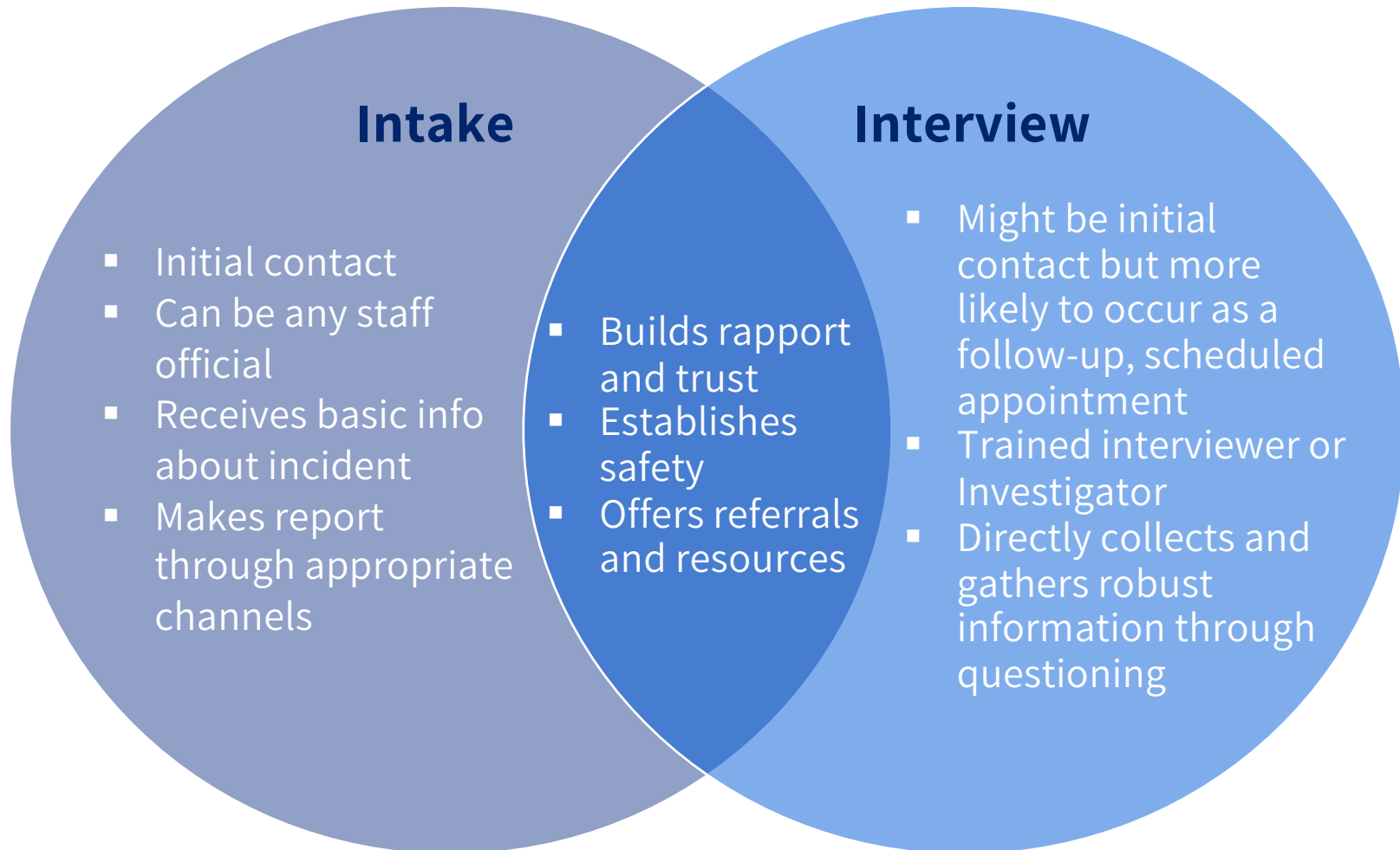
National Stalking Resource Center, <http://victimsofcrime.org>



Trauma-Informed Intake and Interviewing

- Intake and Interview Overview
- Considerations for Conducting Interviews and Intakes
- Information Gathering Techniques

INTAKE AND INTERVIEWING



SO, WHO CONDUCTS AN INTAKE?



INTAKE MODELS/APPROACHES

- Sexual Assault Response Team (SART)
- Crisis Center
- Key person
 - Coordinator, Advocate, Administrator
- Advocacy Group
- “No Wrong Doors”

HOW DOES INTAKE DIFFER FROM ADVOCACY?

Advocacy

- More “partisan”
- Coordinating resources and remedies
- Longer-term
- Listening, guiding, supporting
- More legally oriented

Intake

- More “neutral”
- Connect with resources and remedies
- Initial contact
- Receiving information/report
- Less legally oriented

CONSIDERATIONS FOR INTAKES AND INTERVIEWS



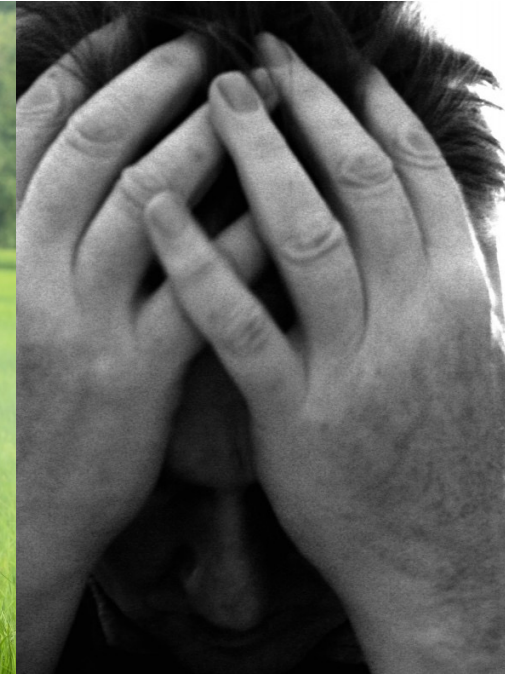
Environment



Rapport and Trust



Language



Trauma Informed

INTAKE OR INTERVIEW ENVIRONMENT

- Physical space
 - Neutral setting
 - Seating arrangement
 - Comfort items: water, coffee, tissues, etc.
- Gender balance
- Attendance
 - Who should attend?
- Advisors/Advocates
- Attorneys
- Parents/Guardians
- Police

INTAKE OR INTERVIEW RAPPORT AND TRUST

- Address immediate needs
- Listen. Allow them to be heard. Practice active listening
- Remember issues surrounding victimology and trauma
- Explain role in the process
 - Often differs from that of an advocate
 - May have to ask some personal, difficult, and detailed questions

INTAKE OR INTERVIEW RAPPORT AND TRUST (CONT.)

- Victim intake or interview is typically not the place for developmental/insight conversations
 - Suspend the student development/counseling tendency
- Work to establish a baseline of relaxed conversation and establish a rapport before asking questions
- Attendance of an Advisor/Advocate

INTAKE OR INTERVIEW LANGUAGE

Body Language

- Calm demeanor
- Open posture
- Eye contact
- Non-verbal encouragement (i.e., nodding)
- Attentive listening
- No physical touch without permission

INTAKE OR INTERVIEW LANGUAGE (CONT.)

Verbal Language

- Restating their comments
- Mirroring their language
- Avoiding blaming, moralizing, judging
- Allowing for silence
- Verbal encouragement
- Normalizing feelings
- Avoid offering partisan comments:
 - “He shouldn’t have said that to you...”
 - “We will make this right...”
 - “What she did was unacceptable...”

TRAUMA-INFORMED INTAKE OR INTERVIEW

- Allow for sleep cycles prior to interviews.
 - 1-2 sleep cycles makes a big difference in ability to connect memories.
- Be mindful that recall is often difficult and slow following trauma. Expect a non-linear account, with jumping around and scattered memories. Use strategies that pull out fragmented memories.
- If alcohol or other substances are an additional factor, narrow and detailed questions will be difficult for Complainants to access and may create additional stress.

TRAUMA-INFORMED INTAKE OR INTERVIEW (CONT.)

- Use open-ended questions. Don't interrupt or barrage with questions.
- Allow time.
- Be cognizant of why someone may respond in a “counterintuitive” manner.
- Use non-judgmental/non-blaming language.
- Avoid re-traumatization.

TRAUMA-INFORMED INTAKE OR INTERVIEW (CONT.)

- Prioritizes developing rapport and building trust
- Emphasizes transparency and predictability
- Promotes safety
- Recognizes the impact of trauma on a cognitive, physical, psychological, emotional, and neurobiological level
- Understands how trauma can impact one's academics/work/social life
- Recognizes need for support/positive relationships
- Honors choice with goal of empowerment
- Is respectful; considers boundaries and privacy

WHAT MIGHT SHUT VICTIMS DOWN

- Unsupportive responses
- Avoid:
 - Taking control more than needed
 - Escalating the situation
 - Defining or labeling their experience
 - Asking why questions
 - “Why did you . . . ?”
 - Verbalizing judgment in the moment
 - Telling them they must press charges or submit a formal complaint

INTERVIEW AND INFORMATION GATHERING TECHNIQUES

- Now begin the “interview.”
 - Let them talk
 - Give them a starting point if they don’t have one
 - Drill down later
 - Interrupt for questions only when necessary
 - Note: Some strategies may change based on their demeanor...
 - Expressive
 - Angry
 - Resistant
 - Hesitant

INTERVIEW AND INFORMATION GATHERING TECHNIQUES (CONT.)

- Ask them if they have any questions about the process or the procedure
 - Give them a copy of the brochure
- Let them know that thoroughness is key and emphasize need for completeness
- Make sure parties don't leave facts out because they are afraid of getting into trouble
 - Discuss the amnesty provisions (if applicable)
- Create comfort with language and sensitive subjects
 - Let them know that they will not offend or surprise you

INTERVIEW AND INFORMATION GATHERING TECHNIQUES (CONT.)

- Explain the purpose of the notes or recording.
 - Writing vs. Typing vs. Recording
- Acknowledge that they may have told others what happened multiple times already
 - Ask who else they have talked to about the incident(s)
- Ask if they have written or made statements about what happened in any fashion:
 - Blog
 - Social Media
 - Journals or other writings
 - Texts
 - Video journals

INTERVIEW AND INFORMATION GATHERING TECHNIQUES (CONT.)

- Depending on role, the interviewer may be gathering evidence
- Note-taking tips:
 - Pay attention to alcohol/drug consumption and timing
 - Ask for relevant evidence/documentation (e.g., texts, emails, photos)
 - Ask whom they spoke to about the incident
 - Provide copies of applicable policies and procedures
 - Ask for witnesses and what those witnesses will address
 - Use questioning to fill gaps, clarify, etc.
 - Timeline

INTERVIEW AND INFORMATION GATHERING TECHNIQUES (CONT.)

- Be professional: Gather information; make no judgmental statements about the parties
- Be careful not to suggest answers in questions
- Notify of option for interim and long-term remedies; help facilitate provision of remedies as appropriate (more on this shortly)

INTERVIEW AND INFORMATION GATHERING TECHNIQUES (CONT.)

- When they are finished giving the initial statement, get clarification:
 - Open-ended questions
 - Use closed questions when resistant or necessary
 - Give reminders
 - Speak clearly
 - Ask simple questions
 - Cue with time reminders when going back for more information to assist recall
 - Do not suggest an answer
 - Do not appear frustrated or anxious

INTERVIEW AND INFORMATION GATHERING TECHNIQUES (CONT.)

- At the end:
 - “Is there anything else you think is important for us to know?”
 - “Are there any questions that you thought we might ask that we didn’t ask?”
 - “What do you think the motivation for this complaint is?” (Only ask if you have already not been told this information)

INTERVIEW AND INFORMATION GATHERING TECHNIQUES (CONT.)

- To conclude (some Investigators do this earlier to assist with empathy):
 - Find out if their academics and/or work have been affected
 - Ask how this has affected them emotionally and /or physically
 - Discuss counseling options if they are not already connected.
 - NOTE: Challenges that this may provide when there is not an Advocate

INTERVIEW AND INFORMATION GATHERING TECHNIQUES (CONT.)

- Discuss interim remedies that may be taken:
 - No contact orders
 - Interim restrictions or emergency removal
 - What this means: academics and timelines
 - Class changes
 - Living arrangements
- Discuss non-retaliation:
 - Give examples of retaliation, and to whom it should be reported immediately

COMMON INTERIM & LONG-TERM REMEDIES FOR STUDENTS

- No-contact orders
- Providing a safety escort
- Adjusting course schedules, coursework, groupwork, etc.
- Residential life adjustments
- Transportation assistance
- Counseling services
- Medical services
- Academic support services, such as tutoring
- Re-take a course/withdraw from a class without penalty
- Refunds, transcript adjustments
- Incompletes and Independent Study
- Taking actions to prevent retaliation
- School-wide training and education initiatives & programming
- Referral to and facilitate connection with police and community resources

COMMON INTERIM & LONG-TERM REMEDIES FOR FACULTY & STAFF

- No-contact orders
- Providing a safety escort
- Adjusting work schedules
- Adjust supervisory/ reporting arrangements
- Counseling services (EAP, etc.)
- Paid Leave
- Unpaid Leave (use caution)
- Adjusting work tasks
- Taking actions to prevent or redress retaliation
- Training and education initiatives
- Supervisor notification
- Referral to and facilitate connection with police and community resources
- Sensitivity training and educational programming

INTERVIEW AND INFORMATION GATHERING TECHNIQUES

- Let Complainant know the next steps, when they will hear an update, and how to contact someone with questions or problems that arise.
 - Get their contact information
 - Voicemail?
 - Email?
 - Text?
 - Provide timelines if possible

UNDERREPORTING

Remember, not everyone makes it to the intake/interview phase....

- Fear of not being believed
- Fear of being blamed
- Not defining what happened as sexual harassment
- Fear of retaliation
- Concerns about confidentiality
- Negative associations with medical, law enforcement, or legal establishments
- Cultural norms
- To whom and how to disclose
- Concerns if alcohol or drugs were used and/or if underage
- Delayed reporting
- Re-traumatization
- Nothing will come of it
- Others?



Title IX and BIT

- Overview of Individual Roles and Responsibilities
- Shared and Overlapping Reports
- Information Sharing
- Role of Title IX on the BIT

DEFINING TERMS: BEHAVIORAL INTERVENTION TEAMS

BIT

“Behavioral Intervention Teams are small groups of school officials who meet regularly to collect and review concerning information about at-risk community members and develop intervention plans to assist them”

NABITA Advisory Board, 2018

OVERLAP OF TITLE IX AND BIT: UNDERSTANDING SCOPE & EXPERTISE

Title IX Staff

- Responsible for addressing sex/gender-based discrimination
- Legal requirements to investigate reported incidents, stop the discrimination, prevent its recurrence, and remedy the effects
- Expertise in investigations, due process, interim measures, etc., but not necessarily in violence risk assessment, prevention, and intervention

BIT Members

- Responsible for responding to all reported concerning behavior
- Receive all reports of concern, assess the risk for future concern, and deploy intervention to mitigate the risk
- Expertise in responding holistically to student needs and are trained in identifying, assessing, and responding to indicators of problematic or violent behavior but not necessarily in investigations, hearings, and due process.

OVERLAP OF TITLE IX AND BIT (CONT.)

- Communication between BIT and Title IX utilizes the strengths and expertise of the BIT and of Title IX practitioners, resulting in:
 - Streamlined processes
 - Avoiding duplication
 - Removing silos
- Title IX staff are responsible for conducting investigations and implementing prompt and effective responses to stop the behavior, remedy the impact, and prevent the recurrence. Increasingly involving a risk assessment component:
 - Interim suspensions/emergency removals

OVERLAP OF TILE IX AND BIT (CONT.)

- BITs are designed to assess reported behavior using an objective rubric and intervene using standardized intervention protocols
 - Reduces the vulnerability for accusations of bias
 - Processes and interventions apply to everyone (not just sex- or gender-based incidents like Title IX)
- When the intersection of these two processes is done well, students and employees are better served and institutions are better protected

OVERLAP OF TITLE IX AND BIT (CONT.)

Title IX Cases

Complaints involving incidents of aggression, threats of violence, violence, harm to self, stalking, hazing, vandalism, substance abuse.

For example:

- Complainant experiences hallucinations that cause them to believe they are being stalked
- Respondent has history of suicidal ideation
- Employee's ex-partner repeatedly calls the workplace and makes threats to employee and coworkers



BIT Cases

Referrals with components of gender-based violence necessitating Title IX-based response.

For example:

- Multiple women report that a male student is “making them uncomfortable” and behaving strangely
- Employee notifies campus police that they recently obtained an order of protection from their estranged spouse
- Student employee has been frequently late or absent from work and has visible bruising on multiple occasions

OVERLAP OF BIT AND TITLE IX (CONT.)

Sharing Information

- Supportive Measures
 - No-Contact Orders
 - Housing assignments and restrictions
 - Classroom or classwork modifications
 - Restrictions to areas of campus/specific activities
 - Emergency Removals
- Pending Informal Resolutions
- Pending Investigations/Formal Resolutions
- Outcomes, Sanctions, and Remedies
- Pending criminal investigations
- Consider communications strategies

TITLE IX ON THE BIT

Should a Title IX representative serve on the BIT?

- Benefits:
 - Helps break down institutional silos
 - Specialty knowledge of interim measures and remedies – for issues even beyond Title IX
 - Streamlines an appropriate response to Title IX issues
 - Title IX staff may know about potential risks others aren't aware of due to mandatory reporter requirements

TITLE IX ON THE BIT (CONT.)

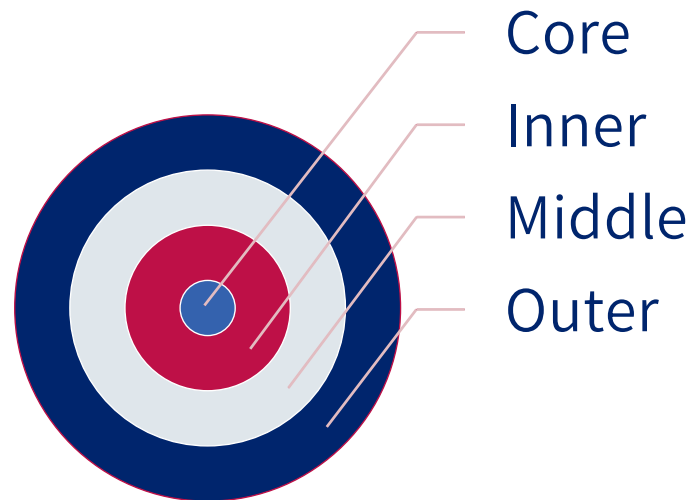
Should a Title IX representative serve on the BIT?

- Cautions
 - Could lead to allegations of bias
 - Many of the cases discussed by the BIT are not relevant to Title IX
 - Adds another person to a team with already limited space
 - Could be a conflict of interest if the person selected to serve on the BIT wears multiple hats (e.g., Deputy Title IX Coordinator and Conduct Professional)

TITLE IX ON THE BIT (CONT.)

Understanding BIT Membership

- BITs are comprised of four types of members, each of which varies in their level of communication, access to database, and attendance at meetings.



TITLE IX ON THE BIT

Should a Title IX representative serve on the BIT?

- Title IX Coordinator or Deputy Coordinator, not an Investigator, should be the liaison with the BIT
- Serve as “middle circle member” of the BIT, not a core member
 - Invited when they may have insight into a case
 - Aware of who is on the agenda to be discussed
 - Has limited to no access to the entire BIT database
- Title IX Coordinator should be well-trained in BIT philosophy, procedure, and operations
- BIT members should be well-trained in scope of Title IX, ability to stop, prevent and remedy, and how to make a Title IX report



GROUP ACTIVITY

- Kate and Andrew



VICTIM ADVOCACY

- Victim Advocacy Tenets
- Advocate Role & Advocacy Issues
- Privacy & Confidentiality
- Victim Rights
- Campus Response Team
- Medical Exam and Evidence Collection

TERMINOLOGY FOR VARIOUS TYPES OF SUPPORT OFFERED

Victim Advocate

- Provides confidential services
- Emotional support
- Psychoeducation
- Advocacy services

Respondent Services

- Provides equitable services to that of advocacy
- Emotional support
- Connection to resources

Process Advisor

- Provides education related to the Title IX process
- Accompanies to all meetings, hearings, etc.
- Under 2020 regulations, must provide cross examination

BASIC TENETS OF VICTIM ADVOCACY

Provide information about choices

- Medical:
 - Physical injury
 - STI Testing or treatment
 - Evidentiary exam
- Legal:
 - Criminal – SRO, Campus or local police (if desired by victim)
 - Civil
 - Protection From Abuse (PFA) Order
- Campus:
 - Public Safety or SRO
 - Internal disciplinary and Title IX procedures

BASIC TENETS OF VICTIM ADVOCACY (CONT.)

- Listen with respect, not judgment
- Provide options not advice
- Cooperation among response team – Protocols

COMMON ROLES OF AN ADVOCATE

- Support
- Empowerment
- Medical evidentiary exam accompaniment
- Law enforcement statement accompaniment
- Courtroom accompaniment
- Psychoeducation
- Campus-based resolution accompaniment
- Listen, listen, listen

PRIVACY & CONFIDENTIALITY

- Higher education institutions may (should) designate Victims Advocates as confidential for Title IX reporting purposes.
 - All K-12 employees are mandatory reporters by law
 - Aggregate data still needed
- Provides and gives back a sense of control
- Provides a safe haven, making disclosure more safe
- Ensure that limits to confidentiality are known

OVERLAP WITH LAW ENFORCEMENT

- Victims may report to law enforcement and pursue criminal action
 - This is the choice of the victim
 - Advocates can provide services through this external process
- Law enforcement statement:
 - Victim's right to an advocate
 - Victim reviews and signs official version
 - Understanding that a victim's state of mind may change in the time following an assault
 - Details may become more or less clear and/or vary from the immediate aftermath

INSTITUTION-BASED RESPONSE TEAM

- Advocate/Advisor
- Medical/Counseling personnel
 - Student Health
 - Counseling Services – Student, Employee Assistance Program
 - School Psychologist/Social Worker
- Law Enforcement
 - Local Police
 - Public Safety/SRO
- Internal Resolution Services
 - Title IX, Student Conduct/Discipline, Human Resources
- Student Affairs/Services personnel

SANE/SAFE NURSES

- Sexual Assault Nurse Examiner (SANE)/Sexual Assault Forensic Examiner (SAFE)
- Specially trained to complete a medical-legal exam of sexual assault victims
- Improved evidence collection and more sensitive initial medical response
 - Photos
 - Observations and examination
 - DNA samples
 - Victim statement

MEDICAL-EVIDENTIARY EXAM

Medical-evidentiary exam:

- Victim cooperation with law enforcement is not required
- No out-of-pocket expense
- Privacy
- Consent required for each element of exam; can be withdrawn at any time

MEDICAL-EVIDENTIARY EXAM (CONT.)

- The sooner after an assault, the more evidence may be recovered
- To preserve evidence, it is recommended that victims refrain from:
 - Eating/drinking/smoking
 - Bathing/showering/brushing teeth
 - Urinating/defecating/douching
 - Changing clothes
- No judgment or blame if a victim has already done or chooses to do any of the above

MEDICAL-EVIDENTIARY EXAM (CONT.)

- If drug facilitation is in question, the following can be preserved as evidence:
 - A potentially drug-laced drink
 - Vomit
 - Urine
 - Blood
- Emergency Department
 - SANE/SAFE called if available
 - Otherwise, ER physician or OB/GYN resident on call
 - Delays are possible
 - Lengthy process
 - Chain of evidence

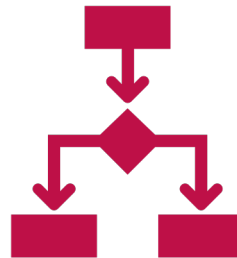
ELEMENTS OF A MEDICAL-EVIDENTIARY EXAM

- Medical history
- Stand over paper to collect any evidence that might fall off of a victim's body
- Clothing collection, if possible
- External exam
- Collection of victim samples: hair, blood, urine, saliva, skin, nails, etc.
- Internal exam(s), as necessary:
 - Oral, vaginal, and/or anal
 - May include use of a colposcope, or small camera, to document internal injuries such as tears or bruising
- Treatment

WORKING WITH RESPONDENTS



Respondents are also entitled to an Advisor or support person



Should be well trained in the Recipient process



Should not be the same person as the Complainant's support person or Advisor

WORKING WITH RESPONDENTS (CONT.)

- Reputation/perception of office by campus community
- Lack of diversity of those involved in the process
- Trauma-informed processes can create actual or perceived bias in favor of Complainants and against Respondents
 - “Believe first” mindset
- Have printed materials specific to the common questions and concerns of Respondents
- Acknowledge and plan for their need for support
 - Counseling
 - Advisors

WORKING WITH RESPONDENTS (CONT.)

- Emphasize the institution's focus on the fairness of the process, not the outcome of the complaint
- Be exceedingly transparent about process and timelines
 - Notice of allegations/investigation
- Interim measures must be tailored to the specific circumstances
 - The era of blanket “interim suspensions” is (and should be) over
- Ensure that the process considers both exculpatory and inculpatory evidence
 - Investigator and Decision-maker work product should reflect this consideration

ADVOCACY ISSUES

- **Compassion Fatigue:** “The profound emotional and physical erosion that takes place when helpers are unable to refuel and regenerate.” (WCASP, 2019)
- **Vicarious Trauma:** A cognitive shift in beliefs about oneself or one’s world view about issues such as safety, trust, or control. For example, hearing about a particularly horrible event might compromise one’s trust or faith in humanity. (Newell and MacNeil 2010)



Washington Coalition of Sexual Assault Programs February 2019

ADVOCACY ISSUES (CONT.)

- **Secondary Traumatic Stress:**
The emotional duress that results when an individual hears about the firsthand trauma experiences of another. Symptoms mimic PTSD. (WCSAP, 2019)
- **Burnout:** Burnout can include emotional exhaustion, depersonalization or cynicism, and detachment, as well as a reduced sense of personal accomplishment. (Newell and MacNeil 2010)
- **Organizational Trauma:** A collective experience that overwhelms the organization's defensive and protective structures leaving the entity vulnerable and helpless. (WCSAP, 2019)



Washington Coalition of Sexual Assault Programs February 2019

WARNING SIGNS OF COMPASSION FATIGUE AND VICARIOUS TRAUMA

Physical

- Exhaustion, insomnia, or hypersomnia
- Headaches, frequent illness
- Somatization (stress manifested as illness) such as acne, stomach aches, digestive issues, etc.

Behavioral

- Increased use of alcohol, drugs, or other addictions
- Absenteeism or avoidance of work
- Over-committed to work, exaggerated sense of responsibility
- Anger, irritability, forgetfulness
- Difficulty in relationships

Psychological

- Feeling emotionally drained, difficulty feeling sympathy or empathy
- Distancing/isolation
- Feeling cynical, resentful, professionally helpless
- Symptoms of anxiety or depression
- Negative self-image

Adopted from Washington Coalition of Sexual Assault Programs, February 2019

STRATEGIES FOR COPING W/ COMPASSION FATIGUE & VICARIOUS TRAUMA

Building Resiliency

- Disrupt the routine and engage your creativity
- Set boundaries
 - Don't check email at home
 - Take time off
 - Purposefully transition to “home life”
 - Build institutional or infrastructure

STRATEGIES FOR COPING W/ COMPASSION FATIGUE & VICARIOUS TRAUMA (CONT.)

Building Resiliency

- Express emotions
 - Social support: personal and professional
 - Therapy
- Focus on hope
 - Remember the stories of the victims/survivors you helped
 - Keep a positive email folder to look at



INDIVIDUAL ACTIVITY

- Preventing Burnout:
Hands-On Practice

SELF-ASSESSMENT

Burnout Self-Test

Instructions: For each question, place the corresponding number in the column that most applies.

Questions	Not At All (1)	Rarely (2)	Sometimes (3)	Often (4)	Very Often (5)
I feel run down and drained of physical or emotional energy.					
I have negative thoughts about my job.					
I am harder and less sympathetic with people than perhaps they deserve.					
I am easily irritated by small problems, or by my co-workers.					
I feel misunderstood or unappreciated by my co-workers.					
I feel that I have no one to talk to.					
I feel that I am achieving less than I should.					
I feel under an unpleasant level of pressure to succeed.					
I feel that I am not getting what I want out of my job.					
I feel that I am in the wrong organization or profession.					
I am frustrated with parts of my job.					
I feel that organizational politics or bureaucracy frustrate my ability to do a good job.					
I feel that there is more work to do than I practically have the ability to do.					
I feel that I do not have time to do many of the things that are important to doing a good quality job.					
I find that I do not have time to plan as much as I want to.					
Total					

- What was it like filling out this self-assessment?
- Were you surprised by your results?
- Did you learn anything new about yourself?

Source: <https://cdn.ymaws.com/www.palibraries.org/resource/collection/9E7F69CE-5257-4353-B71B-905854B5FA6B/Self-CareBurnoutSelf-Test.pdf>

Adapted from MindTools: Essential skills for an excellent career. Burnout Self-Test - https://www.mindtools.com/pages/article/newTCS_08.htm

GROUNDING TECHNIQUES

Using the 5-4-3-2-1 technique, you will purposefully take in the details of your surroundings using each of your senses. Strive to notice small details that your mind would usually tune out, such as distant sounds, or the texture of an ordinary object.



What are 5 things you can see? Look for small details such as a pattern on the ceiling, the way light reflects off a surface, or an object you never noticed.



What are 4 things you can feel? Notice the sensation of clothing on your body, the sun on your skin, or the feeling of the chair you are sitting in. Pick up an object and examine its weight, texture, and other physical qualities.



What are 3 things you can hear? Pay special attention to the sounds your mind has tuned out, such as a ticking clock, distant traffic, or trees blowing in the wind.



What are 2 things you can smell? Try to notice smells in the air around you, like an air freshener or freshly mowed grass. You may also look around for something that has a scent, such as a flower or an unlit candle.



What is 1 thing you can taste? Carry gum, candy, or small snacks for this step. Pop one in your mouth and focus your attention closely on the flavors.

Source: <https://www.therapistaid.com/worksheets/grounding-techniques.pdf>

GROUNDING TECHNIQUES (CONT.)

The body awareness technique will bring you into the here-and-now by directing your focus to sensations in the body. Pay special attention to the physical sensations created by each step.

1. Take 5 long, deep breaths through your nose, and exhale through puckered lips.
2. Place both feet flat on the floor. Wiggle your toes. Curl and uncurl your toes several times. Spend a moment noticing the sensations in your feet.
3. Stomp your feet on the ground several times. Pay attention to the sensations in your feet and legs as you make contact with the ground.
4. Clench your hands into fists, then release the tension. Repeat this 10 times.
5. Press your palms together. Press them harder and hold this pose for 15 seconds. Pay attention to the feeling of tension in your hands and arms.
6. Rub your palms together briskly. Notice and sound and the feeling of warmth.
7. Reach your hands over your head like you're trying to reach the sky. Stretch like this for 5 seconds. Bring your arms down and let them relax at your sides.
8. Take 5 more deep breaths and notice the feeling of calm in your body.

Source: <https://www.therapistaid.com/worksheets/grounding-techniques.pdf>

GROUNDING TECHNIQUES (CONT.)

Use mental exercises to take your mind off uncomfortable thoughts and feelings. They are discreet and easy to use at nearly any time or place. Experiment to see which work best for you.

- Name all the objects you see.
- Describe the steps in performing an activity you know how to do well. For example, how to shoot a basketball, prepare your favorite meal, or tie a knot.
- Count backwards from 100 by 7.
- Pick up an object and describe it in detail. Describe its color, texture, size, weight, scent, and any other qualities you notice.
- Spell your full name, and the names of three other people, backwards.
- Name all your family members, their ages, and one of their favorite activities.
- Read something backwards, letter-by-letter. Practice for at least a few minutes.
- Think of an object and “draw” it in your mind, or in the air with your finger. Try drawing your home, a vehicle, or an animal.

Source: <https://www.therapistaid.com/worksheets/grounding-techniques.pdf>

REFRAMING

What works for you to reset into a more positive mindset?

- Music
- Connecting with someone else
- Physical activity
- Aromatherapy
- Laughter
- Escapism: reading, TV, movie, game
- Self-improvement
- Home improvement



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Questions?



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