

October 16, 2025



Bridging the Gap: Addressing Dating and Domestic Violence Through Title IX and Case Management Collaboration

Featured Session: 2025 ATIXA & NABITA Annual Conference

Kayleigh Baker, J.D.; Senior Consultant, TNG; Advisory Board Member, ATIXA
Tim Cason, M.Ed.; Senior Consultant, TNG; Vice President, NABITA



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

Outline

1

Defining Terms and Case Review

2

Overlap of BIT and Title IX

3

Safety Planning and Risk Assessment

Defining Terms

Behavioral Intervention Team (BIT) and Title IX

Defining Terms: BIT

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.”

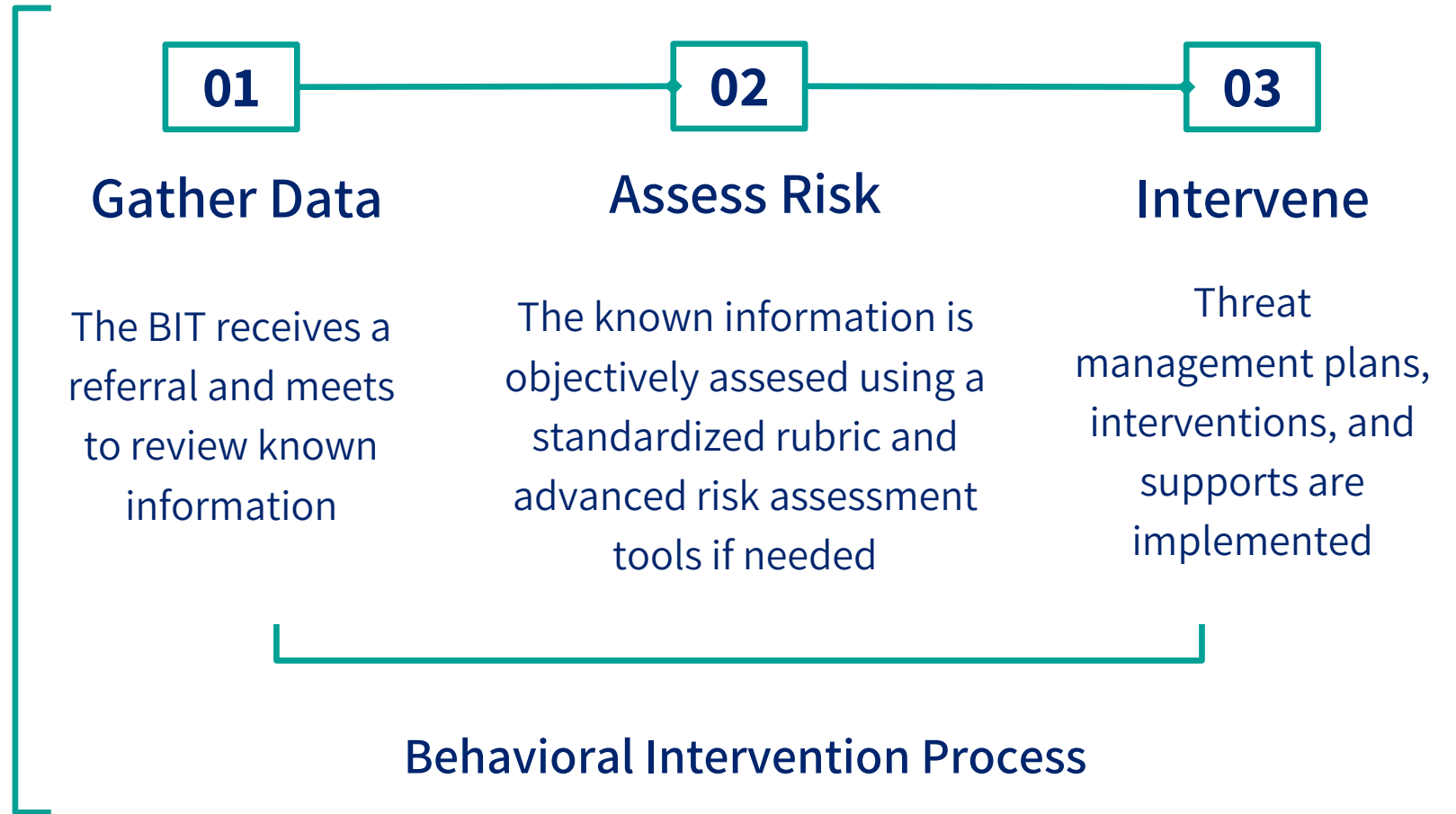
- NABITA Industry Standards (2023)

Defining Terms: The BIT Process

School-Wide Education

Schools can only respond to the concerns they know about.

Increased support and violence prevention starts with school-wide efforts to train faculty, staff, students, and parents to identify and refer.



Defining Terms: Case Management

Case Management

“Case managers in the higher education setting provide goal-oriented and strengths-based assessment, intervention, and coordination of services to students experiencing academic, personal, or medical difficulties in order to assist them in removing barriers to success and increasing their holistic well-being.”

- Schiemann and Molnar (2019)

Defining Terms: Case Management



Assessment

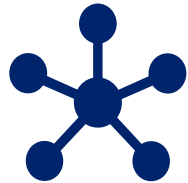


Coordination of
Services



Advocacy

Case Management Functions



System
Negotiation



Follow up
Services



Documentation

Defining Terms: Title IX

Title IX

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

- 20 U.S.C. § 1681 & 34 C.F.R. Part 106 (1972)

Title IX: Scope

Title IX Stop. Prevent. Remedy

Sex Discrimination

- Inequitable Treatment
- Exclusion from Participation

Sexual Harassment

- Quid Pro Quo
- Hostile Environment
- Sexual Assault
- Dating Violence
- Domestic Violence
- Stalking
- Retaliation

Defining Terms: Dating Violence

Violence, on the basis of sex,

- Committed by a person
 - Who is in or has been in a social relationship of a romantic or intimate nature with the Complainant
 - The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interactions between the persons in the relationship
- Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse
 - Does not include acts covered under the domestic violence definition

Defining Terms: Domestic Violence

Violence, on the basis of sex,

- Committed by a current or former spouse or intimate partner of the Complainant
 - By a person with whom the Complainant shares a child in common, or
 - By a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner, or
 - By a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of the state, or
 - By any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of the state

Defining Terms: Violence

- ATIXA recommends institutions define violence as part of their policies
- Violence includes situations where the Respondent intentionally or recklessly causes the Complainant serious physical, emotional, or psychological harm.
 - Intent is evidenced when a Reasonable Person would be more likely to act with the purpose of causing serious harm rather than for any other reason
 - Recklessness is evidenced by a disregard of obvious risk to the safety of the Complainant

Defining Terms: Violence

- Legitimate use of violence for self-defense is not chargeable under the Policy because the purpose is safety, not harm. It may also be used as a defense if it is not clear at the time of charging whether the use of violence was for self-defense or not. Self-defense is only to be considered if it is prompted by physical violence or the threat thereof.
- Consensual use of violence, such as in kink relationships, would also not meet this definition in most circumstances
- Threats to seriously harm the Complainant or people they care about may be chargeable under this definition if doing so causes serious emotional or psychological harm
- Threats to harm oneself, even if made to cause emotional or psychological harm, are not considered violence under this definition (but may be addressable under the an institution's Threat Policy)

Case Review

Review Case from Mock BIT Meeting

Priya and John

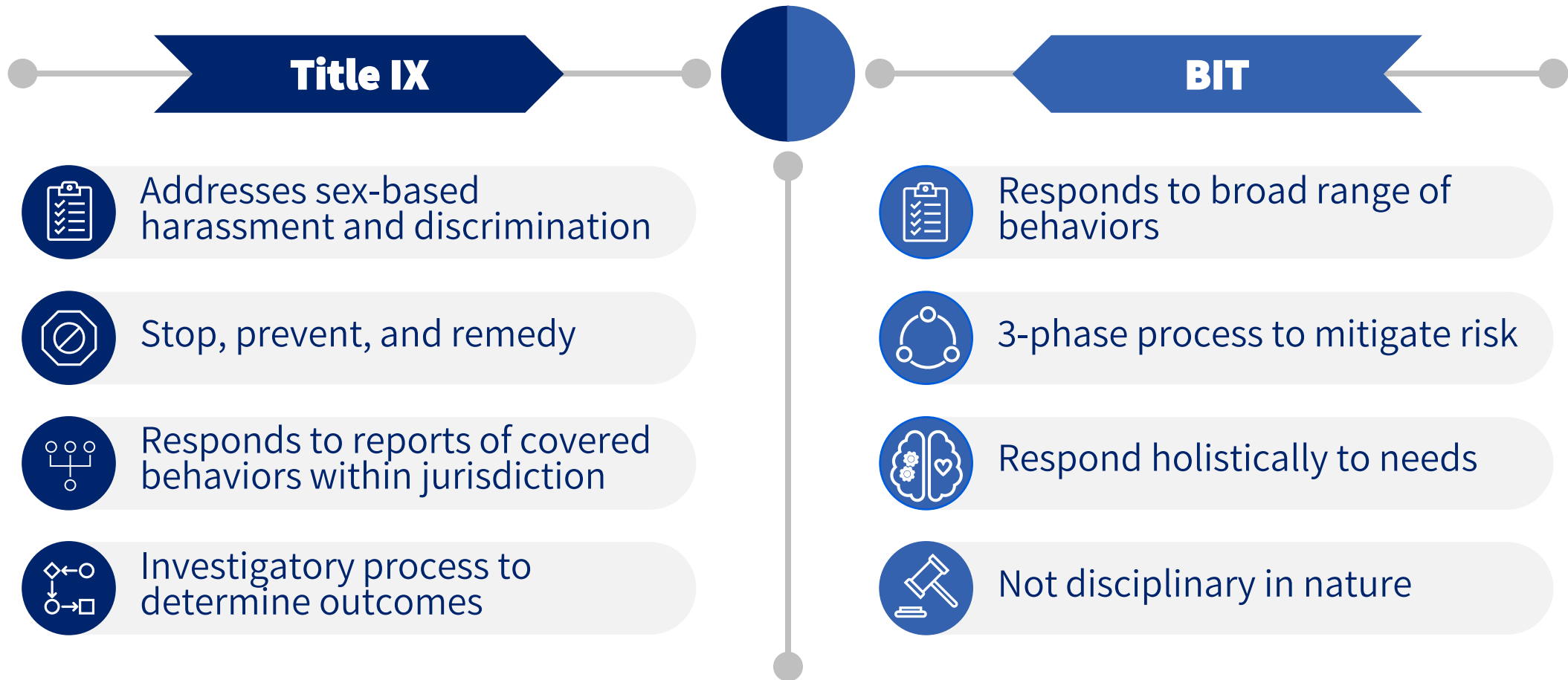
- Priya and John are both residential students
- Priya reported that she and John were in a dating relationship. She reported that during an argument, John slapped Priya across the face.
- Priya reported to Title IX and signed a formal complaint.
- Supportive Measures
 - No Contact Order
 - Schedule Shift
- John came to a meeting with the TIXC “angry” and threatening administrators
 - Parents have also been calling



Title IX and BIT Overlap

Overlap and Information Sharing Guidance

Distinguishing Title IX and BIT Responsibilities



Title IX and BIT Overlap

Title IX Reports

Referrals involving components of sexual violence necessitating Title IX response

For example:

- 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

BIT/Care Team Referrals

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

For example:

- Respondent has history of suicidal ideation
- Employee's ex-partner repeatedly calls the workplace and makes threats to employee and coworkers

Mutual Referrals and Overlap

Title IX to BIT/CARE Team

Title IX may refer incident(s) to BIT/CARE Team, whether or not a Title IX investigation is ongoing and can refer the Complainant, the Respondent, or both

Objective VRA

A member of the BIT/CARE Team may conduct a VRA for individuals that are reportedly engaging in threats or acts of violence



BIT/CARE Team to Title IX

BIT/CARE Team may refer incident(s) to Title IX that involve harassment or discrimination based on sex

Supportive Measures

BIT/CARE Team and Title IX may provide supportive measures to those participating in the Title IX Grievance Process

Information Sharing

- **Title IX and BIT/CARE Team may share information in a streamlined and timely manner**
 - Family Educational Rights and Privacy Act (FERPA): legitimate educational interest

Supportive Measures

- No contact orders
- Housing assignments and restrictions
- Classroom or classwork modifications
- Restrictions to areas of campus/
specific activities
- Emergency Removals

Commonly Shared Information

- Pending VRA process and report
- Status of investigations, informal resolutions, hearing process
- Outcomes, sanctions, and remedies
- Updates in parallel criminal proceedings

Title IX on the BIT

- ATIXA/NABITA **recommends** that the Title IX Coordinator (TIXC) or a Deputy/Building Coordinator serve as a liaison with the BIT/CARE Team
 - Invited to meetings when relevant individuals are on the agenda
- TIXC should be well-trained in BIT philosophy, procedure, and operations
- BIT members should be well-trained in Title IX scope and response, and how to file a report

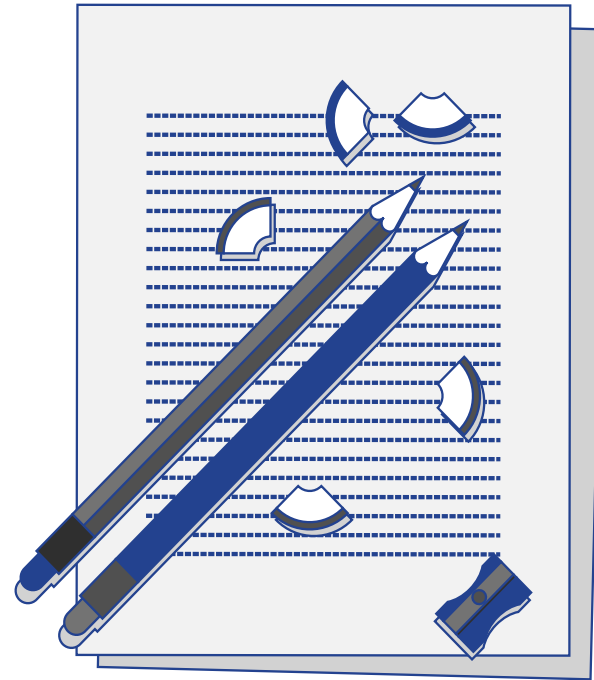


Safety Planning

Strategies and Recommendations

Safety Planning

A safety plan is a personalized and practical plan that identifies things individuals can do to better protect themselves and reduce the risk of being hurt



Five Strategies for Safety Planning

Prevention

01 — Identify ways to prevent future violence

Protection

02 — Look for ways the person can be safe during a potential incident

Notification

03 — Arrange ways to get help if in crisis

Referral

04 — Coordinate and connect to services

Emotional Support

05 — Find support and ways to increase connection

Safety Planning Recommendations

How To Help

- ☐ Build rapport through active listening
- ☐ Listen to the individual's fears and discuss what might help
- ☐ Try to understand the individual's motivations for safety
- ☐ Brainstorm creative options together

Try To Avoid

- ☐ Telling the potential target what to do or placing the burden of safety solely on the intended target
- ☐ Simply referring the person to another office or agency
- ☐ Recommending strategies that could increase risk (e.g., “You should get a gun.”)
- ☐ Blaming the person if they don't follow the plan or experience future violence

Safety Planning Example

Imagine a variation of the case from the Mock BIT Meeting

- Priya lives off-campus with her husband, John, who is not a student
- Priya is contemplating leaving John after multiple instances of Domestic Violence, but is worried about what that may do to her eligibility to stay in the country and where she'll even live
- Priya has been reluctant to go to any campus offices because John tracks her phone and knows her class schedule
- Priya finally discloses this to her classmate, Julie, after Julie saw what looked like John slapping Priya in the car after he picked her up from the library last week
- Julie reported it to the faculty member, who called the Title IX Coordinator

Safety Planning Options

General:

- Cease further communication with individual causing harm
- Obtain a protective order
- Vary daily routine
- Keep a log
- Notify LEO/security
- Engage with victim services program
- Consider what might happen next

Workplace/School:

- Adjust hours/class schedule
- Adjust extracurricular activities
- Change routes to and from work/school
- Give photo of individual to security/friends/staff
- No contact directives
- Receive escorts
- Other supportive measures

Safety Planning Options

Home:

- Notify support network
- Inform neighbors/HOA/Landlord
- Pack a bag of important items for quick exit
- Identify escape routes
- Change locks/upgrade security
- Install cameras
- Stay at an alternative location

Online:

- Block individual causing harm
- Change passwords frequently
- Change answers to security questions
- Double authentication
- Disable location tracking/sharing
- Acquire a new device
- Set up fraud alert with credit bureaus

Safety Planning Template

Safety Planning Checklist and Template

NOTE: All gray highlighted text must be customized by the user or deleted if not needed.

The National Association for Behavioral Intervention and Threat Assessment (NABITA) offers this checklist and template when engaging in safety planning with an individual. BRT/CARE Team members are encouraged to consider what resources are available in the community/area for each of the categories.

Safety Planning Checklist:

- ❑ Build rapport through active listening.
- ❑ Offer to include a support individual in the safety planning meeting (if feasible and appropriate).
- ❑ Share relevant and appropriate information regarding safety concerns/risk.
- ❑ Listen to the individual's concerns and desired outcomes.
- ❑ Discuss what might help address fears/help them feel safe.
- ❑ Brainstorm creative options.
 - ❑ Share all possible options, allow the individual to specify their preferences.
 - ❑ Avoid placing the burden of safety solely on the intended/potential target.
- ❑ Create and document in writing a safety plan with the individual.
 - ❑ Outline prevention strategies to prevent future violence.
 - ❑ Identify ways the individual can protect themselves during a potential violent incident.
 - ❑ Arrange ways to get help/notify others in a crisis.
 - ❑ Coordinate and connect the individual to services that can help support the safety plan.
- ❑ Provide a copy of the safety plan to the individual, in person if appropriate and follow-up in e-mail.
- ❑ Provide a copy of the necessary information to stakeholders (e.g., notify front desk staff that an individual is restricted from being in a building and provide a photo of the individual).

Safety Planning Template:

Safety Plan Categories	Specific Strategies
Prevention: <i>Strategies to prevent future violence</i>	Examples of Strategies with Potential Victim: - Relocate residence halls - Obtain a no contact order - Change to schedules, routes, class/work location - Block individuals and disable location services on social media - Arrange safety escorts - Request additional safety rounds from police or campus safety in areas of campus
Protection and Notification: <i>Ways the individual can protect themselves during a violent incident and get help in a crisis</i>	Examples: - Know how and when to report concerns and what information to provide - Have an escape route from key locations (e.g., residence, workplace, classroom) - Consider notifying close friends, faculty, staff, or family about what is taking place - Keep cell phone accessible and preprogram important numbers - Identify emergency numbers/contacts - Determine code words with trusted family, friends, colleagues, etc.
Referral and Support: <i>Coordinate and connect to services that can help and find support and ways to become less isolated</i>	Examples: - Mental Health Crisis Line - Legal system - Victim Services - Temporary housing - Faith or spiritual community - Exercise group - Hobby, art, writing - Trusted friends and family - Peer support groups - Community groups

Risk Assessment

Types of Assessments and Emergency Removal Considerations

Emergency Removal

- TIXC determines if the alleged behavior may meet the standard for Emergency Removal:
 - Does the alleged behavior pose an **immediate threat** to the physical health and safety of the Complainant, any student, or other person?
 - This is a high threshold
 - To determine if an Emergency Removal is necessary, TIXC should evaluate the known information, including risk factors, using an objective referral protocol
- Districts/Institutions should consider what referral protocol will be implemented to ensure a thorough review, maintaining consistency across complaints
- To make the determination, there must be an **individualized safety and risk analysis**
- For employee cases or student cases falling outside of Title IX, administrative leave and interim suspension can be used in line with existing protocol

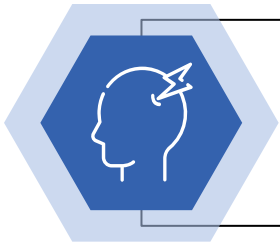
Assessment Types



**General Risk
Assessment**



**Threat
Assessment**



**Psychological
Assessment**



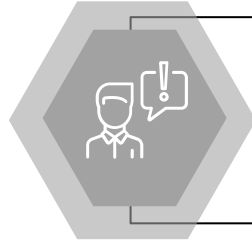
**Violence Risk
Assessment**

Assessment Types



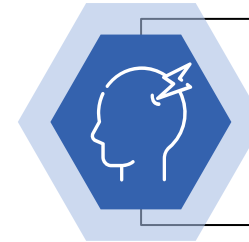
General Risk Assessment

- Broadly used for a variety of situations and concerning behaviors
- Focuses on proactive approach, with interventions to lower risk and ease distress



Threat Assessment

- Completed in response to explicit or veiled threat
- Focuses on details of threat, actionability, and crisis response
- Often limited to determining likelihood of violence as related to specific threat



Psychological Assessment

- Conducted by a trained, licensed clinician
- Focuses on determining diagnosis and treatment plan such as therapeutic intervention, medication, hospitalization, etc.

VRA

- One type of assessment
- Helps determine potential violence or dangerousness toward a person, group, or system
- Explores various risk factors and protective elements in a comprehensive manner
- Not predictive, but an estimate of the factors that make it more or less likely the individual will engage in violence



Administering a VRA

- No specific position or educational degree required
 - Should not be the TIXC
 - Conducted by trained Assessor, could be a member of BIT
- Requires training and expertise in using an objective risk assessment tool
- Competency in:
 - Conducting a VRA
 - Gathering information
 - Building rapport
 - Bias and cultural issues



Objective Tool

- An objective tool allows the Assessor to rely on standardized, research-based risk factors
- Mitigates bias and subjectivity
- Provides more consistent and supportable outcomes

**RISK
RUBRIC**
NABITA Assessment Tool 

SIVRA
NABITA Assessment Tool 

D-SCALE: LIFE STRESS AND EMOTIONAL HEALTH

DECOMPENSATING

- ▲ Behavior is actively dangerous and potentially lethal
- ▲ Impaired ability to engage in basic/essential daily tasks that presents an imminent risk to their safety or the safety of others based on:
 - △ Episodic or ongoing life event or chronic condition
 - △ Communications, thought patterns, and/or behaviors that are illogical, tangential, or based on things others cannot see or hear
- ▲ Unwelcome or repetitive communications/contact that present an imminent safety risk to the recipient
- ▲ Substance use, or other addictive/risky behaviors, that present an imminent risk to their safety or the safety of others
- ▲ Specific and direct threat of potentially lethal violence that is impulsive
- ▲ Potentially lethal physical contact towards others
- ▲ Imminent suicidal ideation or suicidal ideation that includes a potentially lethal plan
- ▲ Life-threatening suicide attempt or non-suicidal self-injury that is life threatening

DETERIORATING

- Destructive or significantly disruptive actions/communications
- Impaired ability to engage in basic/essential daily tasks based on:
 - Episodic or ongoing life event or chronic condition
 - Communications, thought patterns, and/or behaviors that are illogical, tangential, rapid, or irrelevant
- Unwelcome or repetitive communications/contact that are disruptive and concerning to the recipient
- Substance use, or other addictive/risky behaviors, that:
 - Create significant or frequent negative consequences or
 - Present significant but non-life-threatening safety risk
- Vague, indirect, or non-lethal threat of impulsive violence
- Minor physical contact towards others
- Suicidal ideation that is not imminent or lethal
- Non-life-threatening, non-suicidal self-injury
- Significant impairment in mood, relationships, academic/work performance, etc.

DISTRESSED

- Limited ability to regulate emotions or actions
- Struggles to manage or cope with episodic or ongoing life event or chronic condition that does not impact their ability to engage in basic/essential daily tasks
- Moderate difficulties with mood, relationships, academic/work performance, etc.
- Interpersonal relationship difficulties or difficulties interacting/communicating with others
- If a threat to self or others is present, it is vague, indirect, implausible, and lacks detail or focus

DEVELOPING

- Healthy or safe coping skills related to an episodic or ongoing life event or chronic condition
- Minimal to no difficulties with mood, relationships, academic/work performance, etc.
- Has a need for resources or services to address a barrier or stressor
- No threat to self or others present

NONE

CRITICAL

ELEVATED

MODERATE

MILD

E-SCALE: HOSTILITY AND VIOLENCE TO OTHERS

EMERGENCE OF VIOLENCE

- ▲ Specific, direct, and potentially imminent lethal threat of violence to others
 - △ Threat to others as retaliation to resolve grievances, or to address ideologically hardened/hate-based beliefs
 - △ Individual, group, organization, or location identified as a target for the communicated threat
- ▲ Behavior, writing, and/or communication indicates attack planning behaviors
- ▲ Unusual/concerning interest in violence/violent content with a clear, articulated plan to emulate/replicate violence
- ▲ References past attacks/attackers that demonstrate a clear, articulated desire to emulate/idealize the past attack/attacker

ELABORATION OF THREAT

- Threat of physical harm to others that is either vague or non-lethal
 - Threat or ultimatum as retaliation to resolve grievances or address ideologically hardened/hate-based beliefs
 - Individual, group, organization, or location identified as a target for the threat or ultimatum of physical harm
- Unusual/concerning interest in violence/violent content with a potential desire to emulate/replicate violence
- References past attacks/attackers with a potential desire to emulate/idealize the past attack/attacker
- Engages in aggressive or harmful behavior toward animals or individuals perceived as vulnerable

ESCALATING BEHAVIORS

- Grievances concerning perceived/actual mistreatment and/or injustices
- Clearly non-violent ultimatums/consequences to resolve grievances
- Ideologically hardened or hate-based beliefs that create disruption/conflict by shaming, objectifying, or intimidating others
- Increased agitation, defiance, or oppositional behavior regarding grievances
- Unusual/concerning interest in violence/violent content without a desire to replicate/emulate

EMPOWERING THOUGHTS

- Ideologically hardened/hate-based beliefs that create conflict with others but do not disrupt, shame, objectify, or intimidate others
- Difficulty taking the perspectives of others or demonstrating empathy
- Increased isolation and/or forming new connections centered around shared feelings of being mistreated, excluded, or misunderstood
- Narrowing relationships and consumption of information (e.g., news, social media) to only those that share the same perspective
- No threat or ultimatum communicated or present

NONE

SIVRA

Structured Interview for Violence Risk Assessment

1. Communicated a Threat
2. Target
3. Access to Means
4. Planning Behaviors
5. Grievances
6. Hate-Based or Ideological, Hardened Beliefs
7. Interest in Violence, Violent Content, or Causing Harm
8. Researched Past Attacks
9. Suicidality
10. Disconnection from Reality
11. Substance Use
12. Personality Traits
13. Noticeable Behavior Change
14. Access to and Experience with Firearms
15. Homelife Experiences
16. Social Experiences
17. Work/School Experiences
18. Personal or General Stressors
19. Criminal History
20. Disciplinary History
21. Violent Behavior Not Involving Criminal or Disciplinary Action

Using the Results

- Violence Risk Assessment (VRA) results guide the **voluntary** interventions from the BIT
 - Cannot require compliance with assessment recommendations
 - BITs/Case Managers should not place or recommend interim restrictions, place holds, etc.
- VRA results **DO NOT** indicate whether a student should be suspended, remain on campus, or remain enrolled
 - Decisions lie within the student code of conduct or Title IX process
 - Interim or permanent suspension or expulsion
 - Emergency Removal under Title IX

THANK YOU

kayleigh.baker@tngconsulting.com
tim.cason@tngconsulting.com