



ATIX NABITA

February 6, 2026

Time with IX/Talking BITs: BIT and Title IX Intersections

Risk Assessment, Support, and Interventions



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 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.

Today's Presenters

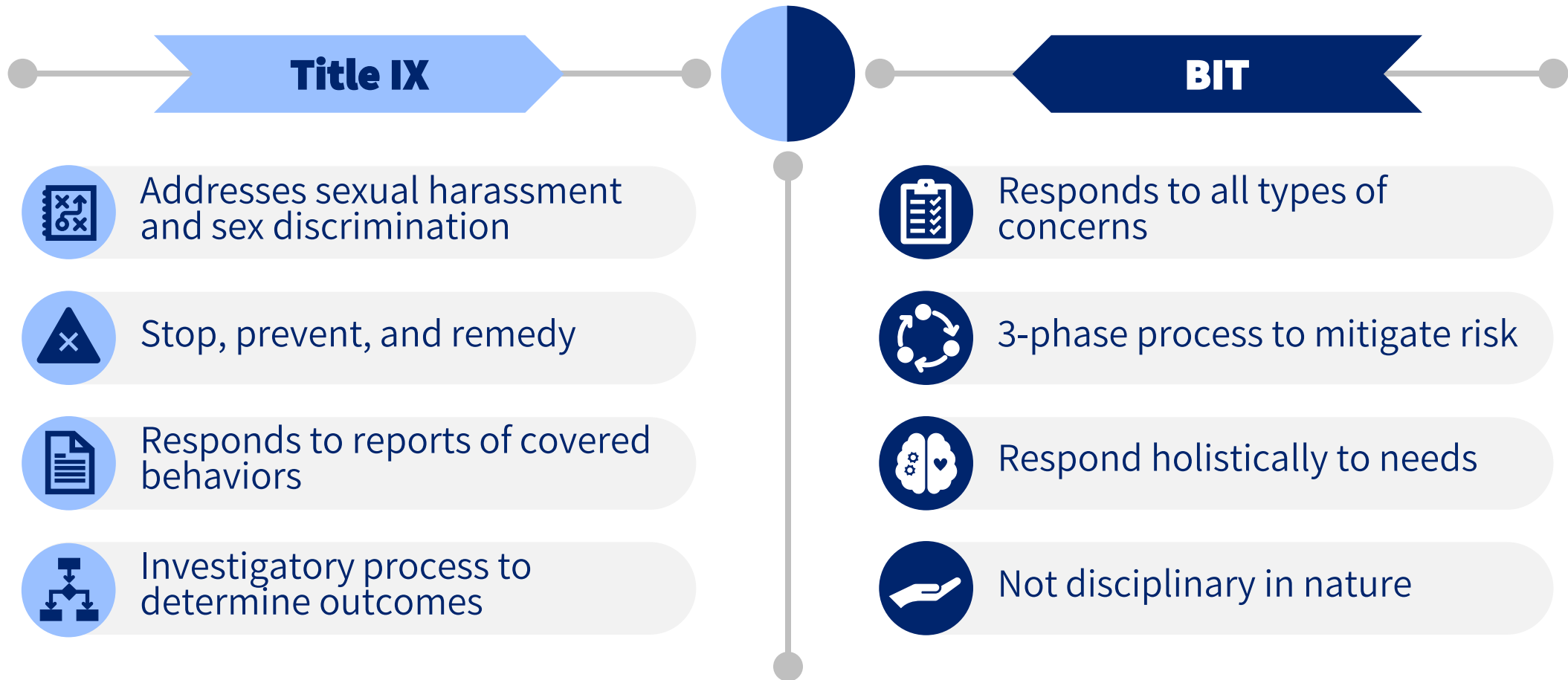


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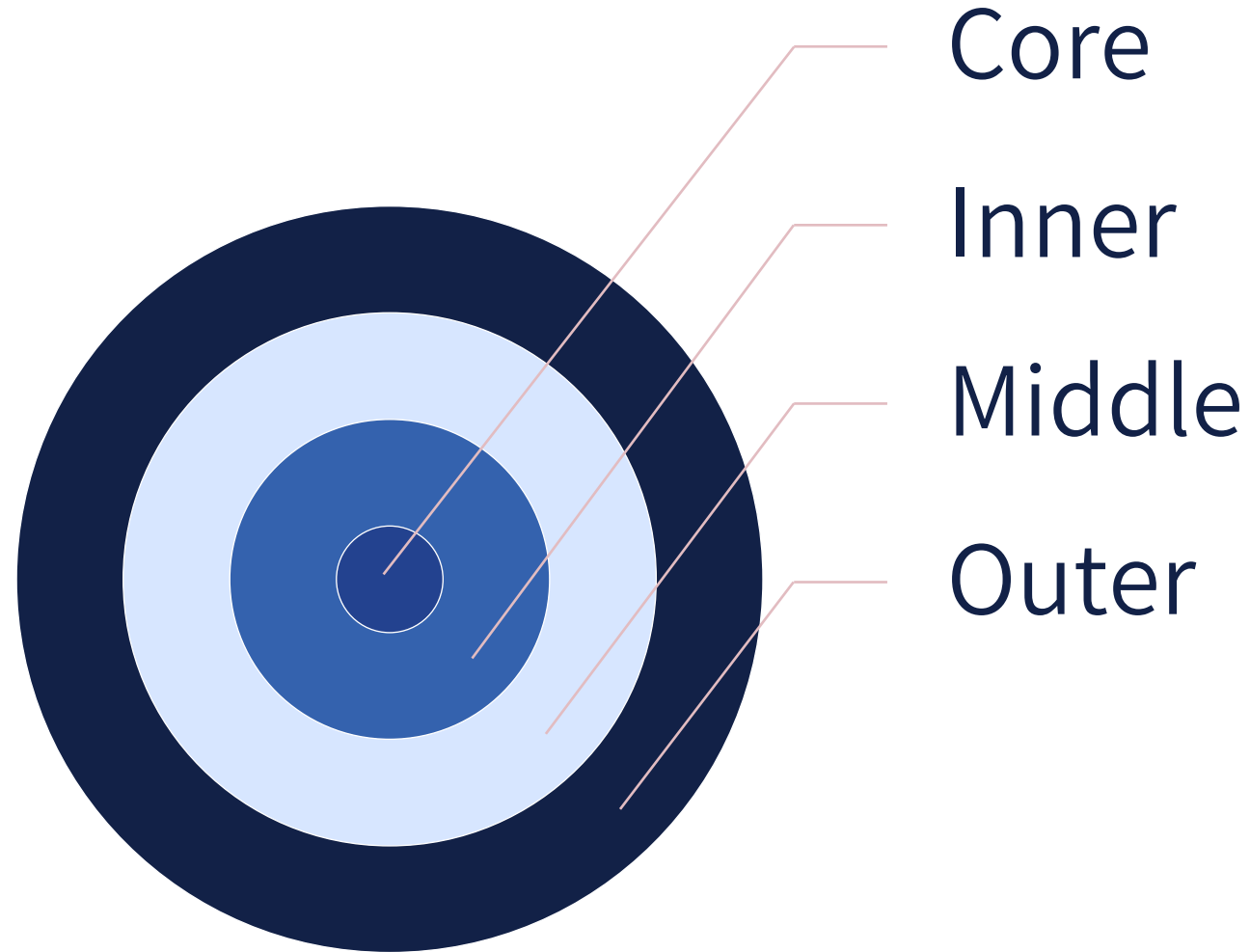


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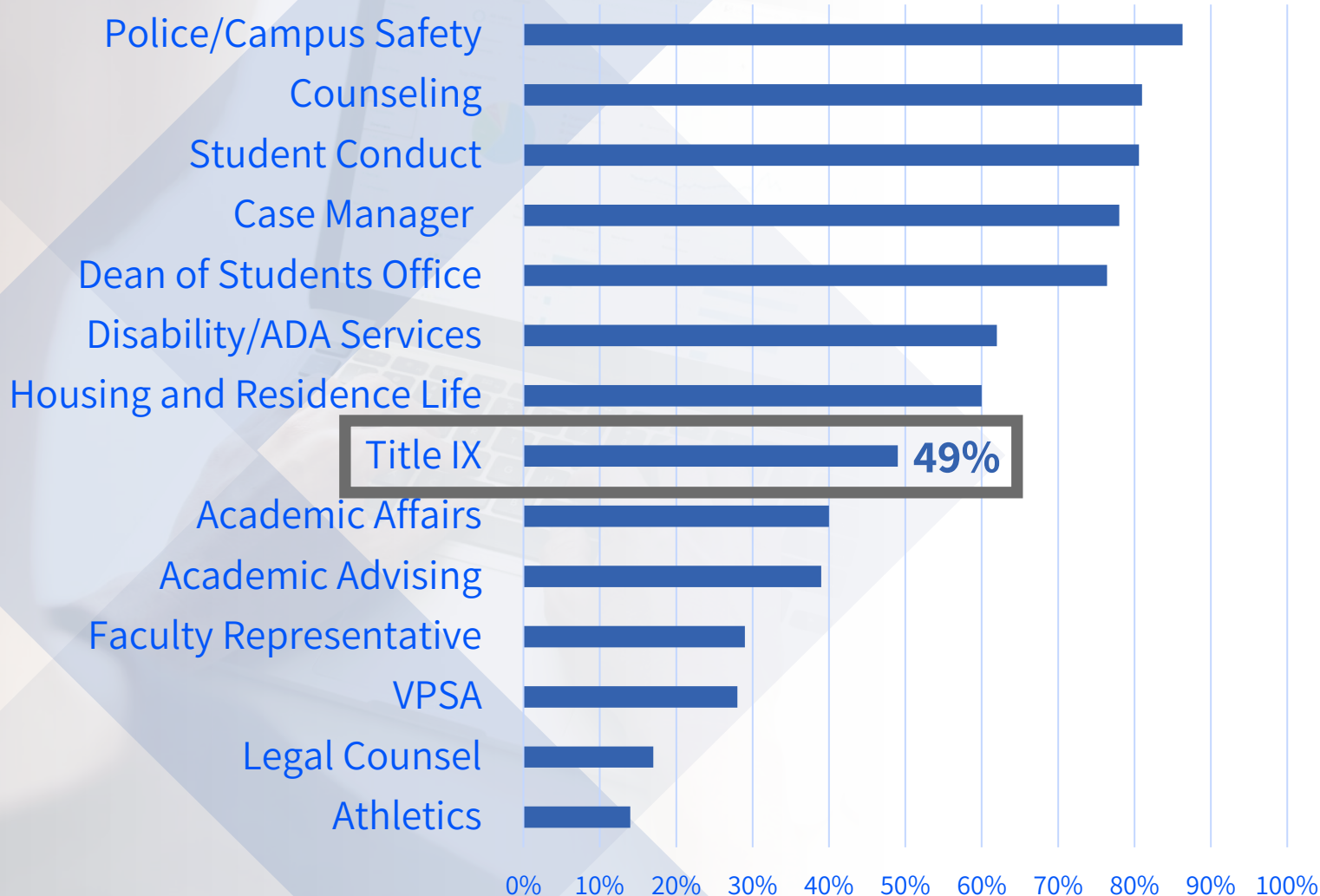
Title IX and Behavioral Intervention Team (BIT) Responsibilities



Participation on the BIT



Team Membership



Average Team Size

8



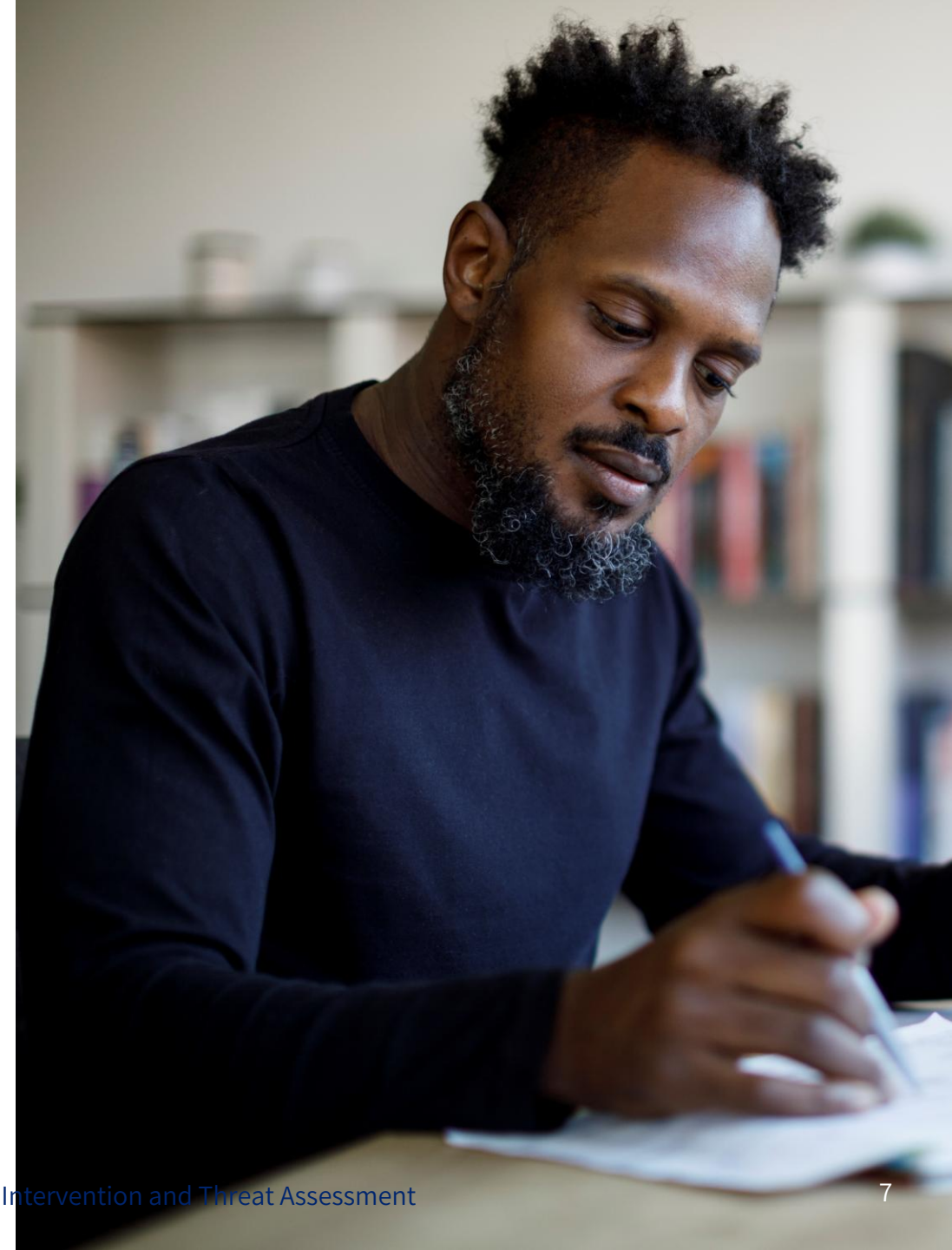
86%

classify their membership by categories

Source: NABITA 2024 State of the Field Survey

Title IX on the BIT

- ATIXA and NABITA **recommend** that the Title IX Coordinator (TIXC) or a Deputy 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, procedures, and operations
- BIT members should be well-trained in Title IX scope, response, and how to file a report



Mutual Referrals and Overlap

Title IX to BIT

Title IX refers incident(s) to BIT that do not fall within their jurisdiction, but may contain elements of concern



Violence Risk Assessment (VRA)

BIT conducts a VRA for individuals that are engaging in potential threats or acts of violence



BIT to Title IX

BIT refers incident(s) to Title IX that involve parties being targeted

Supportive Measures

BIT and Title IX provide supportive measures to those participating in the Title IX process

Mutual Referrals and Overlap



FERPA ALLOWS THIS

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, hearings
- Outcomes, sanctions, and remedies
- Parallel criminal proceedings

VRA and Title IX

Emergency Removal, VRA Process, and VRA Referral Protocol

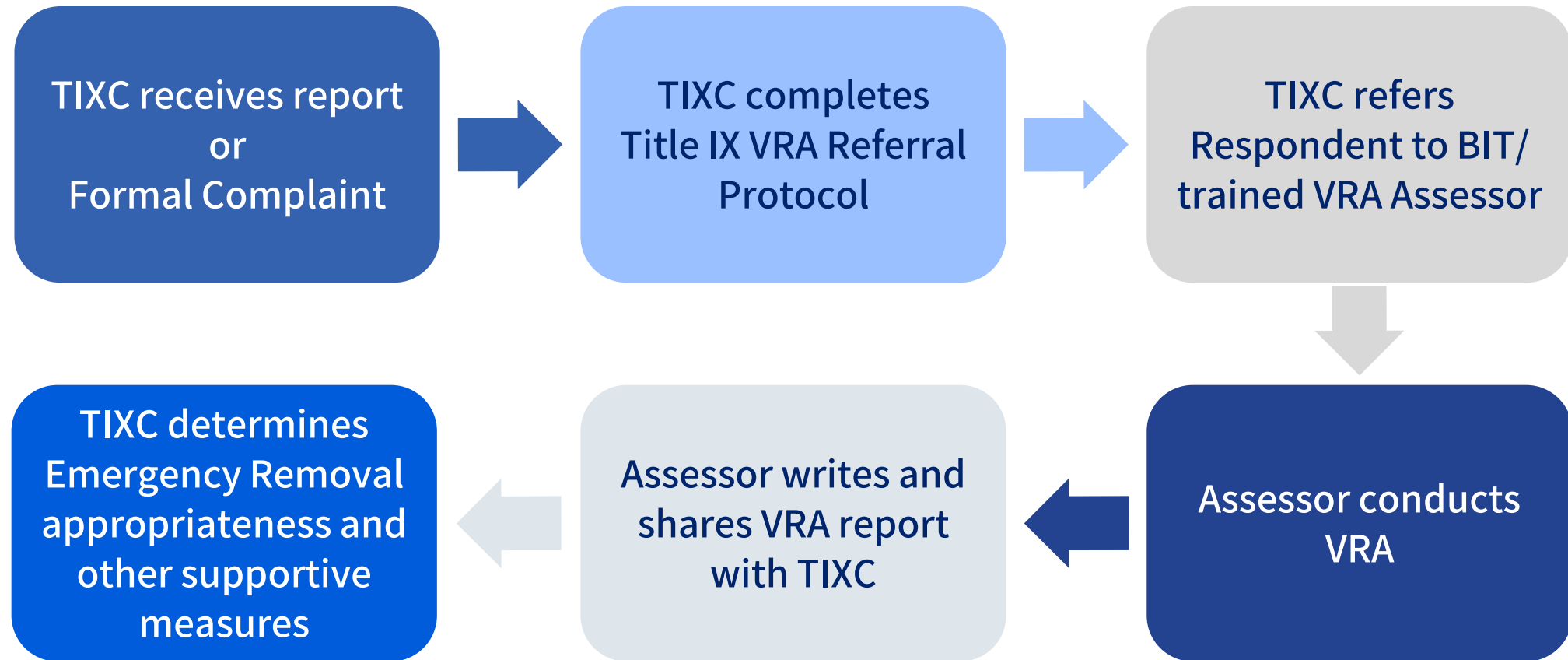
Emergency Removal

- 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
- 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 with existing protocols

Violence Risk Assessment for Title IX

- TIXCs should consult with their BIT for VRA needs
- **Complaints with one or more of the following risk factors should be referred for a VRA:**
 - Incident(s) included violence resulting in injuries or significant safety risks
 - Respondent has made threats of harm or to kill the Complainant
 - Respondent has made threats of future violence that could result in harm to the Complainant or to those close to the Complainant, including animals
 - Incident(s) involves the use of a lethal weapon

Title IX VRA Process



TIXC consults with BIT for coordination regarding risk assessment and support as process progresses

ATIXA Title IX VRA Referral Protocol

Stalking (excerpt):

	Points	Description
<input type="checkbox"/>	1 Point	The reported incident(s) is recent
<input type="checkbox"/>	1 Point	The Respondent has access to weapons
<input type="checkbox"/>	2 Points	The Respondent has engaged in spoofing, doxing, or other incursion to harm the Complainant
<input type="checkbox"/>	3 Points	The Respondent has violated a no contact order, restraining order, or order of protection related to this allegation

- **0-3 total points** = Potential non-immediate threat; refer to BIT
- **4+ total points** = Potential immediate threat; initiate VRA as part of Emergency Removal process

ATIXA Title IX VRA Referral Protocol

Dating Violence (excerpt):


	Points	Description
<input type="checkbox"/>	1 Point	The reported incident(s) is recent
<input type="checkbox"/>	1 Point	The Respondent has access to weapons
<input type="checkbox"/>	2 Points	The reported violence has escalated and/or increased in severity and/or frequency
<input type="checkbox"/>	3 Points	The Respondent has violated a no contact order, restraining order, or order of protection related to this allegation

- **0-3 total points** = Potential non-immediate threat; refer to BIT/BTAM
- **4+ total points** = Potential immediate threat; initiate VRA as part of Emergency Removal process


Risk Assessment

Assessment Types and Objective Tools


Assessment Types



General Risk Assessment



Threat Assessment



Psychological Assessment



Violence Risk Assessment

Assessment Types



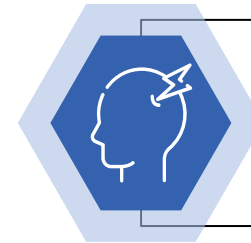
General Risk Assessment

- 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 related to specific threat



Psychological Assessment

- Conducted by a trained, licensed clinician
- Focuses on determining diagnosis and treatment plan (e.g., therapeutic intervention, medication, hospitalization)

Violence Risk Assessment

- Helps determine potential violence or dangerousness toward a person, group, or system
- Explores various risk and protective factors 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



Objective Assessment Tools

- 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

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/idolize 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/idolize 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

CRITICAL
ELEVATED
MODERATE
MILD

Administering a VRA

Assessor Considerations, Structured Interview for Violence Risk Assessment (SIVRA) Tool Overview, and Using the Results

Assessor Considerations

- 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



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

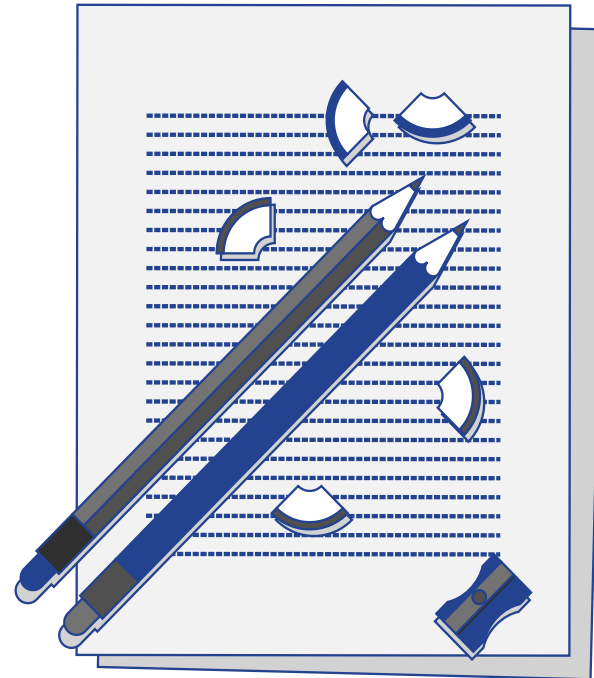
- VRA results provide information the TIXC will use to determine whether Emergency Removal is appropriate
- VRA results guide **voluntary** interventions from the BIT
 - BITs cannot require compliance with assessment recommendations
- VRA results **DO NOT** indicate whether a student should be suspended, remain on campus, or remain enrolled
 - BITs/Case Managers should not place or recommend interim restrictions, place holds, etc.
 - Decisions lie within Title IX and/or student conduct processes

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

Identify available safety measures during a potential incident

Notification

03

Arrange ways to access help if in crisis

Referral

04

Coordinate and connect to services

Emotional Support

05

Identify support and ways to increase connection

Safety Planning Recommendations

Consider:

- Building rapport through active listening
- Listening to the individual's fears and discuss what might help
- Seeking to understand the individual's motivations for safety
- Brainstorming creative options together

Avoid:

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

Source: *Safety Planning*. Violence Prevention Initiative. (2018, June 14).
Retrieved from: <https://www.gov.nl.ca/vpi/information-about-violence/safety-planning/>

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
- Implement no contact directives
- Arrange escorts
- Other supportive measures

Safety Planning Options, Cont.

Home:

- Notify support network
- Inform neighbors/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. BIT/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).

www.nabita.org/bitkit

Safety Planning Template:

Safety Plan Categories	Specific Strategies
Prevention: <i>Strategies to prevent future violence</i>	Examples of Strategies with Potential Victim: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

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