



Association of
Title IX Administrators

Prevention, Program Assessment, and Partnerships

Training and Certification Course

WELCOME!

- Please log in to your ATIXA Event Lobby to access the training slides, supplemental materials, and to log your attendance.
- The ATIXA Event Lobby can be accessed by scanning the QR code or by visiting **www.atixa.org/atixa-event-lobby**.
- You will be asked to enter your registration email to access the Event Lobby.
- Links for any applicable training evaluations and learning assessments are also provided in the ATIXA Event Lobby.
- If you have not registered for this training, an event will not show on your Lobby. Please email **events@atixa.org** or engage the ATIXA website chat app to inquire ASAP.





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.

Introduction



The primary focus of this training is to introduce practitioners to prevention fundamentals, as well as opportunities to leverage assessment work and community partnerships to enhance program efficacy.



Practitioners will explore the challenges to prevention work, including engaging in robust and actionable data analysis, and collaborating with key stakeholders.



Our goal is to provide practitioners with specific prevention methodologies, holistic program assessment practices, and comprehensive partnership approaches to consider applying in their unique educational settings.

Content Advisory

The content and discussion in this training will necessarily engage with sex discrimination, sexual harassment, 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. It is not used gratuitously, and no offense is intended.

Note on Vocabulary

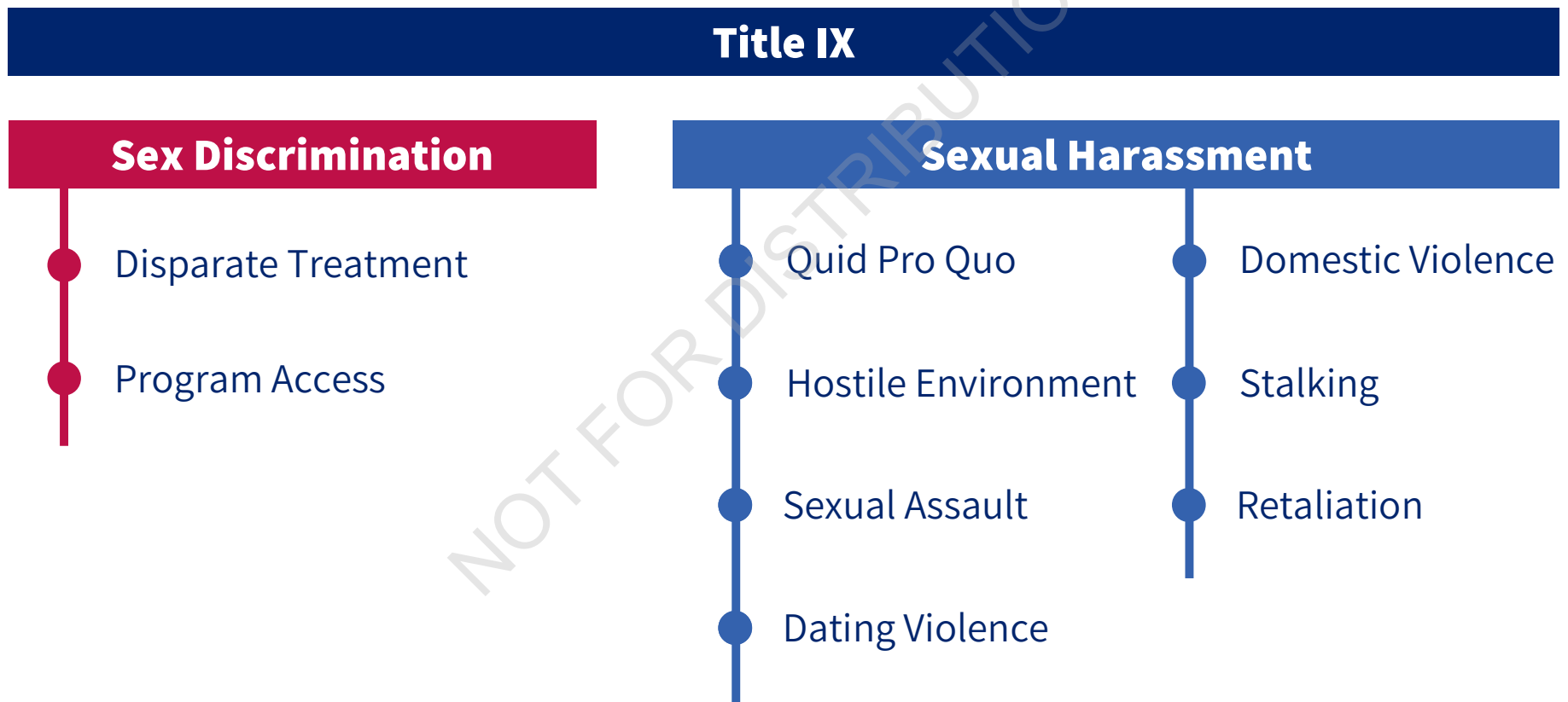
- This course reaches diverse settings in K-12 schools/districts and higher education
 - We may say “school” or “campus” or “institution;” we aspire to be inclusive of both settings
- Prevention field often uses terms differently than Title IX regulations/policy
 - Language preference may shift, relative to the “hat” you are wearing and role
 - “Victim,” or “survivor,” or “person who experienced harm” may replace Complainant
 - “Perpetrator,” “offender,” or “person who has caused harm” may replace Respondent
- Language and framing used for prevention work is often influenced by region, culture, political landscape, and specific school or institutional values
- Title IX team members should reflect diverse vocabulary, but when presenting prevention content need to be aware that it should be neutral and unbiased, or it could be used against the school or institution in court

Intersection of Title IX and Prevention

Title IX Regulatory Requirements



Title IX: Scope



Title IX Coordinator's Role in Prevention

- Title IX compliance requires schools/institutions to Stop, **Prevent**, and Remedy instances of sex discrimination and sexual harassment
- Prevention should be collaborative, community-wide, and include the Title IX team
- The Title IX Coordinator (TIXC) does not need to assume primary responsibility for leading prevention efforts, rather they should:
 - **Educate** stakeholders and school/institutional leadership on the school's prevention obligations
 - **Collaborate** with other stakeholders to plan, implement, and assess
 - **Oversee** prevention compliance recordkeeping and reporting

Beyond Compliance

- Laws, regulations, and guidance establish the **minimum** actions required to ensure access
- At its best, prevention work can:
 - Address and eliminate barriers to a safe and healthy educational environment
 - Foster a culture of care
 - Promote agency of individuals
- If effective, an investment in prevention is a savings on the costs/resources of response



Prevention Education and Training Requirements

Prevention Education vs. Training

Training is distinct from prevention education, but can support prevention goals

Prevention Education

- Foundational concepts
- Recognizing harmful behavior
- Avoiding engaging in harmful behavior
- Skills and actions

Policy & Process Education/Training

- Prohibited behaviors
- Reporting options
- Response options
- Resources

Training for Title IX Roles

- Foundational knowledge
- Responsibilities
- Skill building
- School/Institutional process and policy

Sources of Prevention Education and Training Requirements



Benefits of a Comprehensive Approach

Adopting a comprehensive approach allows schools/institutions to:

- **Increase the community's awareness of:**
 - Behavioral/community expectations
 - Mandatory reporting obligations
 - Title IX team members
- **Provide:**
 - Notice of policies, procedures, and resources for all community members
 - Skills and tools to prevent or intervene as appropriate
 - Guidance on responding to disclosure, providing support, and seeking assistance
- **Decrease barriers to reporting**

K-12 Prevention and Training Considerations

K-12 Training Culture

- Existing culture of professional development
- Mandatory training is often included in state laws and school/district policies
- Leverage existing regular training to meet Title IX requirements and enhance employee-facing prevention education



Student Prevention Education

Opportunities

- Age-appropriate relationship skills
- Self-management skills
- Responsible decision-making
- Health/Sex education
- Social Emotional Learning (SEL) curricula
- Bullying prevention
- Child abuse/child sex abuse prevention
- Local school wellness policy requirements and initiatives
- Climate, health, and wellness surveys

Challenges and Considerations

- Political pressures and public scrutiny
- Surveys restrictions/permission (PPRA)
- Curriculum challenges
- Parent/community curriculum notification and inspection
- State law or district prohibitions on certain topics including diversity, inclusion, sexual orientation, and sexuality

K-12 Student Focused Prevention Topics

Elementary

- Personal boundaries and bodily autonomy
- Safe vs. unsafe touch
- Identifying trusted adults
- Respecting others' boundaries
- Online safety

Middle

- Understanding consent
- Peer pressure and healthy relationships
- Recognizing harassment
- Bystander intervention strategies
- Sexual harassment vs. flirting
- Online safety

High

- Consent
- Healthy relationships
- Bystander intervention training
- Title IX and student rights
- Supporting peers and reporting misconduct
- Impact of interpersonal violence

Higher Education and VAWA Section 304

VAWA Section 304 Overview

- **VAWA Section 304 imposed training requirements**
 - **Applies only to higher education**; for both students and employees
 - Amended Clery Act, originally passed in 1990
 - Includes behavior beyond sexual harassment (e.g., stalking)
- **Requires programming and education**
 - Sexual assault, dating violence, domestic violence, and stalking (“The Big 4”)
 - Primary prevention programs
 - Ongoing prevention and awareness programming and campaigns
 - Risk factors, protective factors, and risk reduction
- **Emphasizes programming that focuses on:**
 - Changing behavior and social norms
 - Increasing understanding and skills

VAWA:

Educational Programs and Campaigns

Annual Security Report (ASR) must include descriptions of:

- Educational programs and campaigns to promote awareness of dating violence, domestic violence, sexual assault, and stalking
- Primary prevention and awareness programs for all incoming students and new employees
- Ongoing prevention and awareness campaigns for students and employees

Programming should include information on **risk reduction** and must not be presented in a manner that encourages victim blaming

VAWA: Ongoing Educational Programs and Campaigns Guidance

- Tailored to each institution
- Focused on increasing awareness or understanding
- Culturally relevant
- Inclusive of diverse communities and identities
- Sustainable
- Responsive to community needs
- Informed by research or assessed for value, effectiveness, or outcome

Source: <https://www.federalregister.gov/documents/2014/10/20/2014-24284/violence-against-women-act>

VAWA: Employee Prevention Education

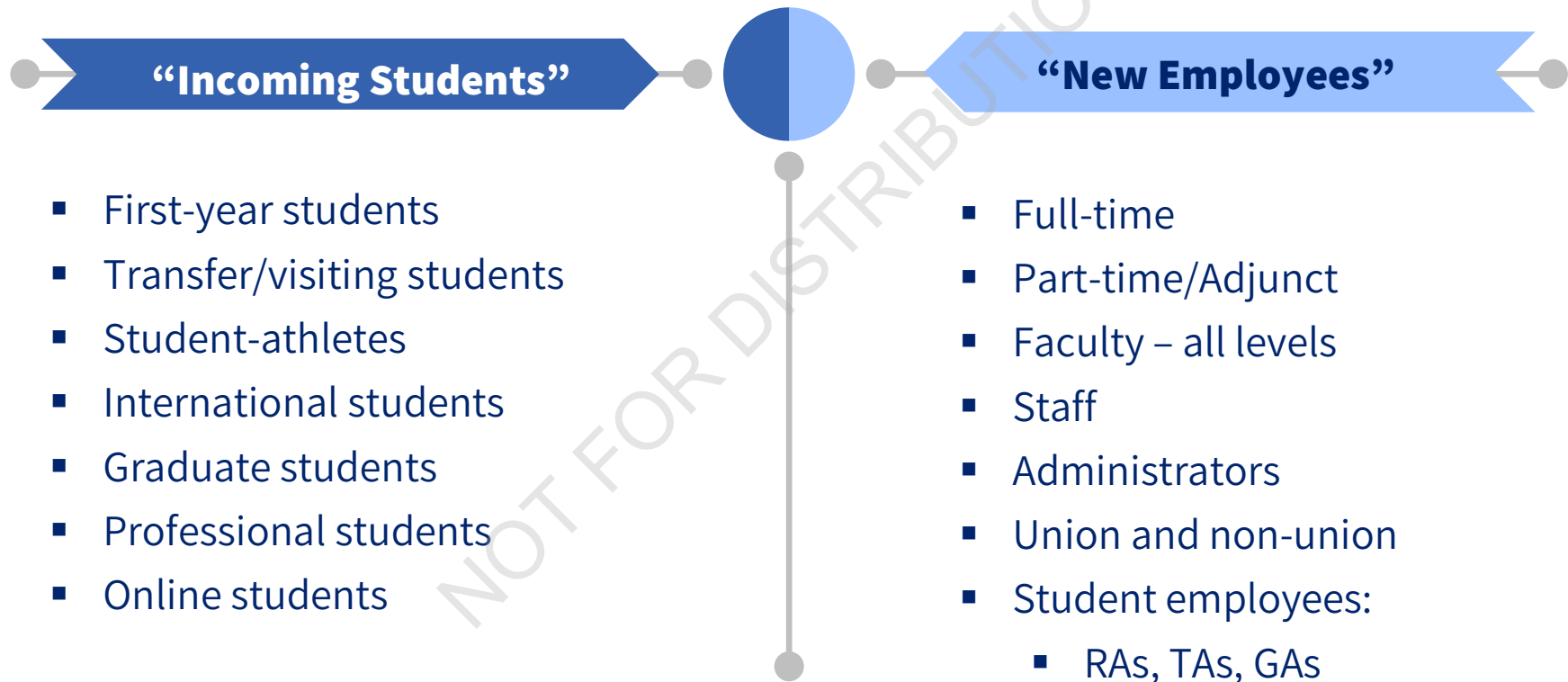
- Institutions must train new and current employees to promote awareness of the “Big 4”
- VAWA provides broad guidelines and definitions to assist institutions in developing training, but does not detail specific requirements
- Consider:
 - Annual employee training to increase effectiveness
 - Partnering with human resources to determine modality, timing, and completion tracking



Employee Training Considerations

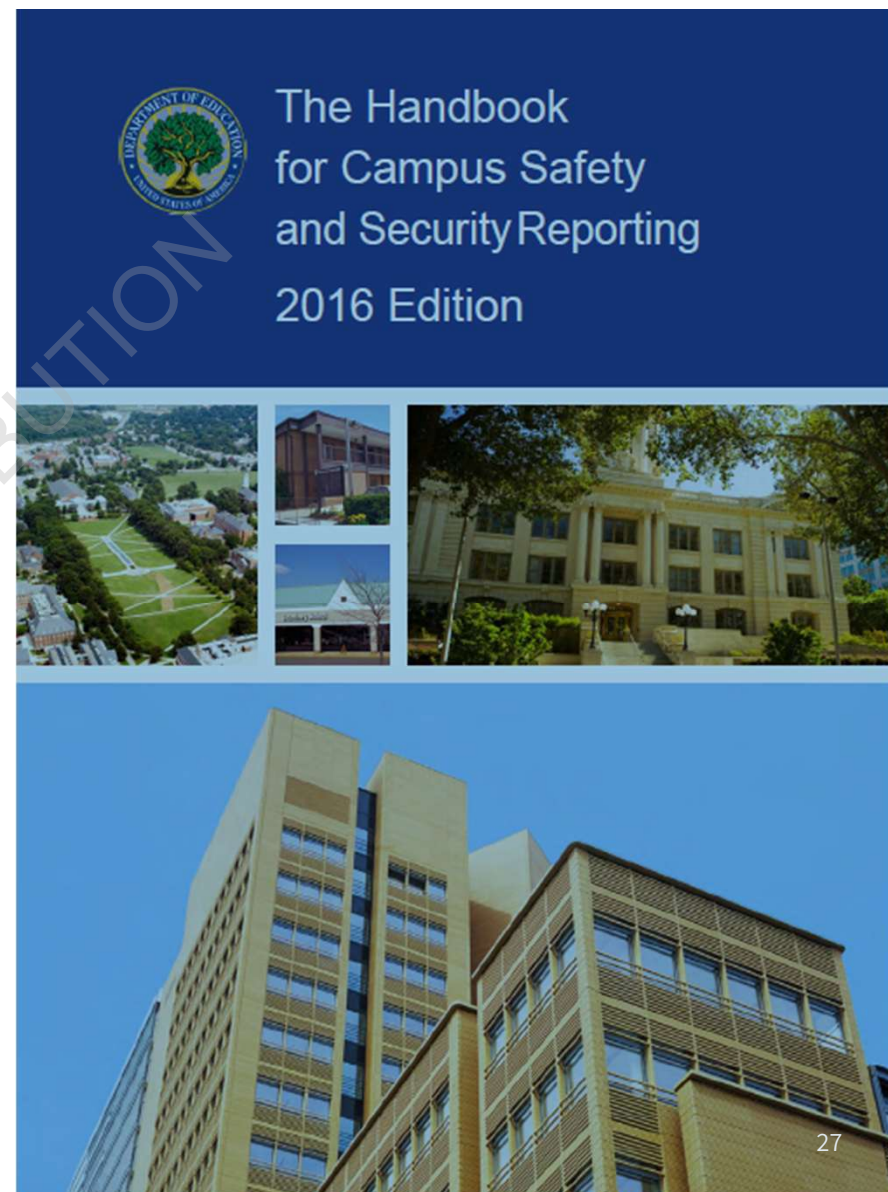
- Leverage institutional data to tailor training content
- Improve skills in recognizing and referring concerns
- Refer to prevention and training in faculty/staff handbooks and policies
- Train supervisors and support their prevention and training efforts
- Encourage senior leadership to model prevention, culture of care, and community standards
- Feature influential faculty and staff in education and training

VAWA: Educational Programs and Campaigns



VAWA: Additional Guidance in Clery Handbook

- **2016 Clery Handbook** includes a chapter of detailed guidance on VAWA's education requirements
 - Rescinded and replaced with the Clery Act Appendix in 2020
 - U.S. Dept of Education has promised a new Handbook, with no date announced
- ATIXA recommends referencing the 2016 Handbook for now, it includes:
 - Helpful examples on prevention and programming requirements
 - Practical tips on the required elements of prevention and awareness education



2022 VAWA Reauthorization

- Recognized other forms of IPV
 - **Added “economic abuse” and “technological abuse”**
 - Does not require changes to Title IX policy definitions
- Increased support in underserved communities, including funding for:
 - Survivor-centered, community-based restorative practices
 - Culturally specific services
 - Services for rural communities
- **Enhanced prevention and response in key areas:**
 - Expanded prevention education for students in higher education
 - Trauma-informed, victim-centered training for law enforcement
 - Improved training for sexual assault forensic examiners

VAWA Climate Survey

- **Climate survey requirement every two years**
 - Metrics related to student experiences with sexual misconduct, institutional policies, educational awareness and prevention programs, and institutional response
 - Institutions must use the standardized online survey tool but may add additional questions
 - Dept of Ed has not yet released the tool
 - Requirement goes into effect one year from date of release
- **Grant funding available** to develop, maintain, and enhance prevention and awareness programming

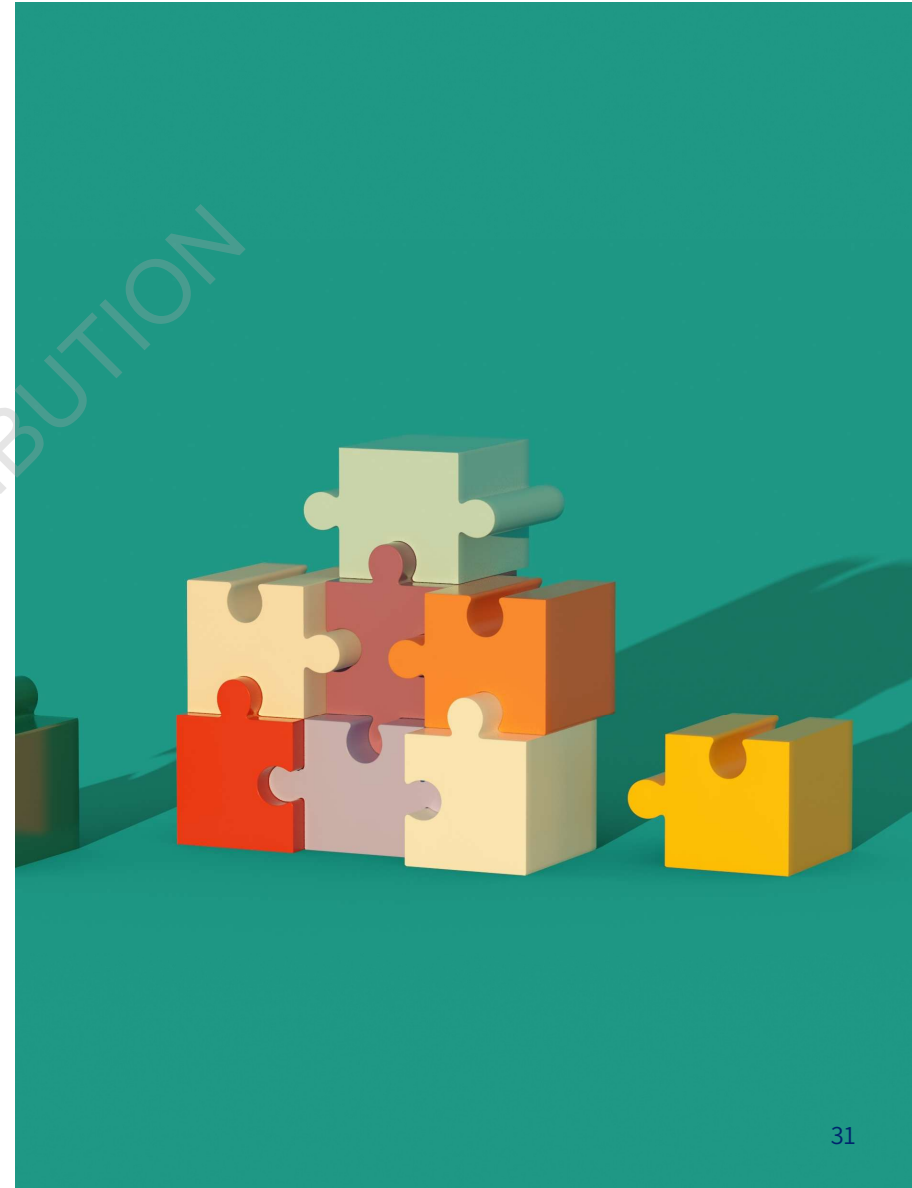


Comprehensive Assessment

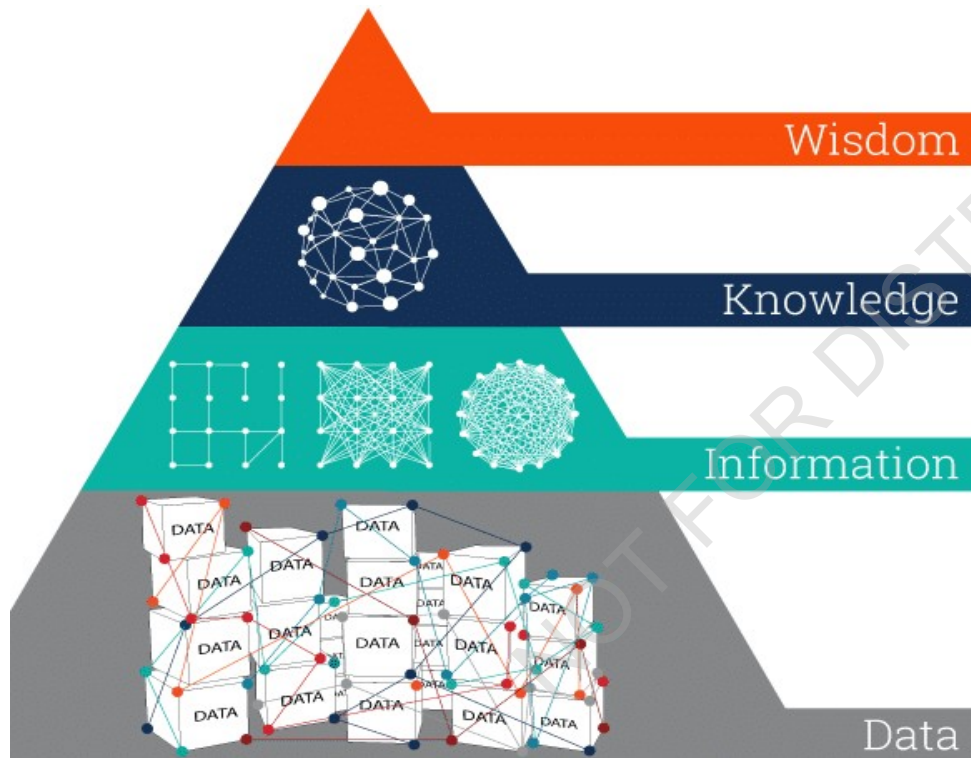
Assessment

To build or enhance prevention efforts, there must first be a shared understanding

- What do we know?
- What are the experiences of our community members?
- What awareness and skills to they have?
- What are the areas of critical need?

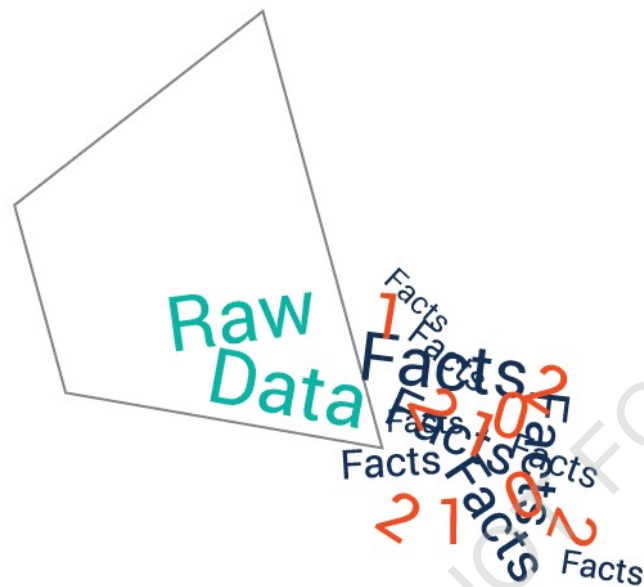


DIKW Pyramid



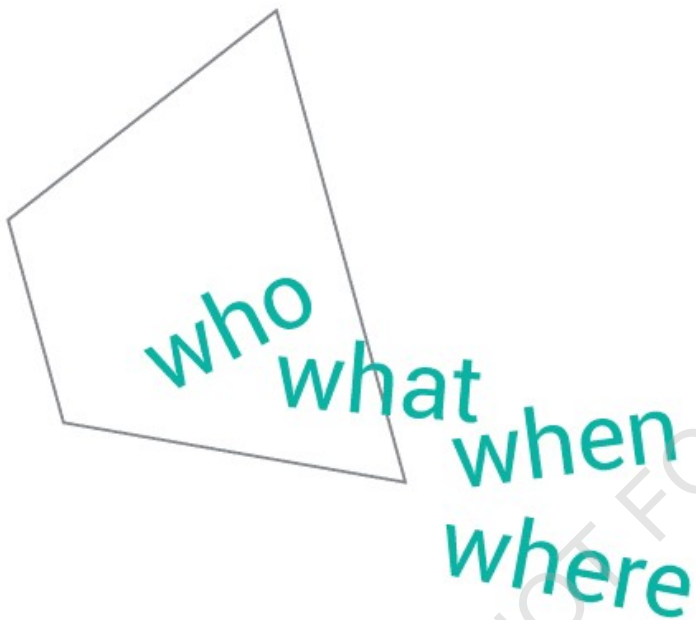
Each **step up** the pyramid answers questions about and **adds value** to the initial data

Data



A collection of facts in a raw or unorganized form

Information



Data that is easier to measure, visual, and analyze for a specific purpose

Knowledge



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

Wisdom



Types of Assessment



**Descriptive
Statistics**

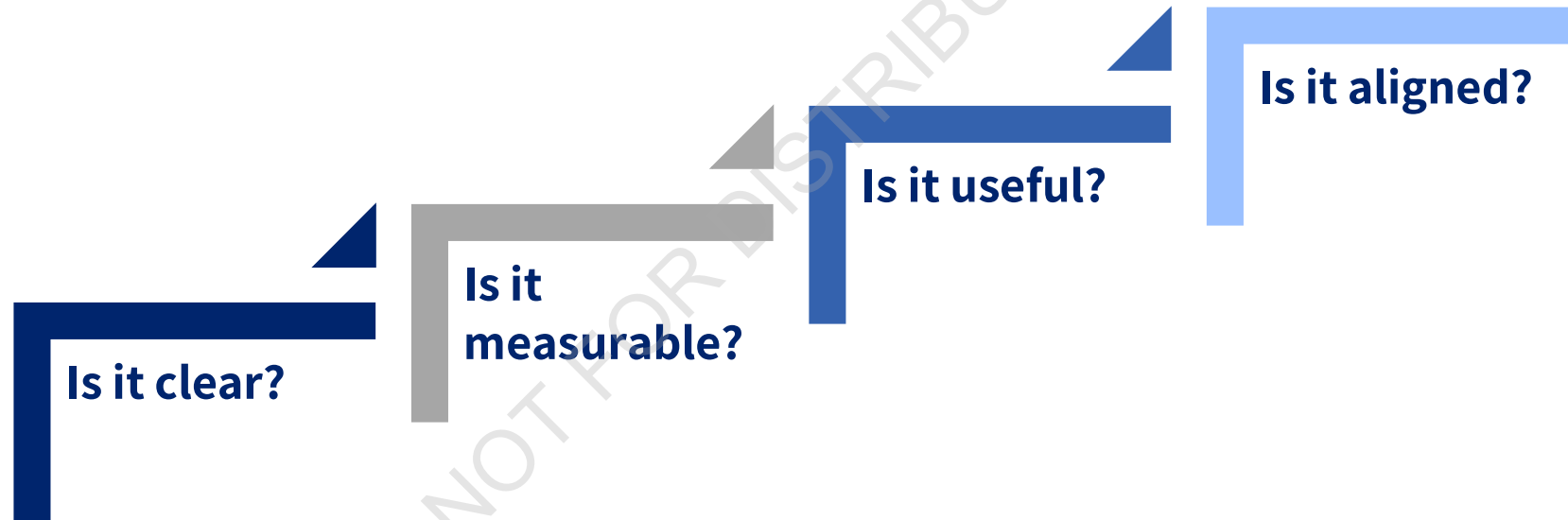


**Inferential
Statistics**



**Program
Effectiveness**

Elements of an Effective Assessment Plan



Research Methods



Surveys

- Knowledge gained
- Change over time



Focus Groups

- Assess perceptions of prevention efforts, barriers, etc.
- Gauge interest
- Assess climate



Secondary Data

- Type of reports
- Referrals to community partners
- Resource access by student demographic
- Barrier analysis

Role of Audits

- Regular, systemic review of prevention programming efforts at the district/institutional or departmental level can ensure compliance and enhance efforts
 - Who is responsible for maintaining a comprehensive list of all prevention efforts?
 - Is there a system in place to ensure the school/campus is meeting all necessary requirements (state, Title IX, Clery, grants, etc.)?
 - Is there an inventory of what is offered and how it is made available?
 - Is there a mechanism for tracking what topics are covered?

Climate Survey Objectives

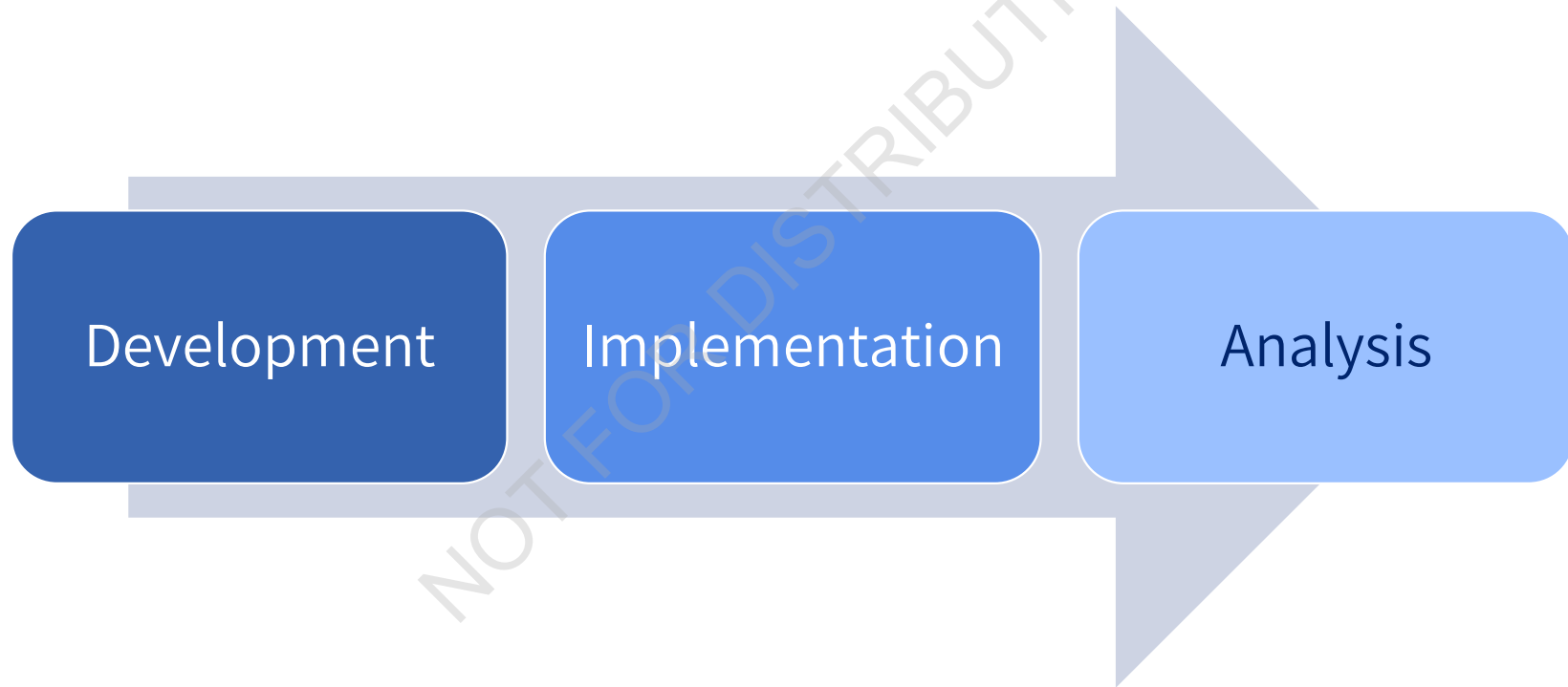
- Focused on understanding the community's experience with sex discrimination and sexual harassment, including: sexual assault, dating and domestic violence, and stalking
 - **Assess prevalence** of sex discrimination and sexual harassment
 - **Evaluate awareness** of Title IX policies, resources, and reporting procedures
 - **Gauge the perception** of school/campus safety and the effectiveness of district/institutional responses
 - **Identify gaps** in services, support, and education related to Title IX
- Assists TIXC with monitoring the education program for barriers to reporting
- Understanding the overall climate and experiences of the school/institution community should be the first step in prevention efforts

Addressing Data Gaps

- Ask questions that may challenge the status quo
- Be wary of assumptions and bias
- Benchmark data against others of similar size/population
- Identify populations or services that are not reflected in the data
 - Are there populations of the student body who are not submitting reports?
 - What students are not accessing prevention programming beyond the initial mandatory session?
- Include data about all community members
- Leverage staff, administrators, and teacher/faculty assessment expertise

Climate Surveys

Climate Survey Stages



Climate Survey Development

Climate Survey development steps

- Designate a climate survey leader and committee of key stakeholders
 - Individual with survey design expertise (internal or external)
 - Key stakeholders to provide feedback prior to launch
- Identify clear goals and intended participants
- Adopt a clear methodology
- Plan for financial and human capital to support the development, implementation, analysis, and post-survey action plan
- Select a survey software to collect and help analyze data

Climate Survey Development, Cont.

- Comply with internal approval process (e.g., IRB, legal counsel)
- Consider how the survey questions speak to all members of the survey population
- Contemplate survey access barriers and solutions for intended participants
- Develop, review, and revise questions
- Prepare a promotion plan that includes response goals
- Prepare for post-survey analysis and community share back

Design Guidelines

- Keep the survey to a reasonable length that can be completed in one sitting
 - 10-15 minutes is ideal
- Use simple questions that can be understood by all participants
- Focus on how the results will be reported
 - What is the purpose of this question?
 - What will we do with the information we learn from this question?
- Use a mixed model design to capture both qualitative and quantitative data
- Avoid tendency to “kitchen sink” the survey
- Be willing to use “Prefer not to answer” or “Not listed” as a response

Climate Survey Components

Demographic questions

- Provides the primary bases for analysis and comparison
- Important to draft demographic data to maintain anonymity

Experience, incidents, and prevalence questions

- Nature, type, extent, and location of incidents

Perception and opinion

- Safety within educational environment
- Peer attitudes toward sexual harassment

Climate Survey Components, Cont.

Awareness and knowledge questions

- Evaluate how well individuals understand existing policy and procedures
- Programming and prevention efforts

Reporting, response, and resources

- Experiences with reporting incidents and support received
- Barriers to reporting
- Knowledge of resources
- Confidence in the school/institution's ability to address complaints

Feedback on how the school/institution can improve its Title IX policies and support systems

Consent and Confidentiality

- How will the district/institution maintain the confidentiality of responses while adhering to its mandated reporting policies?
 - Consider outsourcing data analysis
 - Who has access to the raw data?
- Intro to the survey should provide a description of survey scope
- K-12 Schools/Districts
 - Be familiar with the Protection of Pupil Rights Amendment (PPRA)
- Provide informed consent prior to the start of the survey
 - For K-12, this will include sign off from the parent/guardian

Establish Community Buy-In

- Identify key stakeholders and district/institutional influencers to assist in the development and promotion
- Create a promotion plan with individualized outreach to groups that are known to underreport
- Be transparent about the goals, share back plan, and how information learned will be used to improve district/institutional safety and Title IX efforts
- Frame promotional materials as an opportunity for all voices and experiences to be heard
- Leverage district/institutional leaders and influencers to assist to encourage participation
- Consider participation incentives for students and employees

Climate Survey Implementation

- **Goal:** Attain the highest level of survey completion (“response rate”) from intended participants
- Survey options:
 - Online survey tool (internally or externally hosted)
 - Pen and paper
- Develop a plan that includes a variety of options to maximize response rate
- Analyze response rates at specific intervals during the survey implementation period
 - Does the team need to revamp promotion efforts?
 - Can additional outreach take place?
 - Can additional incentives be provided?

Post Survey/Audit

Climate Survey Analysis

- Leverage staff, administrators, and teacher/faculty assessment expertise
- Ask questions that may challenge the status quo
- Be wary of assumptions and bias
- Include data about all community members
- Identify populations or services that are not reflected in the data
 - Are there populations of the student body who are not reporting or not completing the climate survey?
- Benchmark data against previous years and other districts/institutions of similar size/population

Climate Survey Report

- Draft a comprehensive overview of the Climate Survey responses
- Compiling a report can feel onerous, some tips to help:
 - Create or follow a template
 - Assign sections to committee members to draft
 - Allocate sufficient time for writing and review
- Consider:
 - Accessible platform for sharing the climate survey results
 - Showcasing both qualitative and quantitative data
 - Sharing a “next steps” plan to address areas needing improvement



Action Planning

- Identify key stakeholders to advise and assist with post-survey/audit action planning and implementation
- Committee action planning should consider:
 - How does the survey inform possible policy changes?
 - What barriers or perceptions of barriers exist in our practices?
 - What does the data tell us about our prevention efforts?
 - How can we better inform our community about response and support measures?
- Establish an ongoing assessment cycle (1, 3, or 5 years)

Leveraging Data to Inform Program Needs

- Regularly consult with the data beyond the window of survey/audit implementation to:
 - Build trust with internal and external community
 - Increase connection to prevention and training initiatives
 - Inform policies, practices, and Title IX response efforts
- Infuse climate survey/audit implementation into an annual assessment plan for continuous improvement



Prevention Methodologies

Prevention Education

“

Prevention education means the practice of providing instruction on methods or activities that seek to **reduce** or **deter** specific or predictable problems, **protect** the current state of well-being, **encourage** individuals to protect their own health and the health of those in their community and **promote** desired outcomes or behaviors.

”

Source: Illinois Department of Public Health

Discussion: Prevention in Practice

Commitment Spectrum



Prevention in Practice

“The drops of rain make a hole in the stone, not by violence, but by oft falling.”

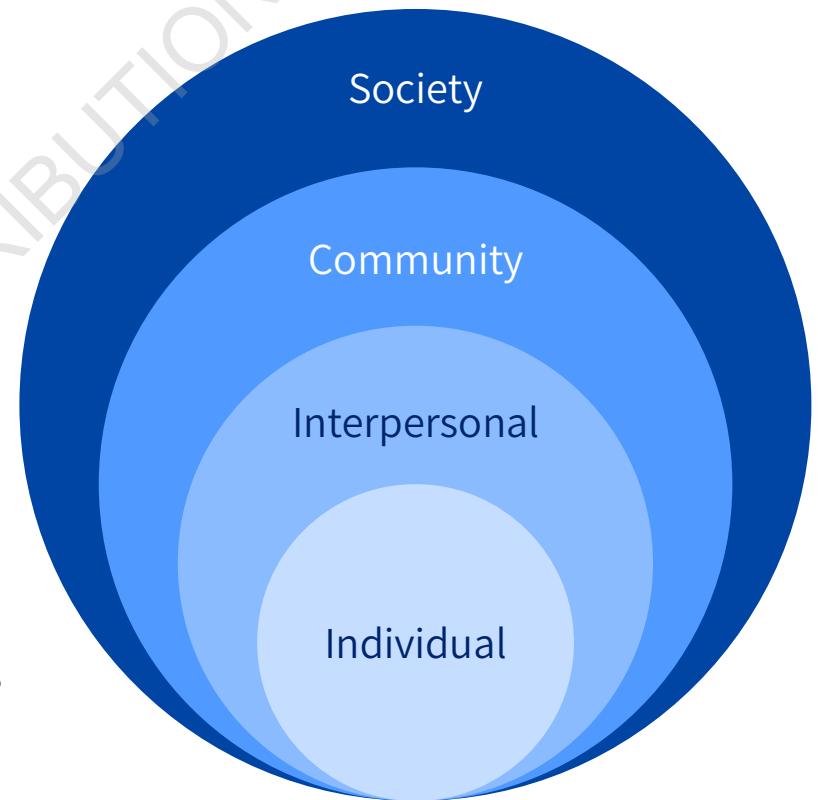
— Lucretius



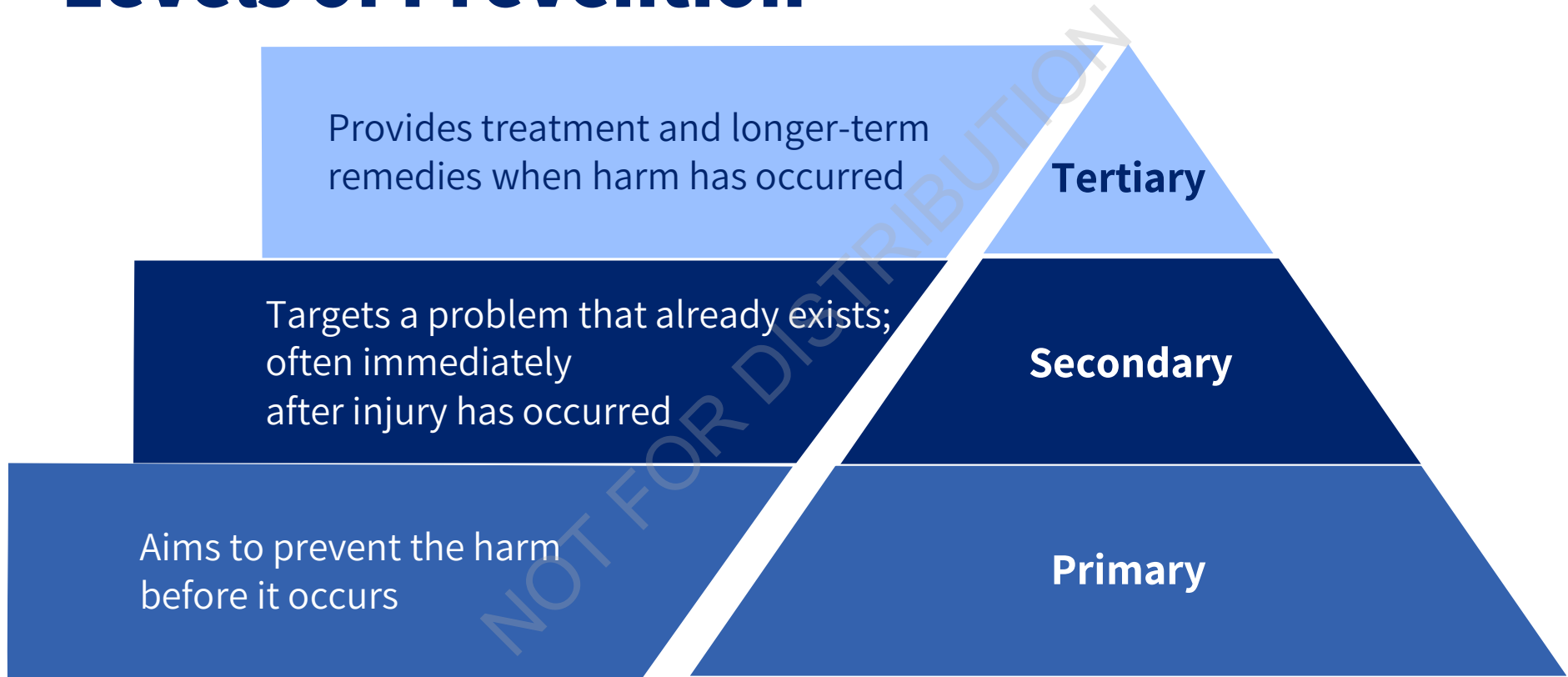
Socio-Ecological Model

The Socio-Ecological Model presents a framework for better understanding violence and the effect of prevention strategies

- Considers four levels:
 - Individual
 - Interpersonal
 - Community
 - Society
- Complex interplay between them, which creates a range of risk factors for violence



Levels of Prevention



Source: 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.

Sexual Harassment Continuum



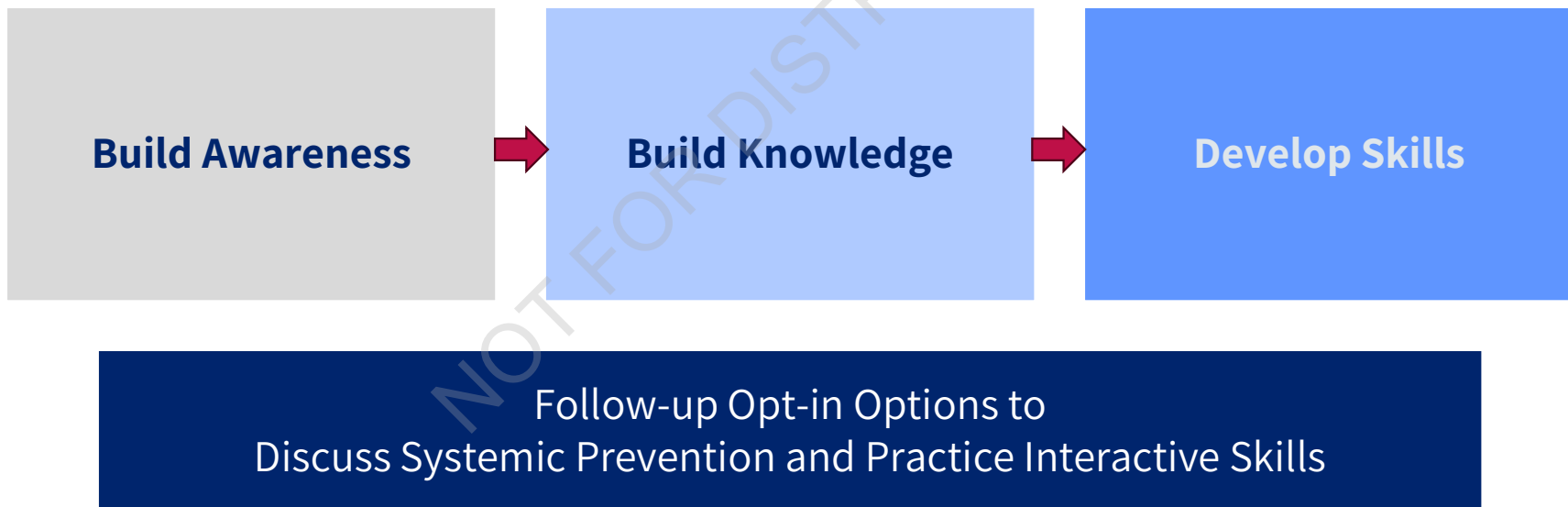
Sexual Harassment Continuum

- 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"
- Persistently 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 sex after beatings*
- Sadism*

*implied non-consent

Scaffolded Approach

- Effective prevention education and training includes a scaffolded approach that exposes all community members to opportunities to achieve the following:



Spectrum of Prevention



Strengthen individual skills and knowledge



Educate providers and professionals



Promote community education

Spectrum of Prevention



Change internal practices and policies



Foster coalitions and networks



Influence policy and legislation

ATIXA's Prevention Principles

ATIXA's Prevention Principles

ATIXA has distilled the most helpful insights from the research to eight principles (8 C's) for prevention work in educational environments:



Cogent



Community-Wide



Collaborative



Consistent



Compliant



Comprehensive



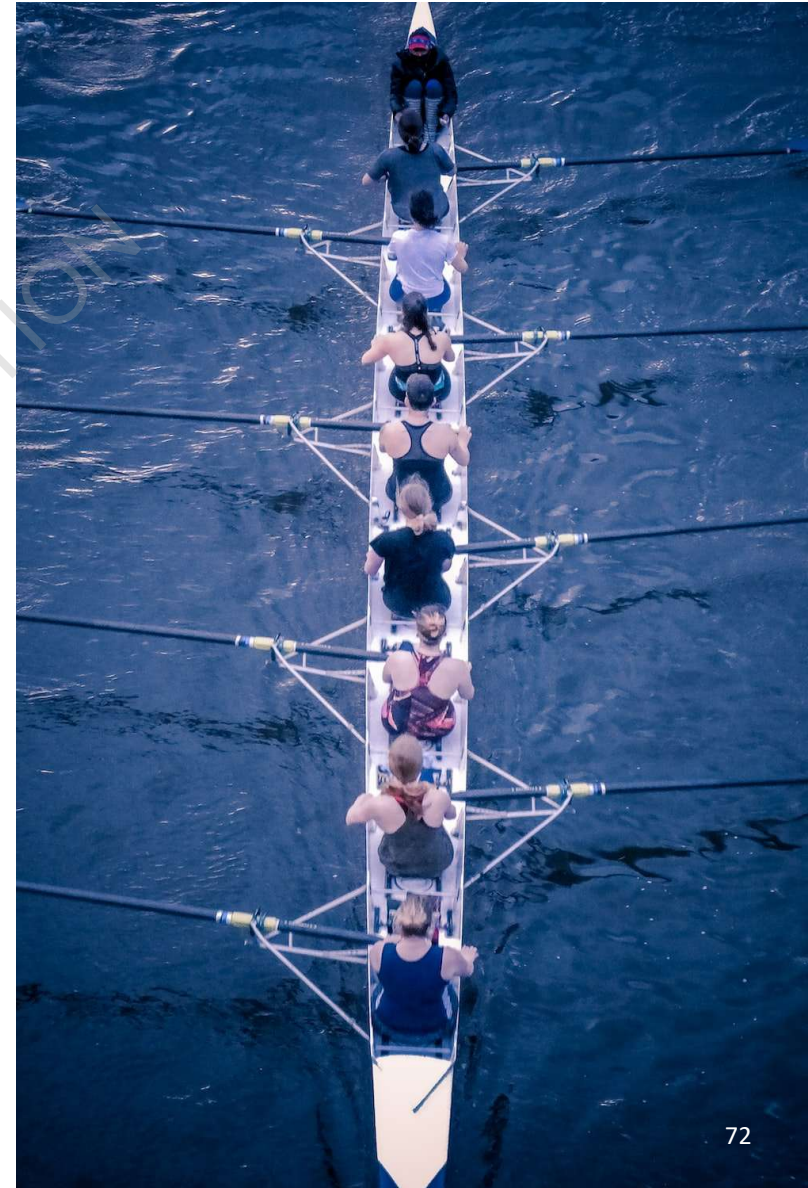
Centrally Planned



Culturally Relevant

Cogent

- Provides clear and coherent content and curriculum
- Relies on research, strong data, and proven methodologies
- Follows best practices
- Focuses on primary prevention as its foundation



Community-Wide

- Aims to reach all students and employees
- Seeks to impact climate and culture with lasting systemic change
- Threads through all areas of the community (e.g., curricular, co-curricular, publications, hiring)



Mandated Programming

- Negative consequences: easier to create, administer, and enforce
 - Examples: registration hold, limited housing options, classroom free-time restriction
- Positive consequences: associated with increased engagement and learning
 - Examples: tickets to a popular concert, credit for an assignment, entry for a prize drawing, pizza with the principal
- Seek creative options to increase learning, improve safety, and address prevention goals

Collaborative

- Embrace opportunities to break down silos
- Leverage the expertise of others
- Engage multiple perspectives and identities
- Build connection points to all populations
- Involve students, teachers, academic departments, athletics, etc.



Consistent

- Offer continuous and visible engagement opportunities throughout the year
- Provide cohesive content with a targeted approach
- Demonstrate commitment to the mission, message, and community impact
- Reinforce a consistent message
 - Increases visibility
 - Fosters measurable outcomes
 - Displays level of commitment

Compliant

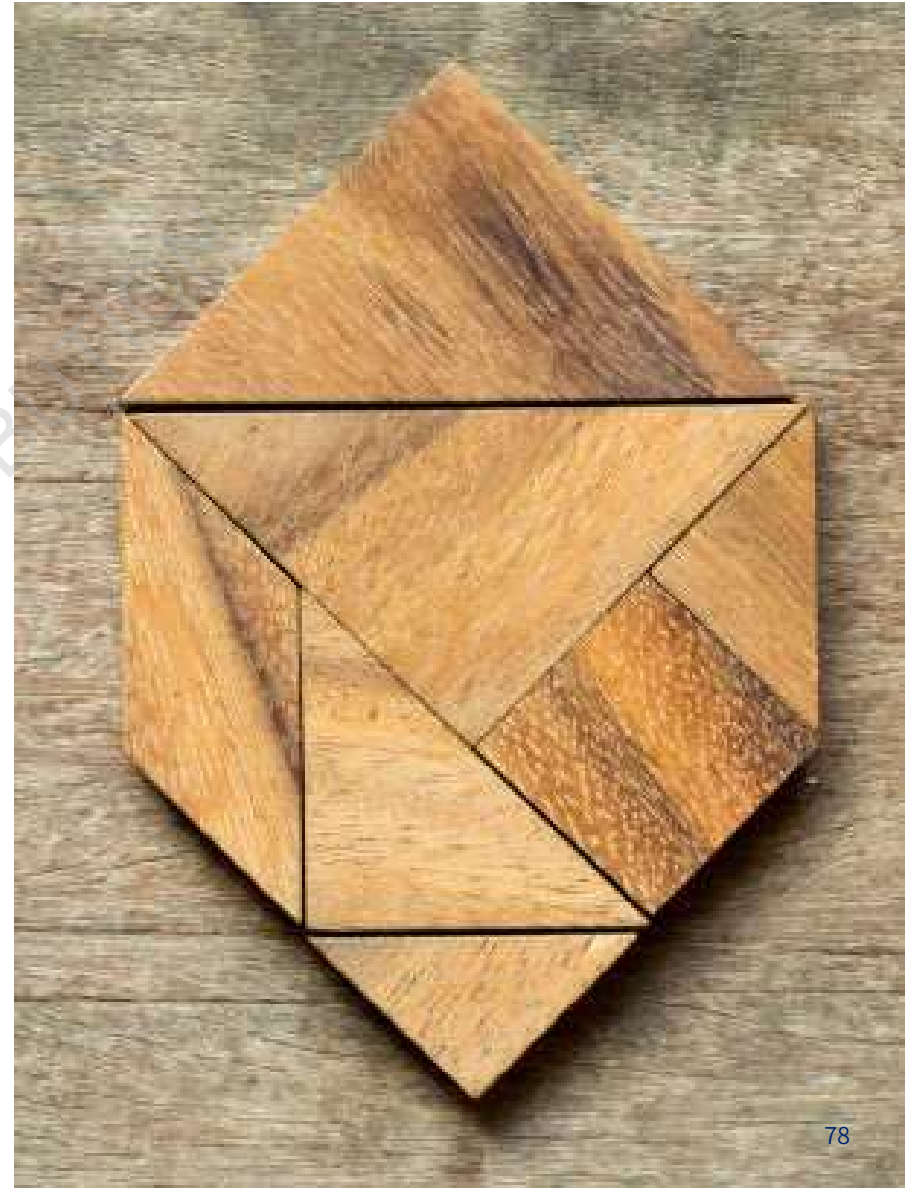
Efforts must:

- Comply with applicable laws, regulations, institutional/district policy, and guidance
- Fulfill obligations/duty of care to the community

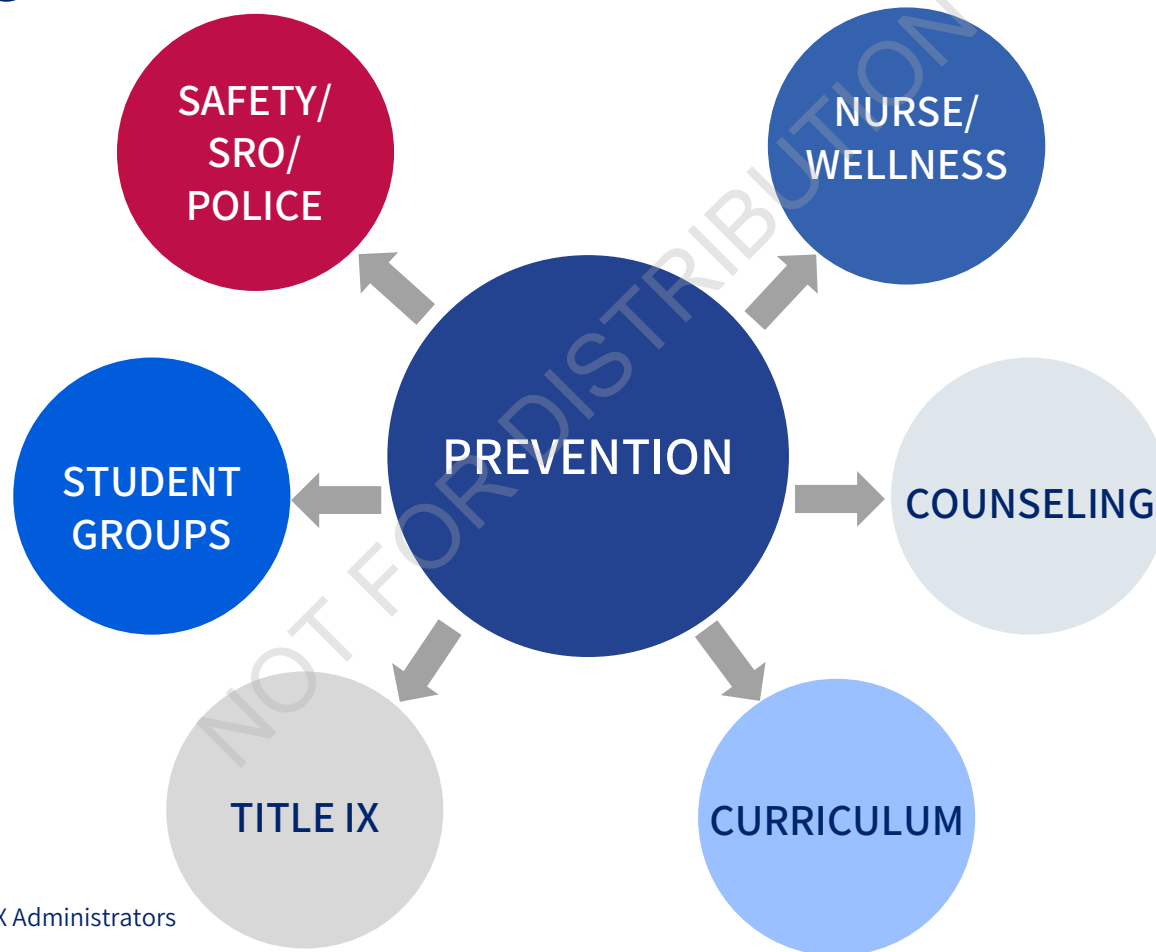


Comprehensive

- Address a wide range of risk and protective factors
- Apply the full spectrum of prevention
- Provide individualized, scaffolded prevention to school/institutional community members
- Infuse prevention into the environment and culture, including curriculum and academic programs



Centrally Planned



Culturally Relevant

- Prevention initiatives should use accessible language and delivery methods
 - Review and update terminology to remain current
 - Ensure modality/technology required to participate is accessible to all
 - Ask a small group of diverse stakeholders to review initiatives in advance
 - Alter publications, policies, and initiatives based on feedback
- Identify and address barriers to accessing education and/or services



Infusing Prevention

Adopting or enhancing a prevention model should contemplate infusing prevention wherever possible, including:

Policies

Programs

Environments

To accomplish this, those responsible for prevention initiatives will need to cultivate buy-in

Cultivating Buy-In

Buy-In at All Levels

- Comprehensive prevention requires buy-in and participation of the entire community
- Consider the offices/departments/programs that may have intersecting or complementary goals
- Collaborate with teachers/faculty and staff who may have relevant professional or research experience
- **Engage student groups**
 - Both those who have shared grievances and those with mission alignment

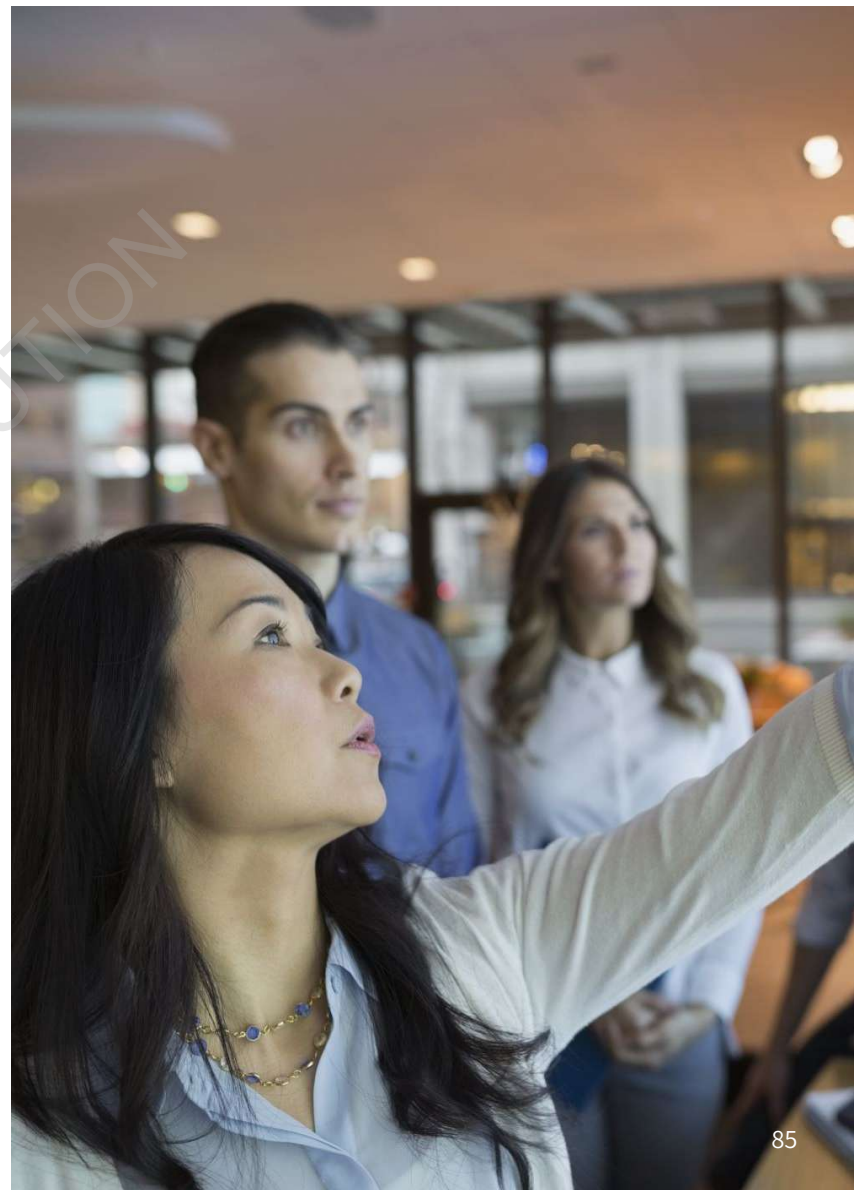


Steps for Cultivating Buy-In

- **Gather a small working group** of invested stakeholders
 - Identify staff/offices/programs that may have shared or complementary goals
 - Identify students and employees with shared values/interests
- **Conduct initial research**
 - Assess baseline for targeted populations
 - Complete an audit of current prevention efforts
 - Identify areas of need or current trends to address, including specific behaviors, underreporting, accessing support, etc.
 - Identify prevention best practices with proven results/outcomes
 - Understand how policy change or new initiatives receive approval/support
- **Outline a prevention model** based on the unique needs of the school/institutional community

Steps for Cultivating Buy-In, Cont.

- **Consider barriers to successful adoption**
 - Senior leadership sign-off
 - Social/Political pressure
 - Available expertise, resources, personnel, funding
 - Competing school/institutional priorities
- **Create an action/implementation plan**
 - Determine and delegate roles, responsibilities
 - Include benchmarks and timelines
 - Establish an assessment plan

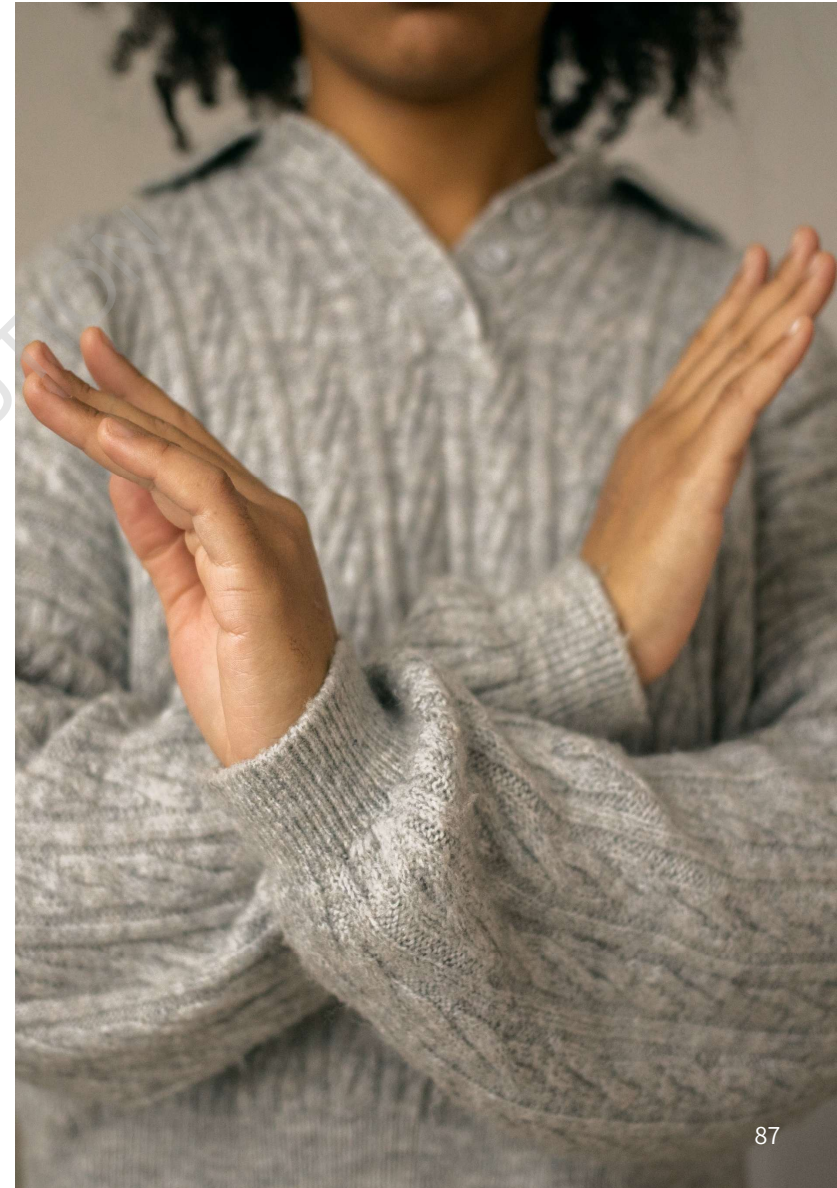


Steps for Cultivating Buy-In, Cont.

- **Strategically present the action/implementation plan**
 - Stakeholders will require a different lens, language, and approach to garner support, for example:
 - School/Institutional leadership may be most concerned with compliance mandates
 - Student government may be most concerned with current reporting trends and gaps in services
 - Consider the individual best suited to present the proposal
- **Amend and adopt the vetted plan; start implementation**

Responding to Resistance

- Prevention messaging and programming sometimes face opposition based on:
 - Established cultural norms
 - Social movements/political pressures
- **Strategies for overcoming resistance** may include:
 - Leveraging policy
 - Adapting prevention messaging
 - Engaging students outside of the school or classroom setting
 - Harnessing student leadership
 - Fostering strategic relationships
 - Focusing on community level strategies



Responding to Resistance

“

Learning how to message prevention, or tell the story of prevention, more effectively may help in countering misinformation, misconceptions, and fear

”

Source: Prevent, Connect – A ValorUS Project; Resistance to Prevention in School Based Settings - From Town Hall Key Themes and Takeaways (2023).

Education and Training Considerations

Education and Training Considerations

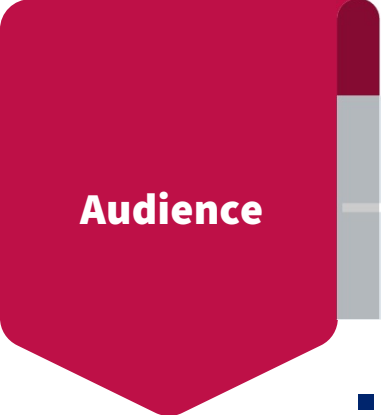
Audience

**Timing and
Frequency**

**Modality and
Accessibility**

**Tone
Setting**

Audiences



Audience

- Age and development level
- Entry point
- Motivation
- Focus
- Role and relation to facilitator
- Point of view
- Potential bias
- Topic familiarity
- Context

Audiences, Cont.

- **All employees**
 - Mandatory reporters
 - Confidential resources (either in-program or community-based)
- **All students**
 - General and special education, student leaders
 - Graduate, transfer, professional, exchange, distance, and online
 - Dual-enrollment/early college
- **K-12 parents/guardians**



Specialized Training

Title IX Team

- Title IX Coordinator (TIXC)
- Deputy Coordinators
- School/Building Coordinators
- Investigators
- Decision-Makers
- Informal Resolution Facilitators
- Advisors

First Responders

- Residence hall staff, including Resident Advisors
- Student health employees/school nurses
- Counselors/Case Managers
- Sexual assault response coordinators
- Hallway and recess monitors
- Public safety/police/school resource officers

Timing and Frequency



Timing and Frequency

- Duration
- Frequency
- Competing priorities
- Role complexity
- Multiple roles
- Duplication
- School/Institutional needs
- Available resources

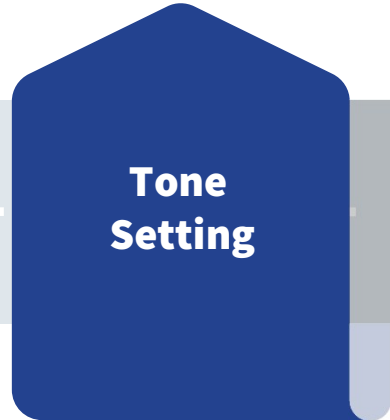
Modality and Accessibility



Modality and Accessibility

- In-person
- Virtual
- Hybrid
- Self-paced
- On-demand
- Language
- Accessibility

Tone Setting

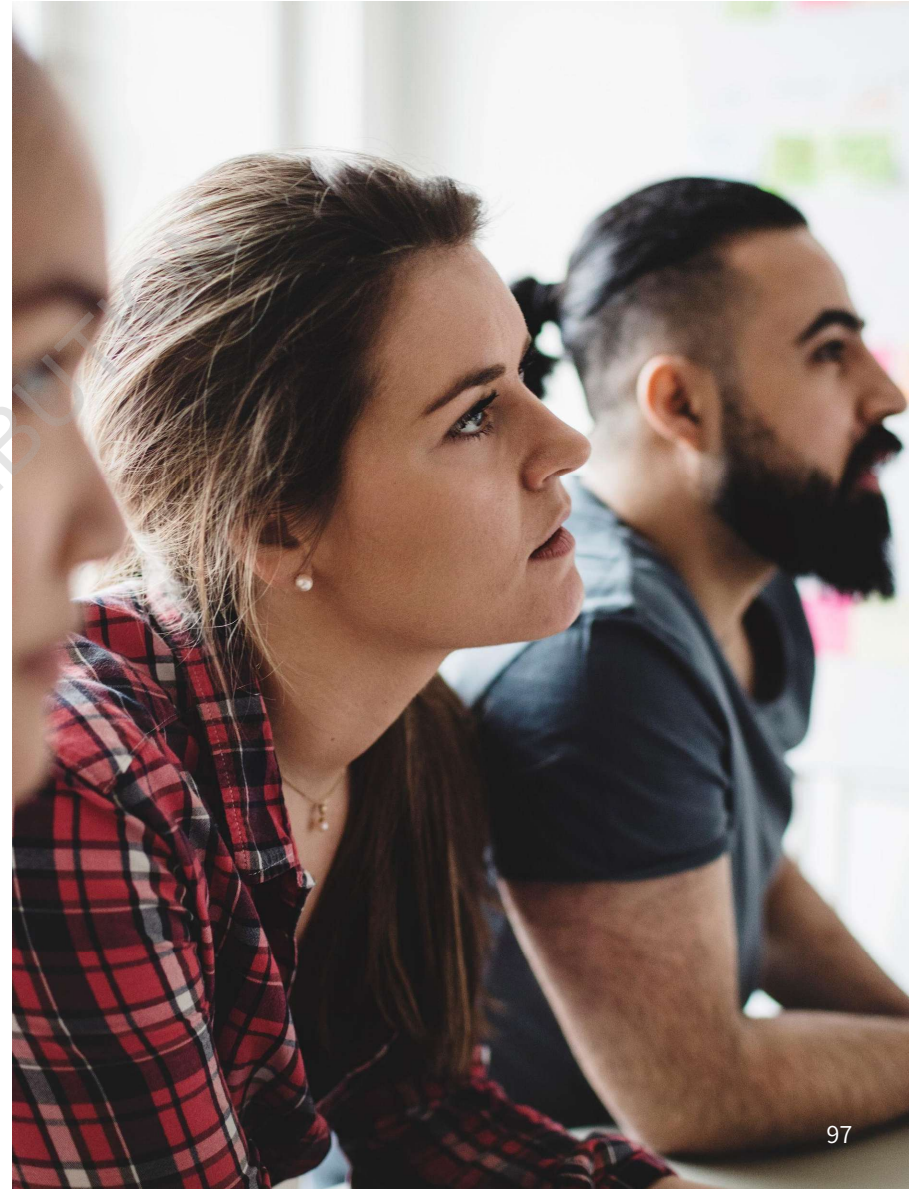


Tone Setting

- Hook
- Content advisory
- Agenda
- Available resources
- Environmental expectations
- Interaction expectations
- Preparation for pushback
- De-escalation techniques
- Effective facilitation

Presenter Approach

- 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



Audience Engagement Strategies

- Describe a scene or a character
- Relate to a recent event
- Piggyback on a previous speaker's remark or theme
- Point out something important about the audience or the current setting
- Show a compelling visual image
- Spell out what's at stake for your listeners
- Tell listeners what the topic has to do with them

Training Resistance and Disruption

- **Disruptions and resistance can come in many forms**
 - What have you encountered in the past?
 - How have you navigated them in the moment? **OR**
After reflection, how do you wish you would have responded?
- **Some tips for responding:**
 - Take a breath, respond with understanding, grace, and confidence vs. defensiveness or anger
 - Find common ground when possible
 - Redirect, constructively correct, or guide in a more productive direction
 - Stop any inappropriate or disruptive behavior/comments, disengage, and move on

Trauma-Informed Approach

Understanding Trauma

- **Trauma** is exposure to an event or events that create a real or perceived threat to life, safety, sense of well-being, and bodily integrity
 - Acute, chronic, or complex
 - Neurological, biological, psychological, social, and emotional impacts
 - Developmental, intergenerational, historical, secondary, vicarious, or collective
- Responses to trauma can vary, depending on a variety of factors
- Provide all persons with support that makes prevention initiatives accessible, including to those who may have experienced trauma
- Consider offering opt-out/alternatives for those who find content triggering

Types of Trauma

TYPE	DEFINITION
Developmental	Early or ongoing exposure to trauma during infancy and childhood
Intergenerational	Psychological or emotional effects that can be experienced by people who live with trauma survivors; coping patterns can be passed from one generation to the next
Historical	Trauma experienced by a specific cultural group that has a history of being systematically oppressed
Secondary	Development of trauma-like response symptoms without witnessing or being directly involved in a traumatic event
Vicarious	Repeated exposure to other people's trauma
Collective	Psychological reactions to a traumatic event that affect an entire society

Trauma Responses



Sexual Violence

- Culture affects how individuals view and experience sexual violence
- Violence occurs across many different types of relationships
- Relationships, and the power dynamics of those relationships, impact what strategies will be effective
- Cultural aspects that influence how sexual violence is experienced and viewed:
 - Spoken and unspoken rules about behavior
 - Bodily autonomy
 - Fear, shame, and evaluation
 - Religious or familial beliefs

Trauma-Informed Approach

- A trauma-informed approach refers to how a school/institution thinks about and responds to those who have experienced or may be at risk of experiencing trauma
- **Key principles of trauma-informed practice:**
 - Safety
 - Trustworthiness and transparency
 - Collaboration and mutuality
 - Empowerment, voice, and choice
- Prevention work recognizes trauma's effect
 - Impact what is presented and how it is presented
 - Require an intentional, individualized approach

Specific Programs, Strategies, and Initiatives

Prevention Initiatives with Impact

- Perpetration-focused prevention
- Environmental management
 - Community/school partnerships
 - Reducing the locus of harm
- Social norms/normative marketing
 - If pluralistic ignorance exists and can be remedied, behavioral changes can result
 - If false consensus exists and can be dispelled, behavioral changes can result
- Bystander empowerment
- Skills for preventing sexual violence and sex discrimination



Perpetrator-Focused Prevention

- Schools/Institutions often rely on prevention programming focused on protective factors to prevent **victimization** yet bypass addressing risk factors for **perpetration**
- **Risk factors** are linked to a greater likelihood of incidents of sexual violence
 - Contributing factors; not necessarily direct causes
 - Not everyone identified with risk factors becomes a perpetrator
 - A combination of individual, relational, community, and societal factors contribute to the risk of becoming a perpetrator

Adapted from: <https://www.cdc.gov/violenceprevention/sexualviolence/riskprotectivefactors.html>.

Environmental Management

- Environmental Management is embraced by the National Institutes of Health and Centers for Disease Control and Prevention
 - Focus on managing and mitigating risk as a primary prevention strategy
 - Applicable to substance use, mental health, suicidality, sex discrimination, and sexual violence

“

Designing spaces and policies that moderate rather than augment existing power inequalities is essential to sexual assault prevention.

”

Source: *Sexual Citizens* by Hirsch and Khan.

Environmental Management

- Includes:
 - Addressing abusive/problematic groups
 - Improving safety
 - Establishing and consistently applying policies
 - Reducing alcohol and other drug consumption/abuse
 - Addressing community-level risks through environmental approaches
- Considers all aspects of students' learning climate, including teacher-led field trips, sports travel, experiential learning sites, laboratories, locker rooms, etc.
- Comprehensive environmental scans can identify areas of concern

Bystander Empowerment

- **Bystander:** anyone who observes a dangerous or potentially dangerous situation
- **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

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

Bystander Empowerment

- Shifts the onus of preventing harm from the target to the community and the perpetrator
- Focuses on fixing the problem rather than teaching people to not become a target
- Creates safe places to gather; the community is collectively responsible for maintaining a safe environment
- Community is:
 - Encouraged to directly address inappropriate behavior by not tolerating sexist jokes, misogynistic behavior, bullying, etc.
 - Trained to intervene when there are concerning behaviors present

Bystander Empowerment

Can be used to address:



Bystander Empowerment

Barriers to intervening may include:

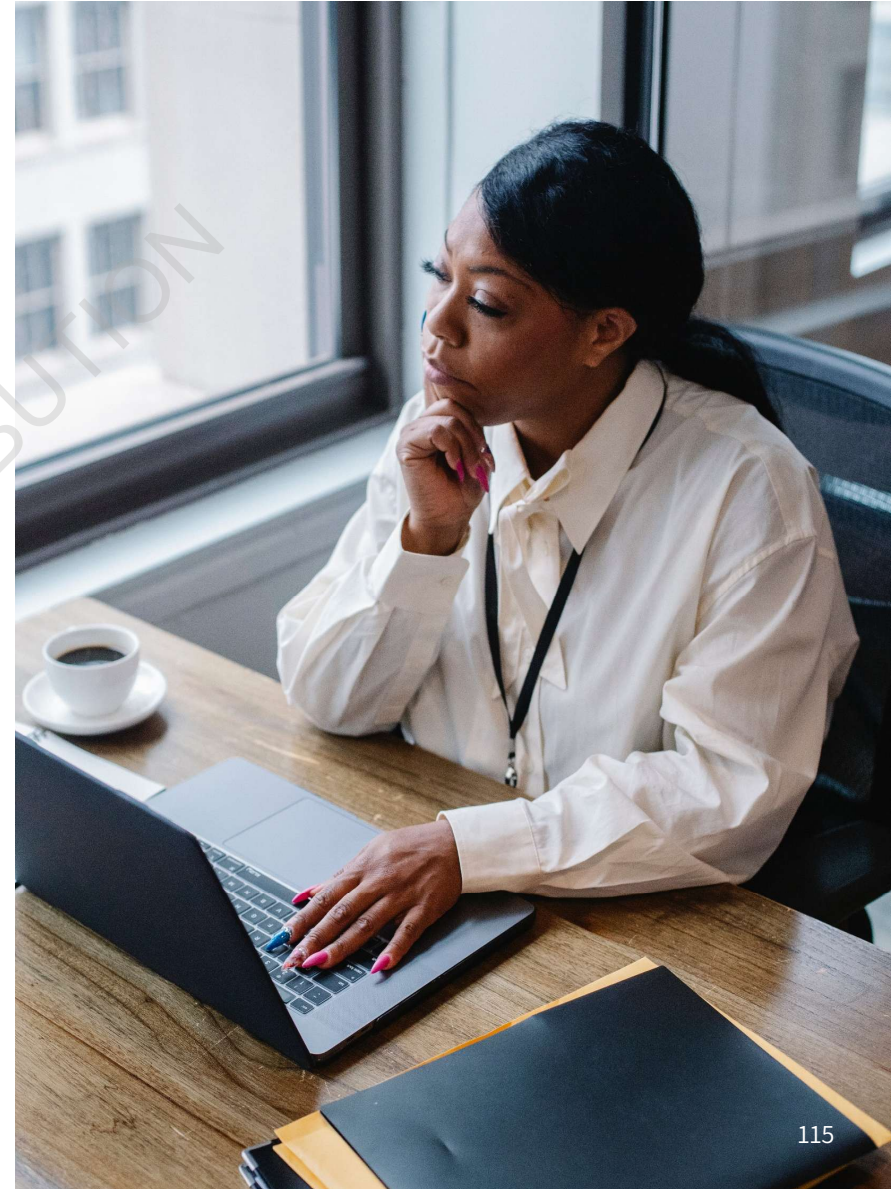
- Belief that others think the behavior is acceptable/normative
- Fear of causing conflict
- Belief that it is “not my business”
- Belief that someone else will help
- Lack of awareness
- Uncertainty about what to do

Encouragement to intervene may include:

- A culture that values respect, helping others, wellness, empowerment, etc.
- Training on identifying problematic situations
- A community approach to responsibility
- Confidence in skills to recognize concerns and effectively and safely intervene

Building an In-House Training Program

- Bystander Intervention training programs most often use a train-the-trainer model for students
- **Benefits to building an in-house training program include:**
 - Content control
 - School/Institutional community values and standards alignment
 - Cost effectiveness
 - Content update ease
 - Service/Departments referral inclusion
 - Student leader engagement



Pre-Packaged Training Programs

- Pre-packaged Bystander Intervention programs have been widely used by schools/institutions for years
- **Benefits to purchasing a program include:**
 - Content and design completion
 - Research-backed outcomes
 - Regional/national trend benchmarks
 - Implementation ease
 - Customization option
 - Pre-built reports/completion tracking
 - Staff professional development and training opportunities



Normative Marketing

- Based on the concept that people's behavior is influenced by what they **think** is “normal” or “typical”
 - Actions are often based on misinformation related to attitudes and behaviors
 - Misperceptions have real consequences
- Aims to provide accurate data about what others actually do or think
 - Positive social norming campaigns uplift what is believe to be “atypical” without reinforcing the behaviors we seek to reduce/eliminate
 - Example: A baseball team voicing dissent and intervening when a teammate shares a sexist joke

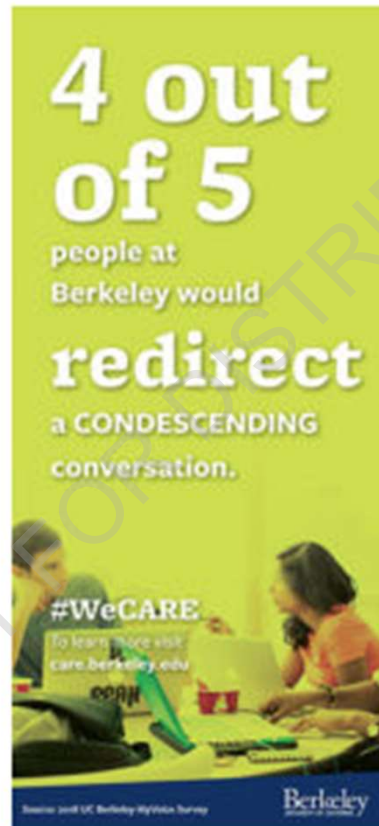
Normative Marketing

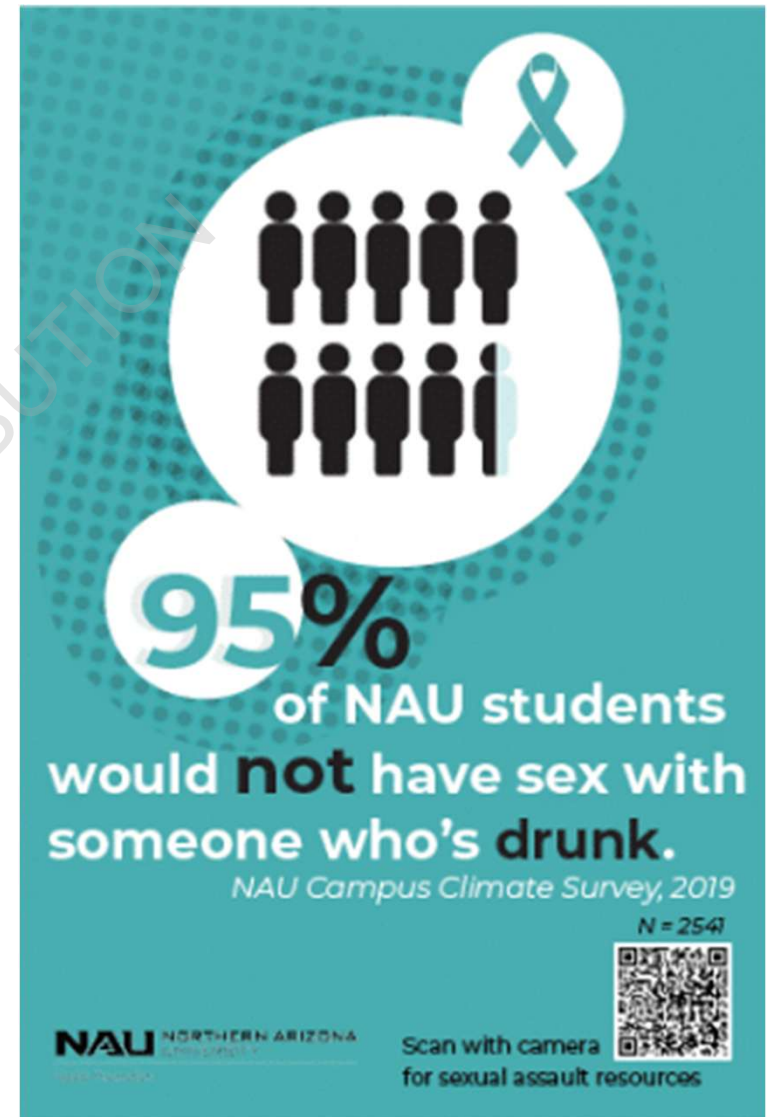
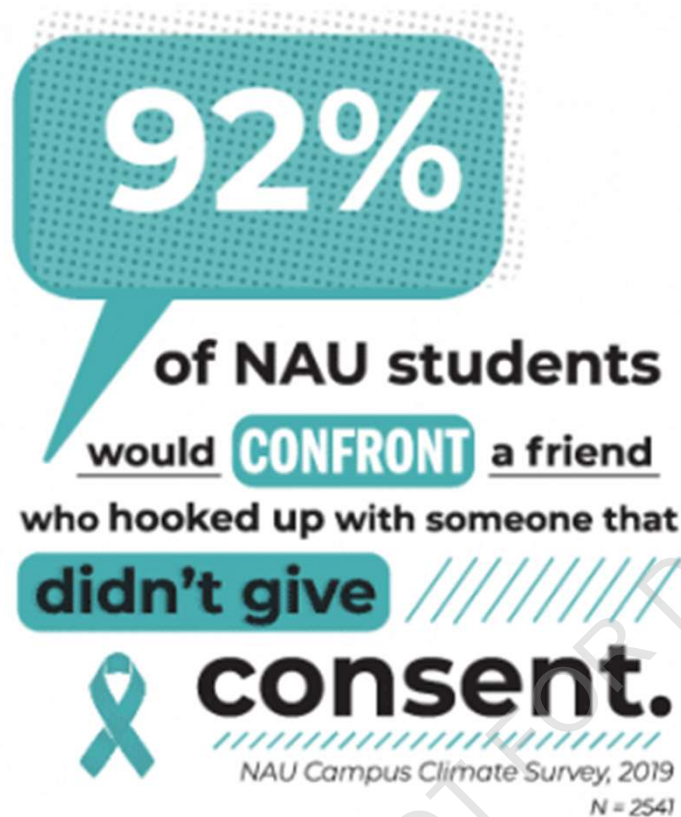
- Low entry cost, and relatively high entry energy
 - Target risky behaviors
 - Survey norms and targeted healthy norms
 - Share those norms with the community
 - Evaluate
- Ex: Information disseminated through posters, restroom stalls, emails, and e-banners
- “Put some spinach in the smoothies.”
 - Dr. Chris Linder



Campaign and Program Examples

Normative Marketing Examples







Awareness Campaigns and Programs

DOMESTIC VIOLENCE AWARENESS MONTH

RED FLAG CAMPAIGN	9/16 - 9/27
SURVIVOR LOVE LETTER: BOXES	10/1 - 10/11
TURN THE CAMPUS PURPLE WEEK	10/7 - 10/11
PURPLE WITH A PURPOSE: CORNHOLE TOURNAMENT	10/8
HEALTH CARE'S ABOUT DOMESTIC VIOLENCE DAY	10/16
SURVIVOR LOVE LETTER: DISPLAY	10/21 - 10/25
SILENT WITNESS	10/21 - 10/31
VPVA TABLING EVENTS	MONTH-LONG

RBHS Office for Violence Prevention & Victim Assistance


 973-972-4636 | @RBHS_VPVA
 upva@rbhs.rutgers.edu | @rbhs_upva
 https://oasa.rbhs.rutgers.edu/upva

SEXUAL ASSAULT AWARENESS MONTH 2019

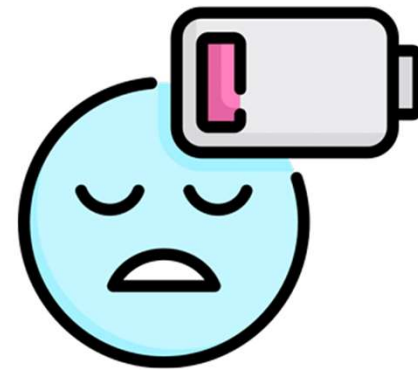
I ASK FOR CONSENT

RAND WALL M W F	SAAM TABLING APRIL 1-5 11:00-2:00 PM	COMMONS T Th
4.2.2019 T SCREENING OF THE HUNTING GROUND* 6 PM SARRATT CINEMA	4.3.2019 W YOGA FOR TRAUMA SURVIVORS 12-1 PM CSW	
4.3.2019 W ACTIONABLE NEXT STEPS FOR GREEK ORGANIZATIONS* 6-8 PM SARRATT CINEMA	4.4.2019 Th #CHURCHT00: SEXUAL VIOLENCE IN MULTIFAITH COMMUNITIES 7 PM SARRATT 325/327	
COMMONS M W F	SAAM TABLING APRIL 8-12 11:00-2:00 PM	RAND WALL T Th
4.8.2019 M SUPPORTING A SURVIVOR* 5:30 PM RAND 308	4.9.2019 T BUILDING YOUR RESILIENCY TOOLKIT 5:30 PM KISSAM 216	
4.10.2019 W YOGA FOR TRAUMA SURVIVORS 12-1 PM CSW	4.10.2019 W SELF-CARE IN A MEDIA SATURATED WORLD 5:30 PM ALUMNI HALL 201	
4.11.2019 Th PREVENTION PROCESSION & SURVIVOR SPEAK OUT 8 PM LIBRARY LAWN		
EVENTS MARKED WITH * COUNT FOR GME AND DYV CREDIT		4.14.2019 S ONE LOVE LACROSSE GAME 12 PM VU LACROSSE COMPLEX

 VANDERBILT UNIVERSITY | DEAN OF Students

Unhealthy relationship boundaries can be recognized by emotions like...

- Lowered self-esteem
- Feeling stuck/desperate
- Obsessive thoughts
- Feeling alone
- Feeling discouraged
- Fatigue
- Dread
- Sadness
- Fear
- Insecurity



What are some social myths male survivors face?

Social myths increase undeserved shame and guilt. Society teaches that:

1.

Males are supposed to be the sexual aggressor-- not vulnerable or fearful.

2.

Males are not supposed to have sexual contact with other males (an especially damaging message for gay or bisexual men.)

3.

Males are supposed to want every sexual experience they have. Males are not supposed to be used sexually.

4.

If a male is aroused/ejaculates during the abuse, he enjoyed it. Wrong! Males often experience sexual arousal even if repulsed by what's happening. Though the body reacts to stimulation, this is NOT consent!



These myths make it very difficult for males to report sexual assault or seek help.

Red Flag Campaigns



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

YOU
MIGHT BE
CAUSING
HARM
IF...

**you aren't getting
tested for an STD/STI
regularly.**

SCAN ME



U McCluskey Center for
VIOLENCE PREVENTION
RESEARCH AND EDUCATION
THE UNIVERSITY OF UTAH

YOU
MIGHT BE
CAUSING
HARM
IF...

**you're sharing nudes
that aren't yours.**

SCAN ME



U McCluskey Center for
VIOLENCE PREVENTION
RESEARCH AND EDUCATION
THE UNIVERSITY OF UTAH

YOU
MIGHT BE
CAUSING
HARM
IF...

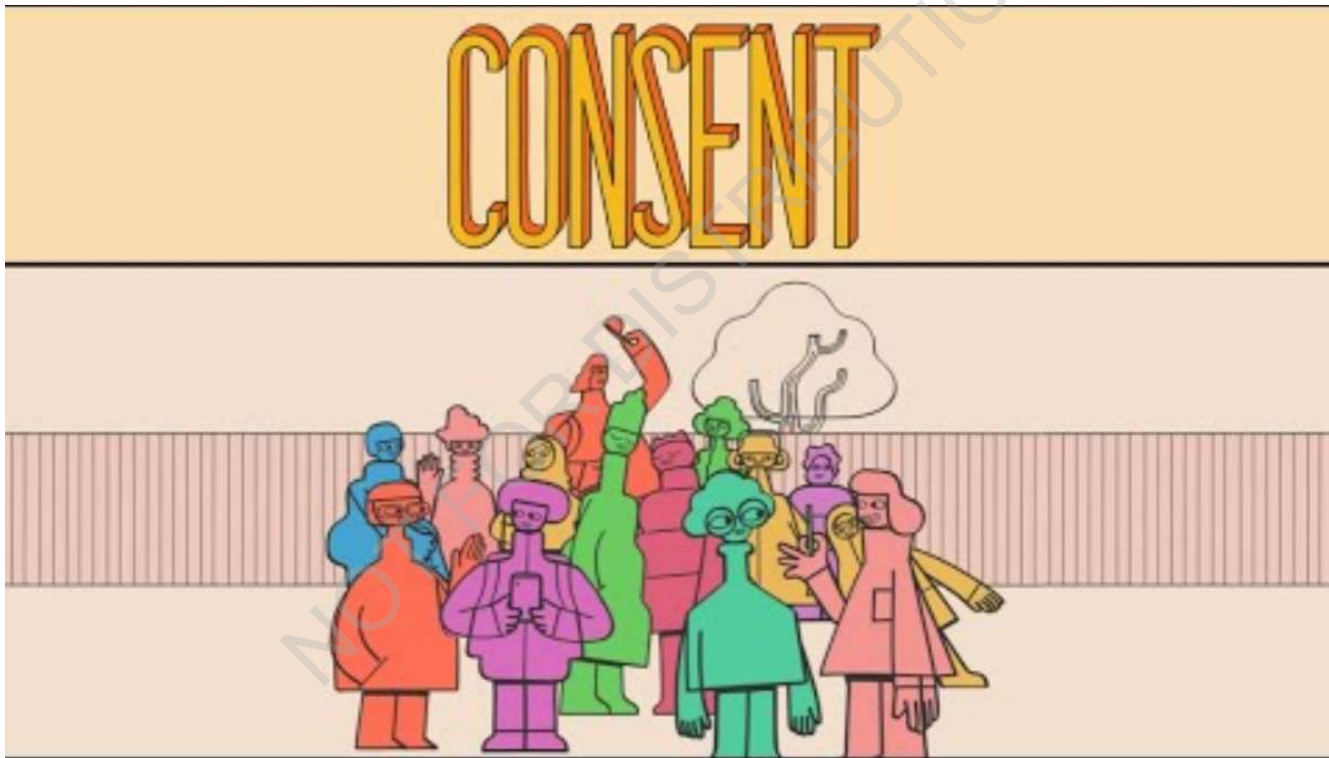
**you make fun of
someone for being a
virgin.**

SCAN ME



U McCluskey Center for
VIOLENCE PREVENTION
RESEARCH AND EDUCATION
THE UNIVERSITY OF UTAH

Video Examples



Source: <https://www.youtube.com/watch?v=AArIv-tvxWE>.



Source: <https://youtu.be/ip6Hd66i3eQ>



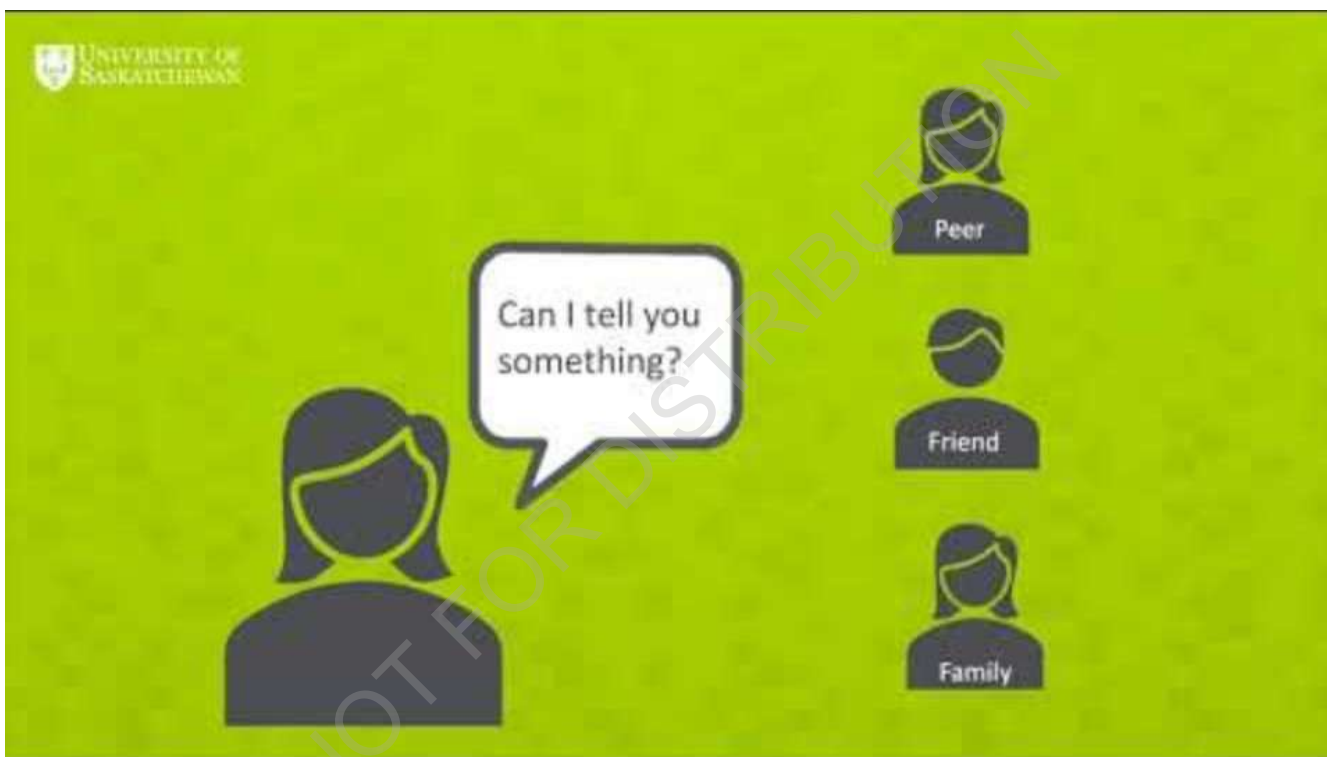
Source: <https://www.youtube.com/watch?v=MwQ5ur9OZ-g>.



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



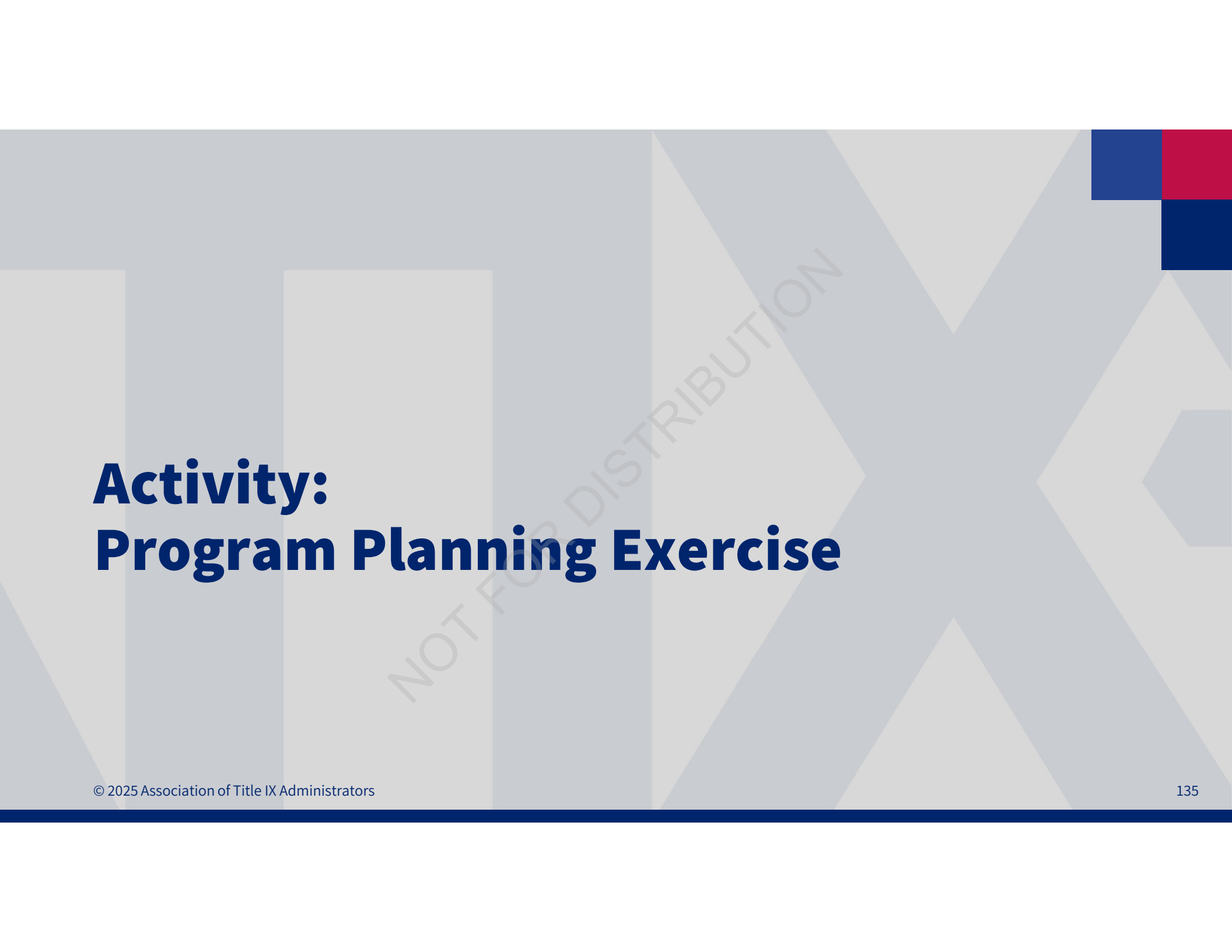
Source: <https://youtu.be/LWctQH4C0P8>



Source: <https://youtu.be/IfpMExuLaRE>

Keeping Prevention Education Current

- Understand current issues, language, and relevance of topics
- Elicit feedback from school/institutional community, especially students
- Pivot messaging, modality, and content as needed
- Students and employees change over time; prevention content should too
- Example:
 - Cyber sexual abuse and stalking is becoming more common at all educational levels
 - What awareness, education, and skill building is the school/institution providing to respond to cyber sexual abuse and stalking?



Activity: Program Planning Exercise

Leveraging Partnerships

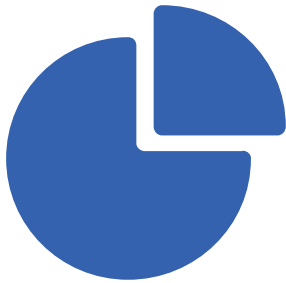
“

“One of the most important, cross-cutting social policy perspectives to emerge in recent years is an awareness that no single institution can create all the conditions that young people need to flourish.”

”

Source: Melaville, A. & Blank, M. (1998). *Learning together: The developing field of school-community initiatives*. Flint, MI: Charles Stuart Mott Foundation.

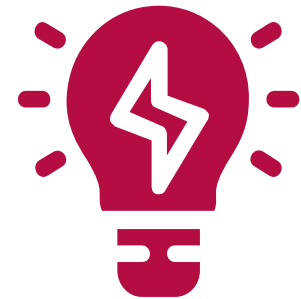
The Case for Partnerships



Assist in Filling Gaps



**Increase Capacity &
Integrate Resources**



**Create
Generative Solutions**

Guiding Principles

Partnerships are challenging; those with the highest rates of positive impact include some of the following principles:

- Focus on improving systems while helping individuals
- Involve system planning, implementation, and evaluation
- Include clearly defined goals, scope, vision, and desired outcomes
- Informed by demonstrated need, data, and research
- Employ power-sharing with decision making and resource allocation
- Work toward mutually beneficial outcomes

Source: School-Community Partnerships: A guide. Center for Mental Health in Schools at UCLA.

Mutually Beneficial Partnerships

- Established with identified goals and outcomes that benefit all parties
 - Example: Agency partnership
 - Benefit to the school/institution: receive additional support
 - Benefit to the agency: gain access to populations they are trying to serve
- Leverage the experience, knowledge, and resources to elevate collective work
- Require power-sharing and transparency at all phases and with all decisions



Phases of Partnership Development



Common Partnerships

- Community organizations and agencies
- Faculty researchers
- Local law enforcement
- Mental health providers with expertise in sexual violence
- Public health entities
- School consortiums
- Sexual Assault Nurse Examiner (SANE) programs
- Sexual Assault or Domestic Violence Advocates

Internal Partnerships

- Effective community-wide prevention involves:
 - Expertise, positionality, and resources of a diverse group of stakeholders
 - Coordinated strategy and implementation
- Internal partnerships models:
 - Advisory council
 - Sexual assault response team (SART)
 - Wellness/Prevention coalition
 - Working group/committee with specific focus

Sexual Assault Response Team

Provides reporting information and immediate response services/support

- **Membership may include:**

- Title IX Team (TIXC, Deputy Coordinators, Investigators, Decision-makers, Informal Resolution Facilitators, Advisors)
- School Resource Officers (SROs) or campus safety/police
- School counselors or counseling services
- School nurse or health services
- School/institution first responders (e.g., teachers, residence life staff)
- Representative from Behavioral Intervention Team (BIT)/Student Support Team/Behavioral Threat Assessment and Management Team (BTAM)
- In-house professional who serves as a student advocate

Coalition Model

Guides and supports prevention education and training:

- Program planning, implementation, and assessment
- Publication, policy, and material reviews
- Track trends, word-of-mouth concerns
- Expertise and resource identification
- Shares the efforts, messaging, and outcomes with the greater community



Common Coalition Membership

- Title IX Team
- SRO/campus safety/police
- School counselor/counseling
- School nurse/health services
- Wellness or prevention staff
- Students
- Human resources
- Teachers/staff/faculty
- Faculty researchers
- District/Institutional research

Victim Advocates

- Differ from Title IX process Advisors
- Provide confidential services directly to the involved party
 - Receive professional training
 - Listen, accompany, guide, and support
 - Offer information on available options without bias or persuasion
 - Coordinate resources and remedies
 - Communicate with parents/guardians
 - Liaison with school/institution administrators

Victim Advocates, Cont.

- Tenets of Advocacy:
 - Listen with respect, not judgment
 - Provide options, not advice
 - Enable successful cooperation among response team
- Partnering with Advocates increases school/institution capacity
 - Assist or lead prevention training and education
 - Support or advise student groups
 - Offer insights about trends
 - Provide confidential support services for students and employees

Memoranda of Understanding

Partnerships benefit from clear written agreements:

- Partnership/Initiative goal(s) with measurable outcomes
- Leadership roles and expectations
- Timeline and length
- Resource allocation
- Communication protocols, including information sharing
- Participation expectations
 - Examples: monthly meeting attendance, assessment implementation
- Decision-making process

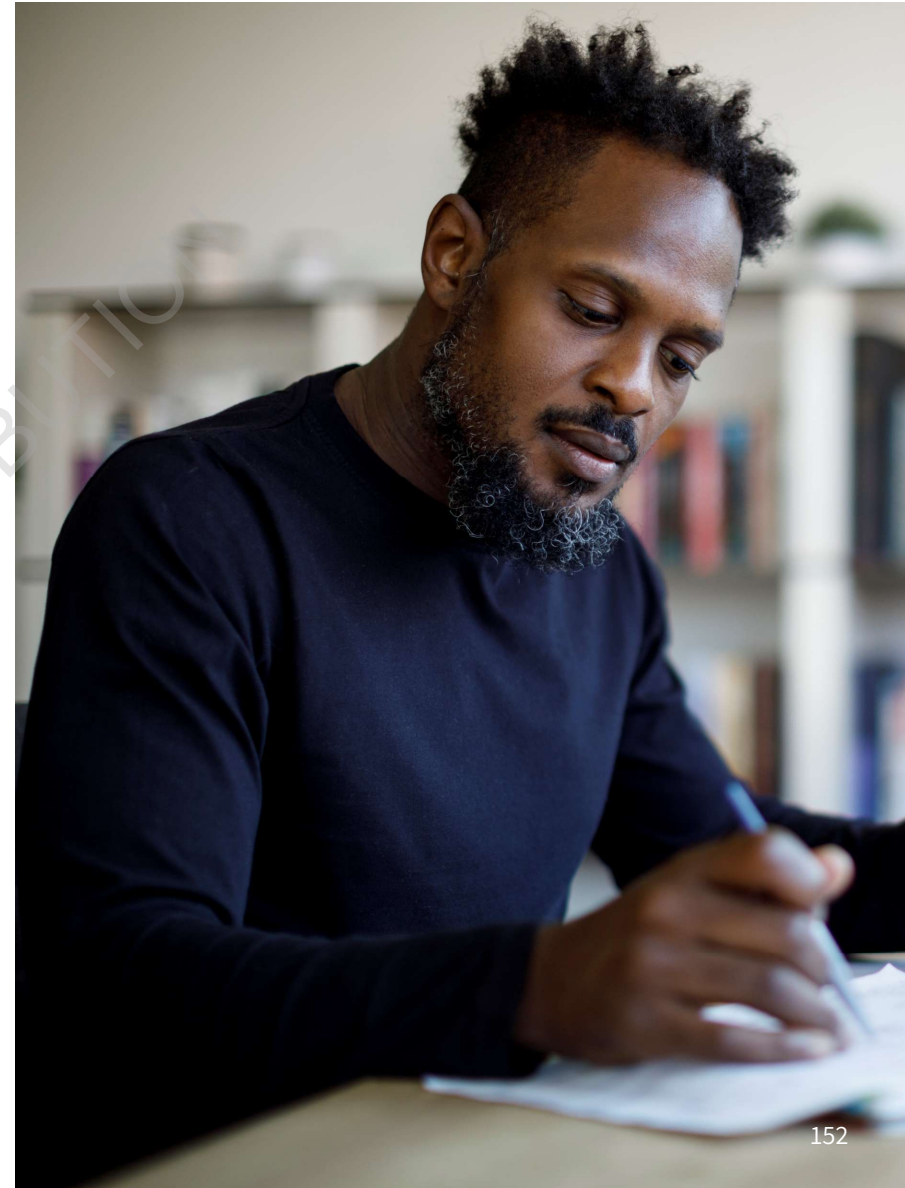
Behavioral Intervention Teams

Behavioral Intervention Teams (BITs)

- BITs/BTAM teams monitor school/institutional trends and provide meaningful intervention for at-risk community members
 - K-12 schools may have a different name and/or function may be incorporated into another structure
- BITs are school/institutional officials who meet regularly to:
 - Gather and review information about individuals in the school/institutional community
 - Assess level of risk using an objective tool
 - Deploy support, resources, and interventions
- BITs are not just for those involved in sexual misconduct incidents

Title IX on the BIT

- ATIXA **recommends** that TIXC or a Deputy serve as a liaison with the BIT
 - 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 scope of Title IX, Title IX response to reports, and how to file a report



Coordinating with BIT/BTAM

TIXC may need to consult with BIT/BTAM for a several reasons:

- Receive information indicating risk or concern for a Complainant, Respondent, or witness
- Administer a violence risk assessment for possible emergency removal or administrative leave
- Concern that participation in a Title IX process may create added stress for involved parties
- Identify a trend related to risky behavior
- Strategize interventions in stalking/IPV situations

Overlap of Title IX and BIT/BTAM

Title IX Reports

Complaints involving incidents of aggression, threats of violence, violence, harm to self, stalking, hazing, vandalism, substance abuse should be shared with the BIT/BTAM

For example:

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

BIT/BTAM Referrals

Referrals involving components of sexual violence necessitating Title IX response, should be shared with TIXC

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

Information Sharing

Title IX and BIT/BTAM 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
- Pending investigations, informal resolutions, hearing process
- Outcomes, sanctions, and remedies
- Pending criminal investigations

Activity: MOU Sample Review

Annual Report and Assessment Share Back

Annual Report

Provide a comprehensive overview of the prevention and training efforts and outcomes over the course of the academic year

- Compiling an annual report can feel onerous, some tips to help:
 - Maintain ongoing tracking and assessment efforts throughout the year
 - Work collectively with an established school/institutional assessment group or prevention coalition
 - Create or follow a template
 - Allot sufficient time for writing and review
- Consider showcasing information that helps tell the full scope of prevention and training efforts, both qualitative and quantitative

Example Annual Report Excerpts

Title IX Prevention Team

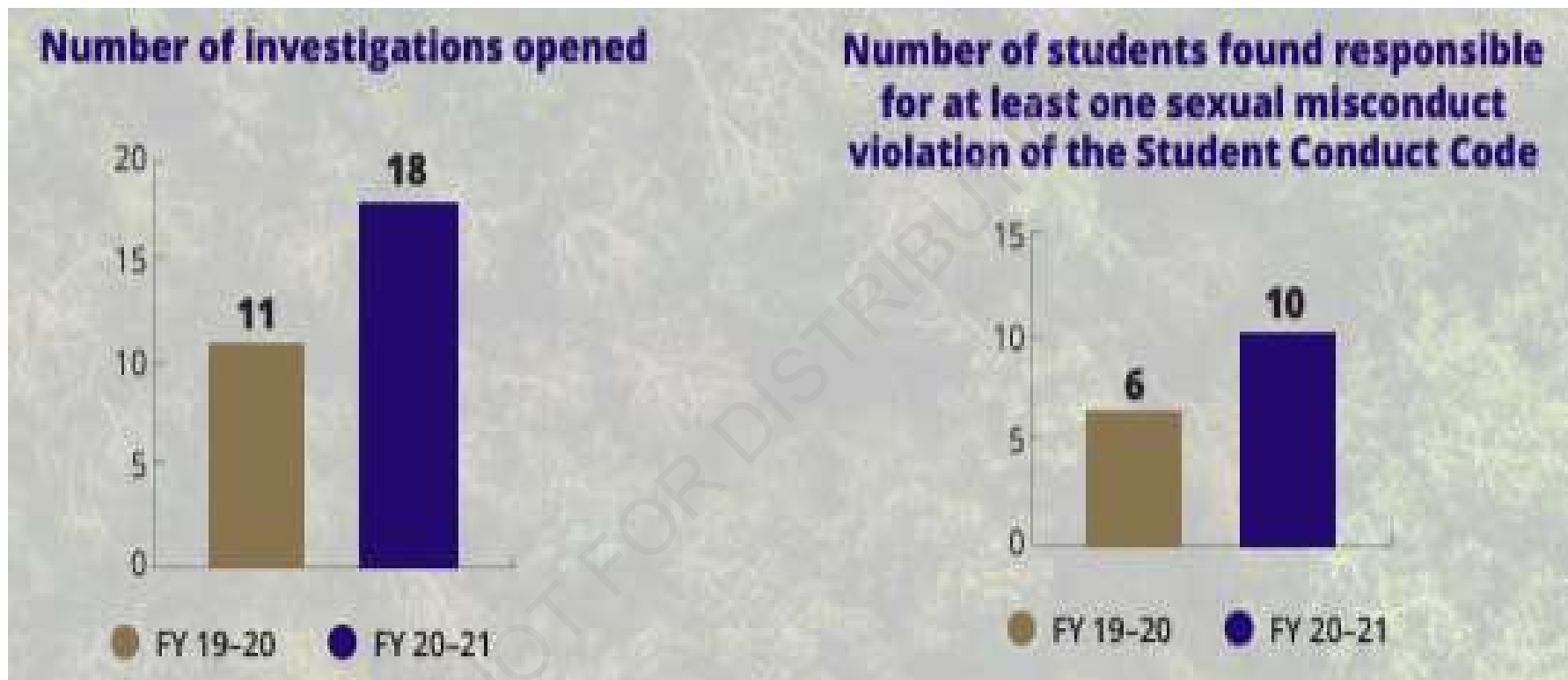
- Composed of more than 30 members across the campus and greater Knoxville community
- Includes student, faculty, and staff representation from UT Athletics, University Housing, the Office of Student Conduct and Community Standards, the Office of the Dean of Students, the Office of Sorority and Fraternity Life, the Office of Multicultural Student Life, and numerous other campus departments, as well as the Sexual Assault Center of East Tennessee and the Knoxville Family Justice Center
- Establishes a long-term commitment to prevention across the campus community through primary, secondary, and tertiary prevention
- Ensures that campus-wide prevention (student, faculty, and staff) is aligned with evidence-based research and the patterns and trends of the UT community
- Provides oversight and support in the development of annual prevention plans for student life, inter-collegiate athletics, and faculty and staff

Source: <https://titleix.utk.edu/wp-content/uploads/sites/96/2022/04/2021-Annual-Report.pdf>.

Total Number of Supportive Measures: 300

	Sexual Misconduct	Relationship Violence	Stalking	Retaliation	Other	Total
Housing	10	1	0	0	3	14
Academic Support	31	21	8	0	17	77
Medical	7	1	0	0	0	8
Mental Health Services	21	11	4	0	9	45
Referral to Sexual Assault Center of East Tennessee	14	1	1	0	1	17
No-Contact Directive	18	4	11	0	14	47
Other	31	21	11	0	29	92
Total	132	60	35	0	73	300

Source: UTK 2021 Annual Report



Source: https://uw-s3-cdn.s3.us-west-2.amazonaws.com/wp-content/uploads/sites/181/2022/05/25115834/UW-Title-IX-Annual-Report-2019-2021_a11y.pdf.

Prevention & education

Training and education are important tools for preventing sex- and gender-based violence, harassment, and discrimination. Many units at the University provide an array of education and training opportunities to address these behaviors and to increase awareness of University policies, support resources, and reporting offices. These programs vary in terms of content, scope, and length. Examples of a few of these training and education programs follow.

- **Empowering Prevention & Inclusive Communities** provided 34 trainings to 935 individuals in 2019–2020 and 29 trainings to 609 individuals in 2020–2021.

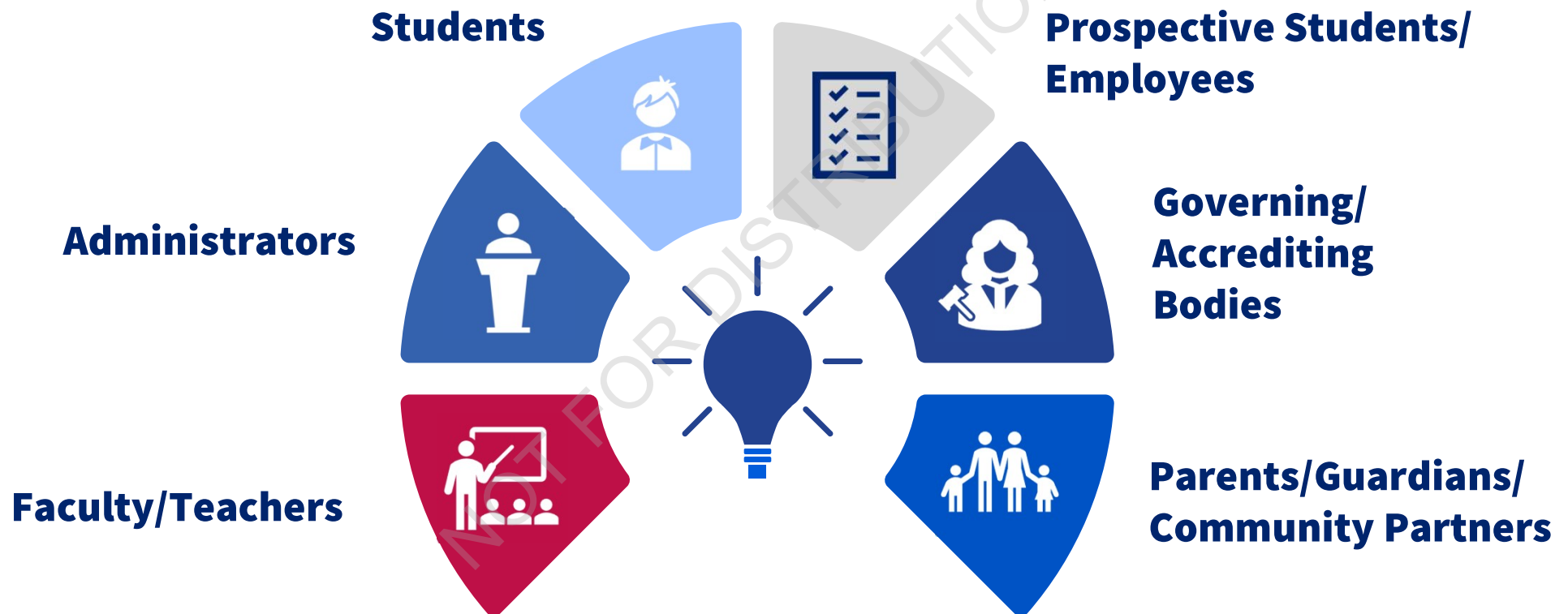
- **Violence Prevention & Advocacy at UW Bothell** presented 34 violence prevention and advocacy workshops to approximately 2,300 individuals during the 2020–2021 year.
- At the UW's Seattle campus, **LiveWell's Peer Health Educators** presented approximately 145 workshops during 2019–2020; during 2020–2021, they presented 20 workshops about healthy relationships and 17 workshops on relationship and sexual violence education, in addition to other workshops.
- **Addressing Discrimination and Harassment** was added to Welcome Day, the UW's new employee orientation, in January 2020.

Source: UW, Title IX Annual Report 2020-2021.

Assessment Strategies and Cycle

- Identify an annual assessment cycle
- Know the assessment focus
 - Example: This academic year, build assessments for stalking prevention efforts
 - Example: By June, implement a climate survey
- Create a clear, manageable plan
 - Consult with school/institutional and community partners
 - Collaborate on assessment tools and data analysis whenever possible
 - Engage the expertise of those in the school/district or institution
- “Butt in seat time”
 - Prioritize and block time for assessment on a regular, ongoing basis

Assessment Outcome Sharing



Burnout Prevention

Understanding Burnout

Title IX professionals face unique stressors in our work:

- Secondary trauma
- Complex and shifting legal landscape
- High-impact decision-making affecting students and employees
- School/Institutional challenges
- Isolation and confidential nature of Title IX
- On-call or inability to “turn off”
- **Common signs of burnout include:**
 - Emotional exhaustion (e.g., tired, numb, detached, irritable, anxious, compassion fatigue)
 - Role conflict (e.g., doubt, frustration, guilt, dissatisfaction)
 - Work completion (e.g., procrastination, increasing mistakes, avoidance)

Building Resiliency

Personal strategies for coping with compassion fatigue and vicarious trauma before burnout:

- Disrupt your routine
- Engage your creativity (e.g., hobbies, learning, community)
- Practice daily wellness habits that work for you
- Set boundaries
 - Email hygiene
 - Take time off
 - Purposefully transition to homelife



Building Capacity

School/Institutional leaders should consider:

- Regular check-ins (e.g., Title IX team members, those responding to disclosures or assisting with response, prevention trainers, coalitions, etc.)
- Ensure adequate resources (e.g., personnel, training, support, professional networks, technology, and resources)
- Adopt clear protocols for high-stress cases (e.g., debriefs, availability of employee assistance programs)
- Foster a positive work culture (e.g., share acknowledgments, mental health days)
- Encourage cross-training and collaboration (e.g., rotate responsibilities, reduce stress from caseload)

Activity: Preventing Burnout



Association of
Title IX Administrators

Questions?

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