



Widening Our Lens:
Expanding Perspectives to Sanction
and Prevent Sexual Misconduct

CURRY COLLEGE
JANUARY 9, 2020
10AM-2PM

Welcome

Kevin Creeden

Director of Assessment and Research, Whitney Academy
MASOC, Chair of the Board

Rachel King, Ph.D.

Title IX Coordinator
Curry College

Joan Tabachnick, MBA

MASOC, Executive Director

Jay Wilgus, J.D., M.D.R.

Klancy Street, LLC, Principal

Overview

- Session background and objectives
- Students with problematic sexual behavior
 - Risk and protective factors
 - Informing sanctioning, re-entry
- Sanctioning – What are schools doing? Why?

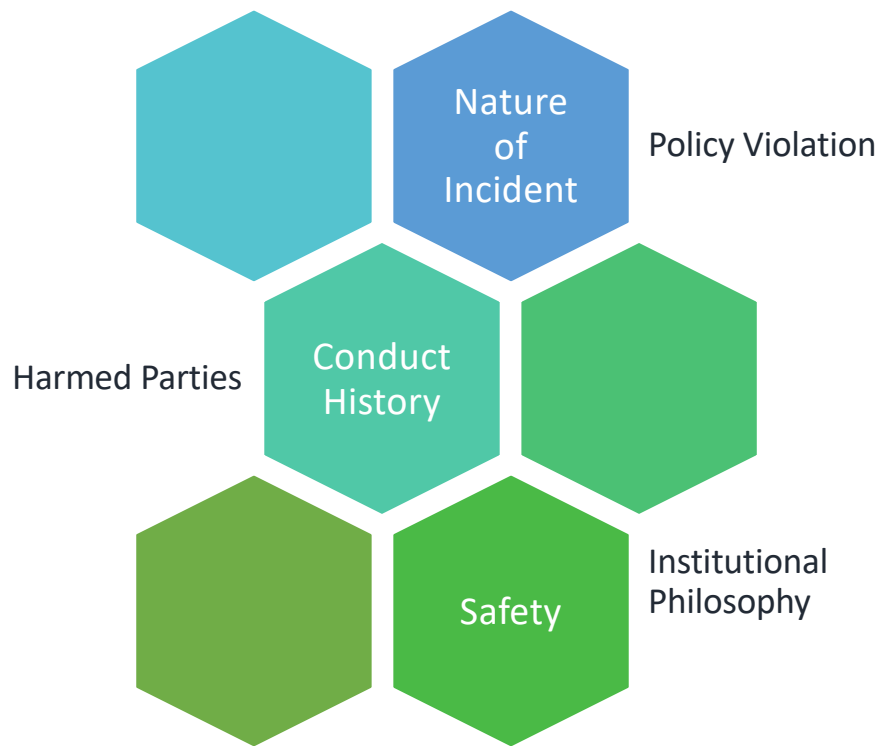
{ Lunch }

- Case Study
- Resources and how to find them

Widening Our Lens



Sanctioning Considerations



- ❖ Complainant wishes
- ❖ Acceptance of responsibility
- ❖ Respondent level of awareness
- ❖ Community expectations
- ❖ Public perception

Recap & Refocus

- May, 2019:

Educating Sanctioning Bodies: Effective Interventions to Prevent Sexual Misconduct

- Overview of the prevalence of perpetration
- What we know and don't know: Background about the perpetration of sexual misconduct and basics on sanctioning
- Overview of risk factors and protective factors & effective assessment
- Treatment and safety planning
- Implications for our practice

Overarching Perspective

- As educators we are entrusted with the safety and positive development of all students
- This includes physical and emotional well-being of both the victim and the respondent
- Facilitating positive outcomes for all students involved should be the goal
- Different dynamics require different interventions: one size does not fit all
- When we discuss “community safety” how are we defining community?

What Constitutes a Psychosexual or Risk Assessment

Psychosexual assessments need to be holistic

- Family hx; school hx; Mental health/psychiatric hx; ACES
- Sexual hx and sex education
- Current relationships: friends, romantic, parental
- Other activities and interests
- Drug/Etoh use
- Involvement in legal system

Who Completes a Risk Assessment

- Licensed clinician with training and experience in working with problematic and abusive sexual behavior
- Could have experience working with adults or adolescents: preferably adolescents/young adults
- A good assessment will take a number of sessions (3-4) that may include: interviews, testing, review of documents (complainant report, school records, etc.)
- Possible referral sources include: ATSA directory, MASOC directory, local forensic psychiatry programs

Risk

- Goal is to understand risk and needs with a focus on mitigating future problematic or abusive behavior
- Not determined by a single factor or set of factors
- Personal dynamics, past behavior, needs met by the behavior, environmental demands and resources and supports available to meet those demands.
- Dynamic rather than static
- Changes with developmental growth and changes in life circumstances/environmental demands

Protective and Risk Factors

PROFESSOR (Worling, 2017)

- Adolescents and young adults: 12-25
- Ratings based on information from interviews, assessment instruments, collateral information

Protective	P	N	R	Risk
Hopefulness regarding a healthy sexual future				Hopelessness regarding a healthy sexual future
Respectful sexual environment				Abuse supportive sexual environment
Respectful and age-appropriate sexual beliefs and attitudes				Abuse supportive sexual beliefs and attitudes
Respectful sexual interests in age-appropriate partners				Abuse supportive sexual interests
Balanced sexual interests				Preoccupied/obsessive sexual interests
Good awareness of laws and procedures to facilitate respectful sexual relationships				Poor awareness of laws or procedures to facilitate respectful sexual relationships
Good awareness of the consequences for sexual offending				Poor awareness of the consequences for sexual offending
Appropriate use of reasonable strategies to prevent sexual offending				Lack of use of reasonable strategies to prevent sexual offending
Compassionate and caring attitude towards others				Callous and/or uncaring towards others
Prosocial values and attitudes				Antisocial values and attitudes

11	Good self-regulation				Poor self-regulation
12	Good problem-solving				Poor problem-solving
13	Makes positive changes in behavior following consequences				Failure to make positive changes in behavior following consequences
14	Responsive to reasonable guidance and support				Rejecting reasonable guidance and support
15	Healthy self-esteem				Unhealthy self-esteem
16	Emotional intimacy and close friendship with prosocial peer(s)				Lack of emotional intimacy and/or close friendship with prosocial peer
17	Feels close to and supported by a parent/caregiver				Feels distant and/or rejected by parents/caregivers
18	Strong commitment to and engagement in school and/or work				Weak commitment to and/or engagement in school and work
19	Strong commitment to and engagement in organized prosocial activity				Weak commitment to and/or engagement in organized prosocial activity
20	Feels stable and secure in current living arrangement				Feels unstable and/or insecure in current living arrangement

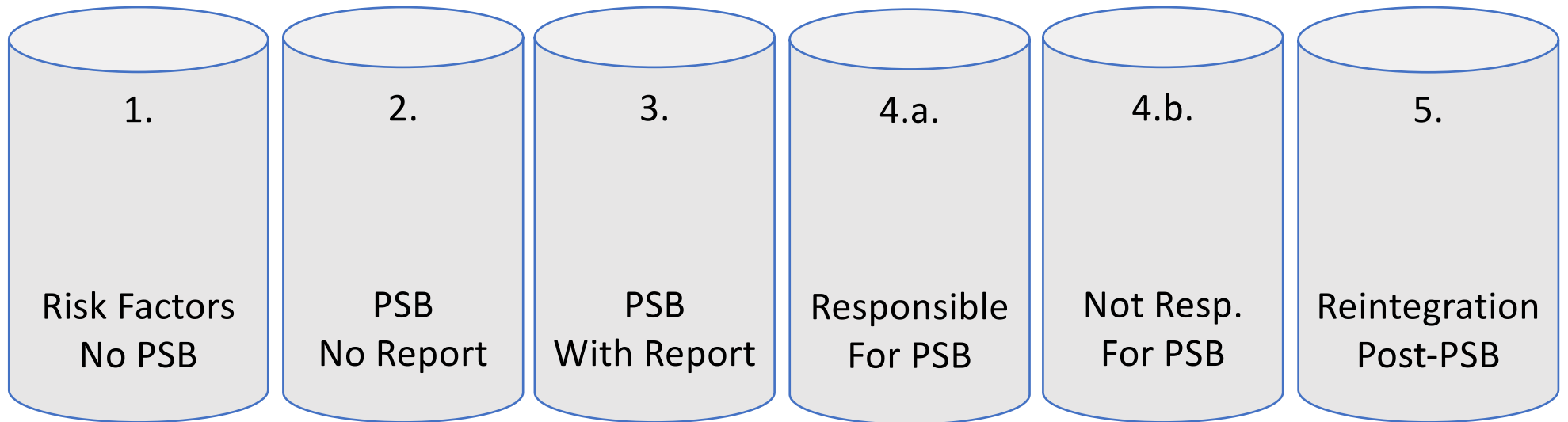
Important Elements of Risk Assessment in Campus Sexual Assault

- Nature of the behavior: Non-contact, sexual touching, penetration, attempted penetration
- Nature of the relationship: “hook-up”; friendship; romantic relationship; stranger
- Environmental context: Alcohol or drug involvement (both parties), alone or with others, what happened prior/after
- Individual emotional/physical state: Level of incapacitation, emotional state, vulnerabilities, etc.
- Type of coercion/manipulation: physical force; threatened harm; criticized personal appearance or sexuality; threatened to lie and spread rumors
- Specific sexual issues: Gender identification, sexual orientation

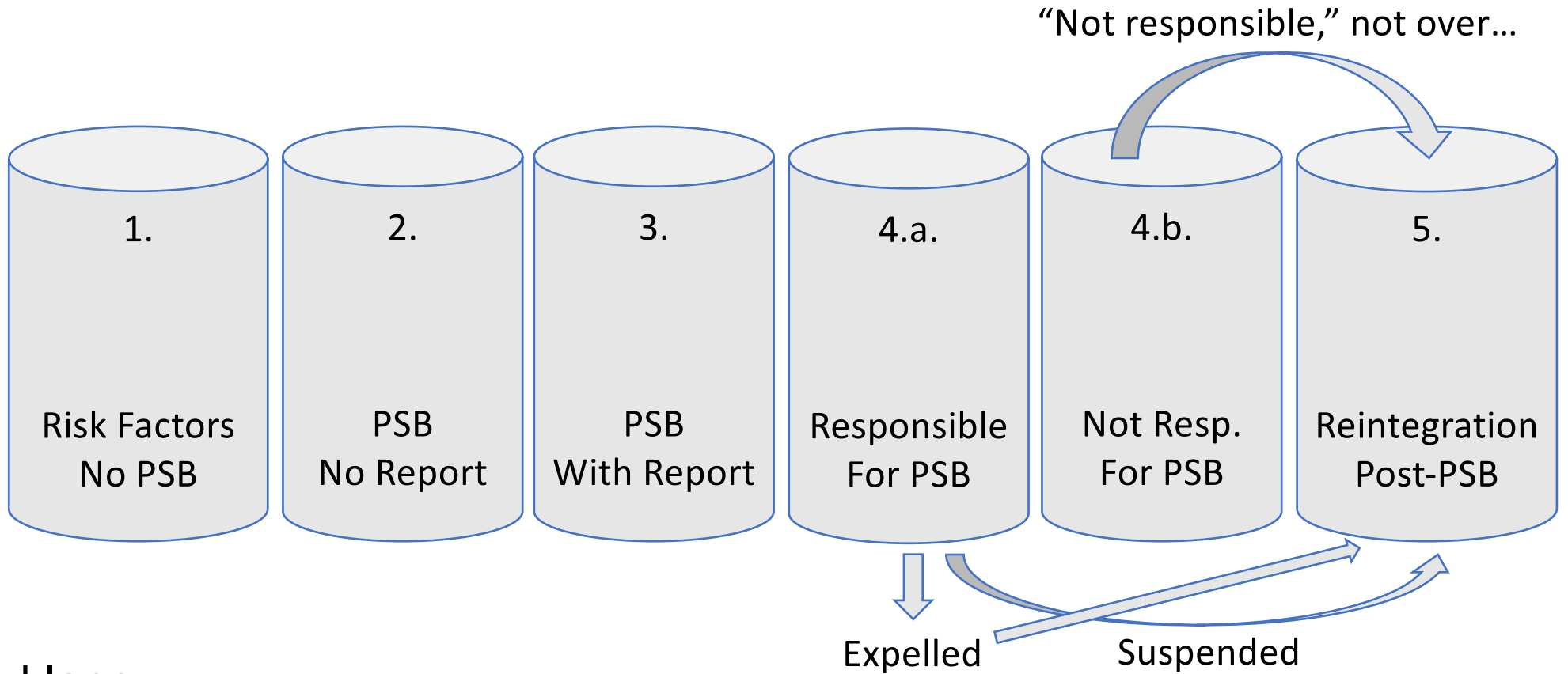
Significant Factors for Recidivism or Changes We Want to See in Treatment

- Hx of anti-social behavior (e.g. stealing, destruction of property, fights, etc.)
- On-going issues with ETOH or drug abuse
- Persistent negative or controlling perceptions/cognitions regarding broader victim group (women, LGBTQ, disabled, etc.)
- Continuing to view themselves as a “victim”
- Continued presentation in “hyper-masculine” manner

Individuals with Problematic Sexual Behavior



Individuals with Problematic Sexual Behavior



National Survey of Sanctioning Practices



National Survey of Sanctioning Practices

“How much training do the individuals who are responsible for sanctioning students receive in the following areas?”

The diversity of individuals who commit/perpetrate/engage in sexual misconduct	52%	A slight amount or no training at all.
Research informed approaches to sanctioning students who are found responsible for sexual misconduct	78%	
Information about the field of “sex offender management” or the “treatment of sexual abusers” (e.g. assessment, treatment, supervision) that may inform approaches to sanctioning	90%	

Source: Wilgus, J., Vander Velde, S., & Rider-Milkovich, H., *What Actually Works: In Search of Evidence-Based Sanctioning Methods for Student Sexual Misconduct*. (2014). Presentation at Annual Conference of the Association for Student Conduct Administration. St. Pete’s Beach, FL.

National Survey of Sanctioning Practices

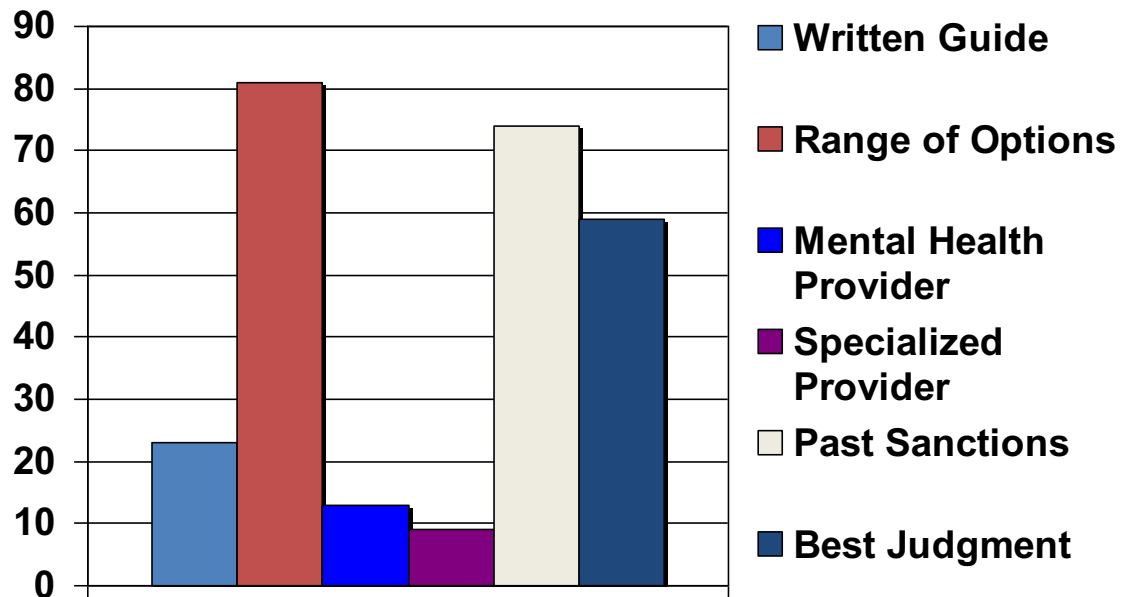
“Please rate the extent to which your institution needs, desires, or would benefit from additional training, technical assistance, or support in the following areas.”

The diversity of individuals who commit/perpetrate/engage in sexual misconduct	67%	Somewhat high or very high
Research informed approaches to sanctioning students who are found responsible for sexual misconduct	89%	
Information about the field of “sex offender management” or the “treatment of sexual abusers” (e.g. assessment, treatment, supervision) that may inform approaches to sanctioning	70%	

Source: Wilgus, J., Vander Velde, S., & Rider-Milkovich, H., *What Actually Works: In Search of Evidence-Based Sanctioning Methods for Student Sexual Misconduct*. (2014). Presentation at Annual Conference of the Association for Student Conduct Administration. St. Pete’s Beach, FL.

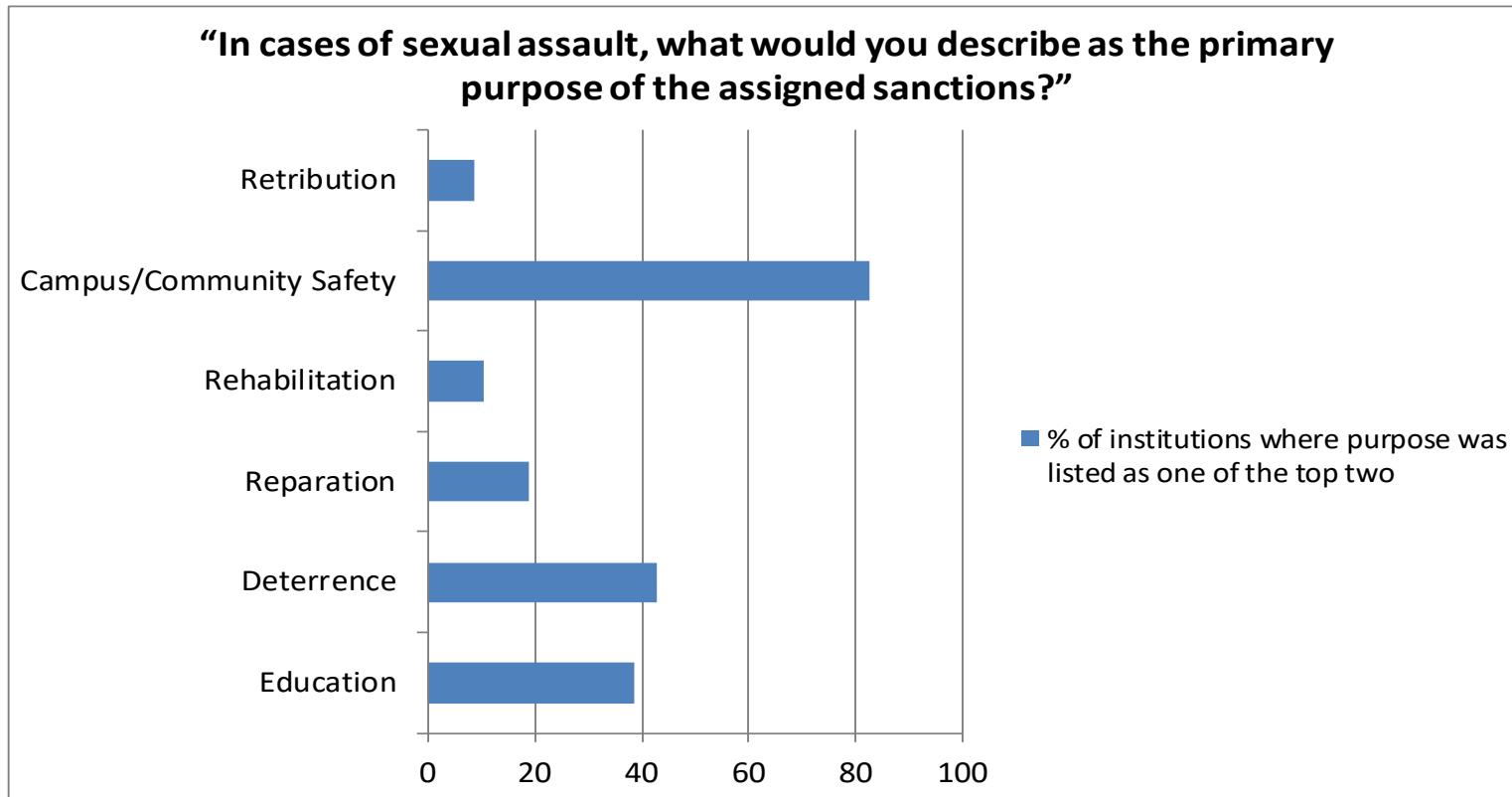
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“When students are found responsible for sexual misconduct, how do you determine what sanction(s) would be most appropriate?”

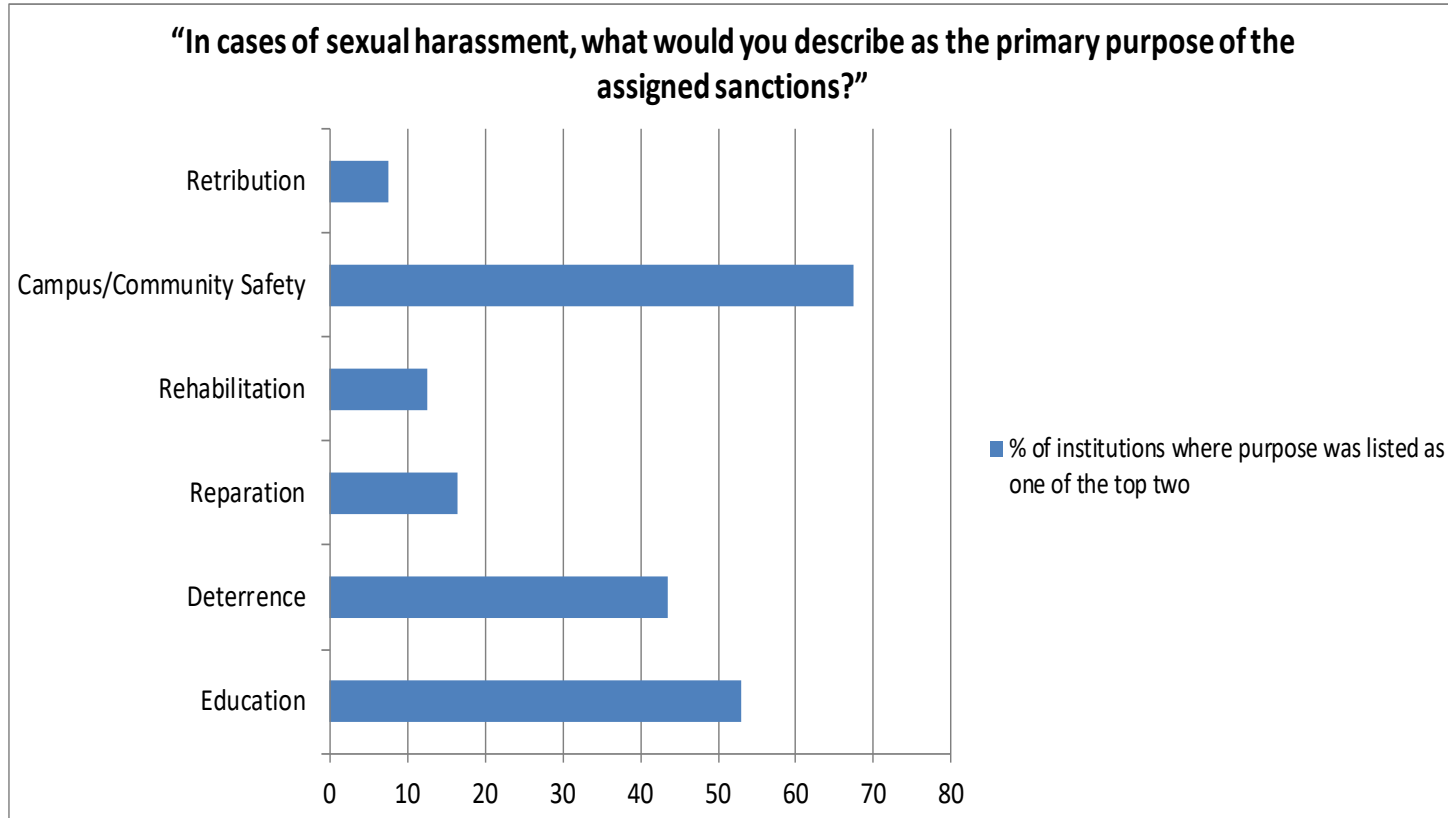


Source: Wilgus, J., Vander Velde, S., & Rider-Milkovich, H., *What Actually Works: In Search of Evidence-Based Sanctioning Methods for Student Sexual Misconduct*. (2014). Presentation at Annual Conference of the Association for Student Conduct Administration. St. Pete's Beach, FL.

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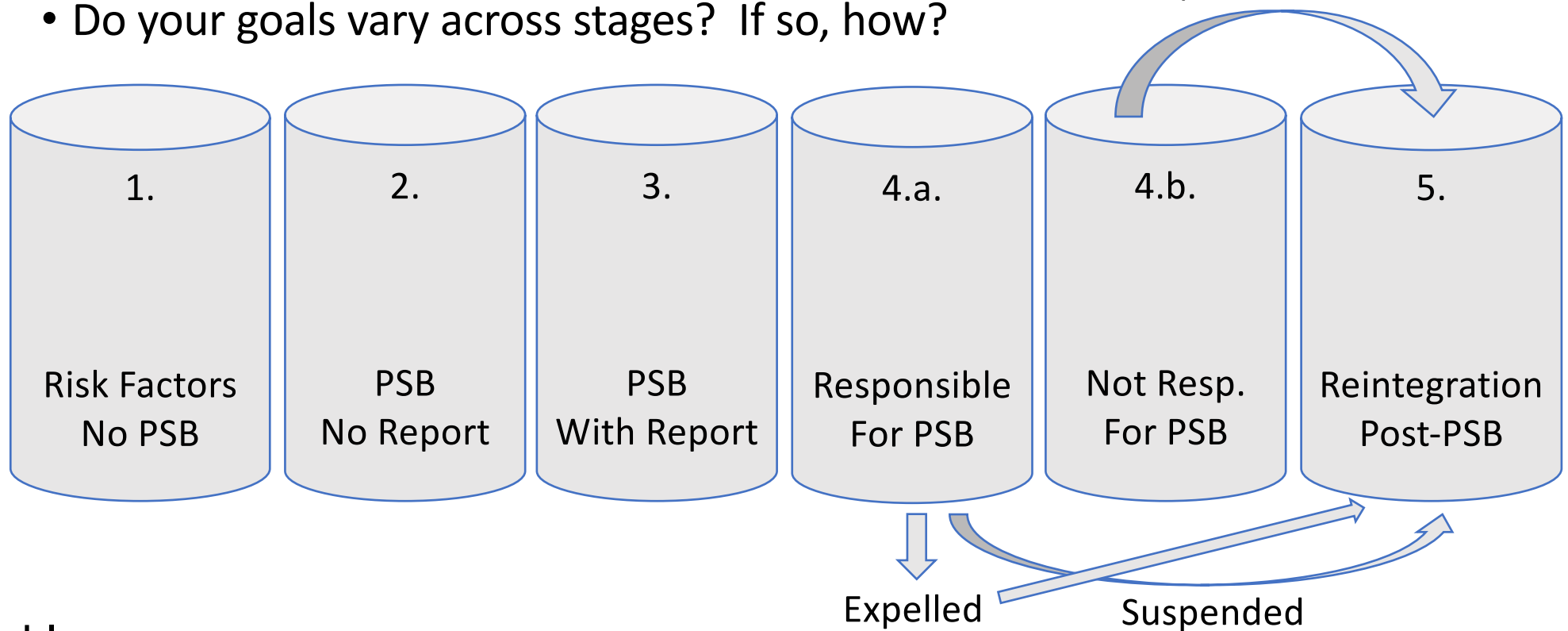
National Survey of Sanctioning Practices



Individuals with Problematic Sexual Behavior

- Do your goals vary across stages? If so, how?

“Not responsible,” not over...



National Survey of Sanctioning Practices

Ever used results from a validated sex-abuse specific assessment instrument to inform your sanction decision or interventions?

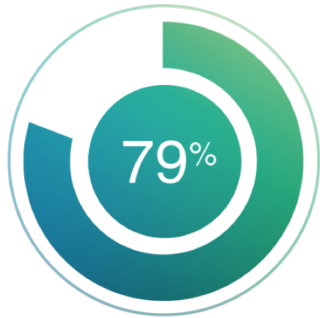
No 98%
Yes 2%

Ever made a referral to “specialized clinicians for treatment specific to sexual misconduct or other sexual behavior problems?”

No 71%
Yes 29%

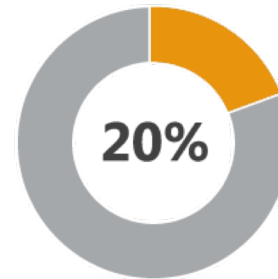
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National Survey of Sanctioning Practices



do not assess the effectiveness of their approaches

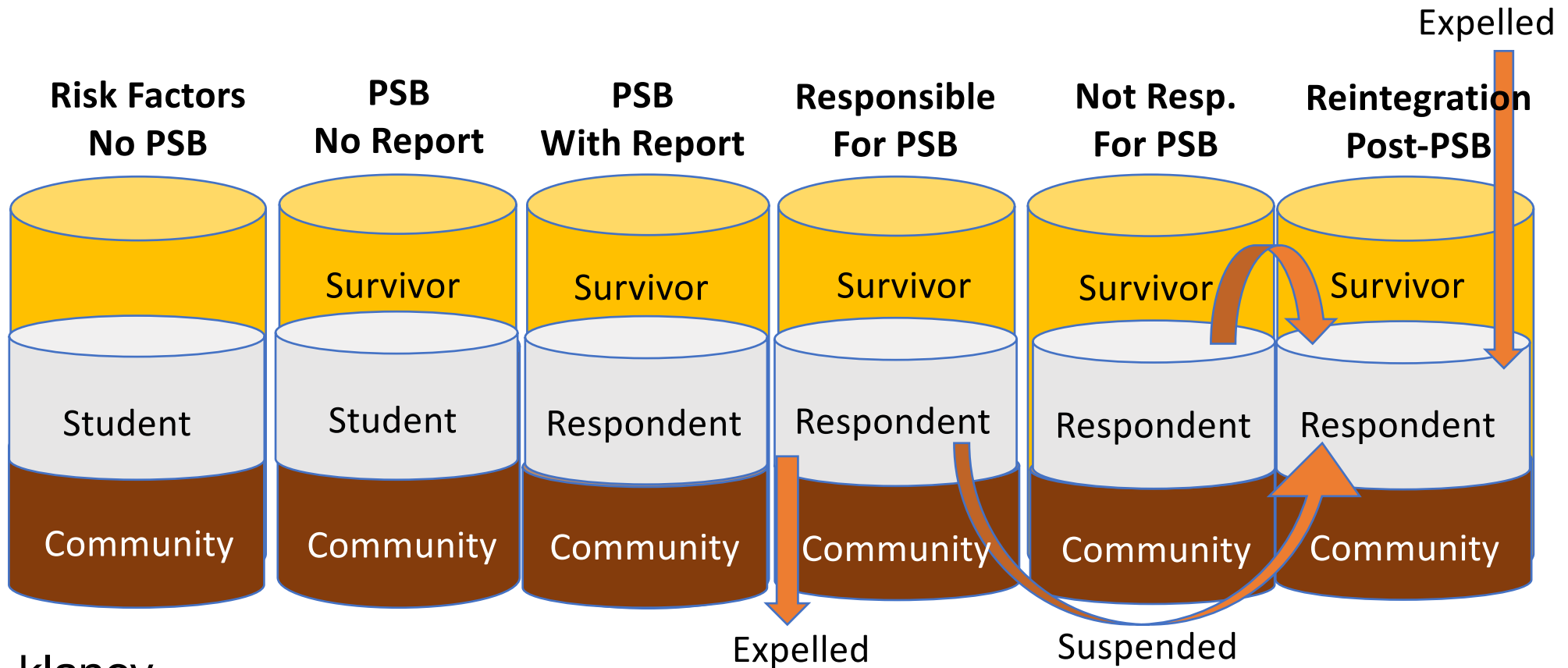
collect follow-up info from complainant to determine if they remained or graduated



30% gather **follow-up info about students found responsible** to identify if they engage in further sexual behavior problems

Source: Wilgus, J., Bumby, K., Gilligan, L., Vander Velde, S., & Rider-Milkovich, H. (2014, February 1). Sexual Misconduct Sanctioning Survey: Briefing Sheet and Key Findings. Available at: <https://www2.ed.gov/policy/highered/reg/hearulemaking/2012/vawa-sanctioningpractices.pdf>.

Full Continuum of Situations with PSB

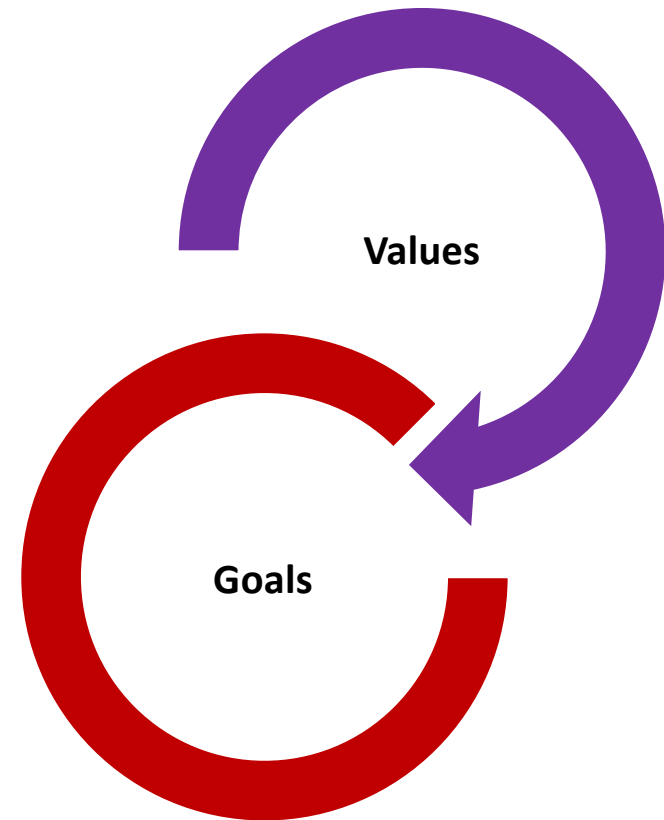


Exercise: Shared Values and Goals

What are the shared...

- 1) Values
- 2) Goals

...between those who work with victims/survivors and those who work with respondents?



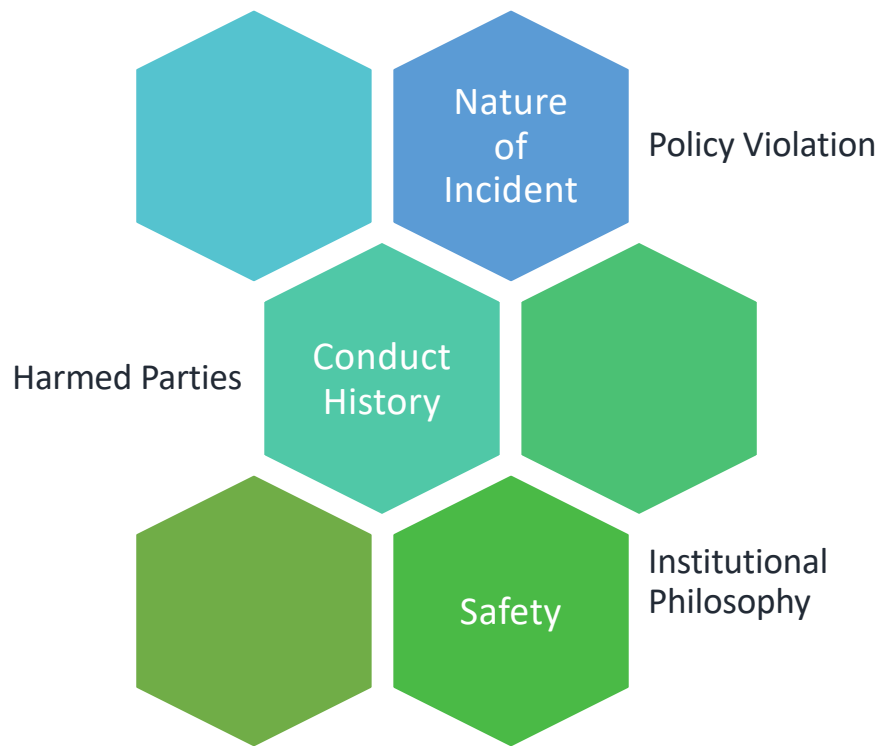
Toward an Integrated and Intersectional Approach



Each bucket..
Each layer...

Figure developed by Wilgus J. & Tabachnick, J.
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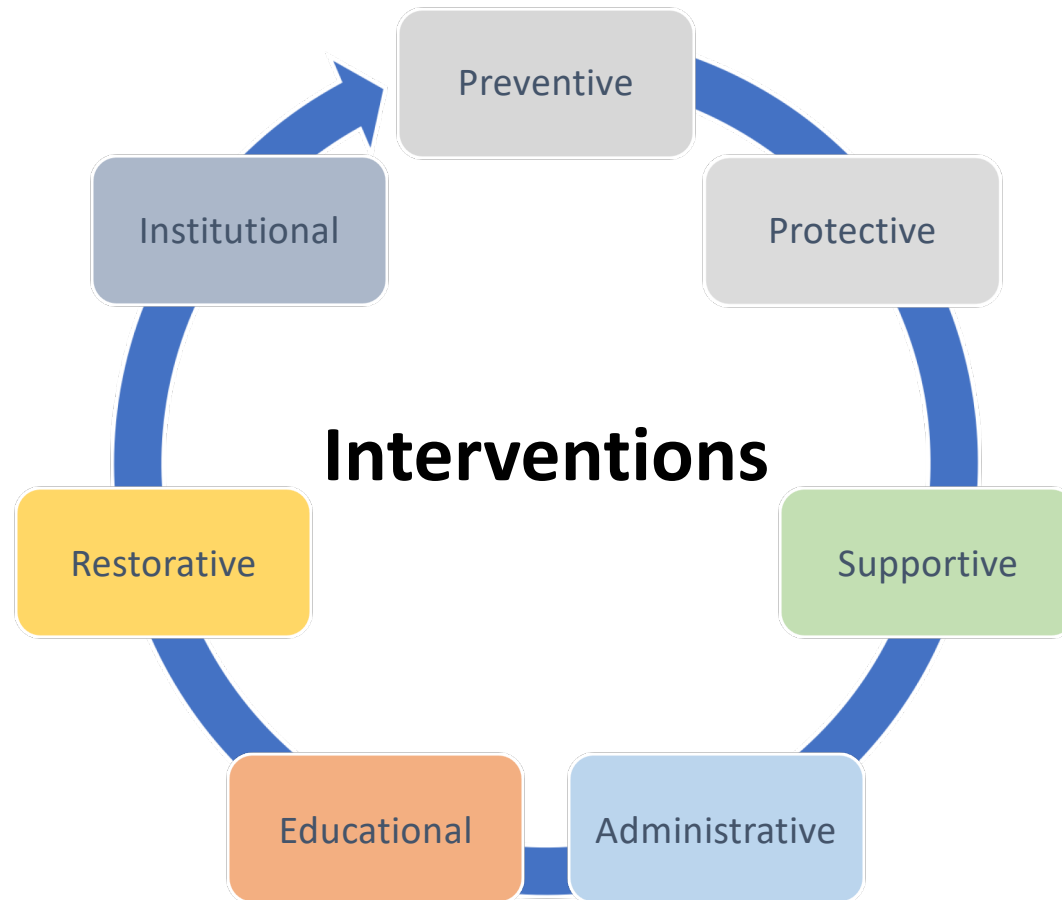
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Interventions

Protective

No contact
Adjustment to class schedule
Loss of privileges
Access limitations
Housing limitations
Participation restrictions
Work restrictions or adjustments
Safety planning
Treatment

Supportive

Academic support services
Campus escort
On-campus counseling
Referral to off-campus resource(s)
Modification to work schedule/role
Info about protective orders

Interventions

Administrative

- Warning
- Notification
- Transcript hold
- Withholding conferral of degree
- Probation
- Interim suspension
- Suspension
- Expulsion
- Transcript notation
- Degree revocation

Educational

- Class/workshop/training/program
- Educational project
- Psychoeducation
- Awareness training
- Policy education

Interventions

Restorative

Victim impact process
Conference
Circle of support & accountability
Apology
Restitution

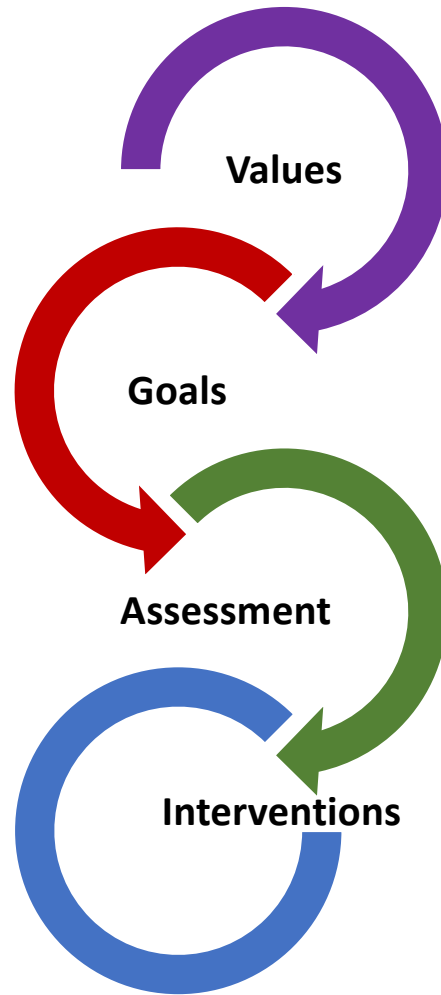
Institutional

Requiring entity to train members or staff
Revising policies, practices, or procedures

Preventive

Healthy relationships
Bystander intervention
Pro-social behavior

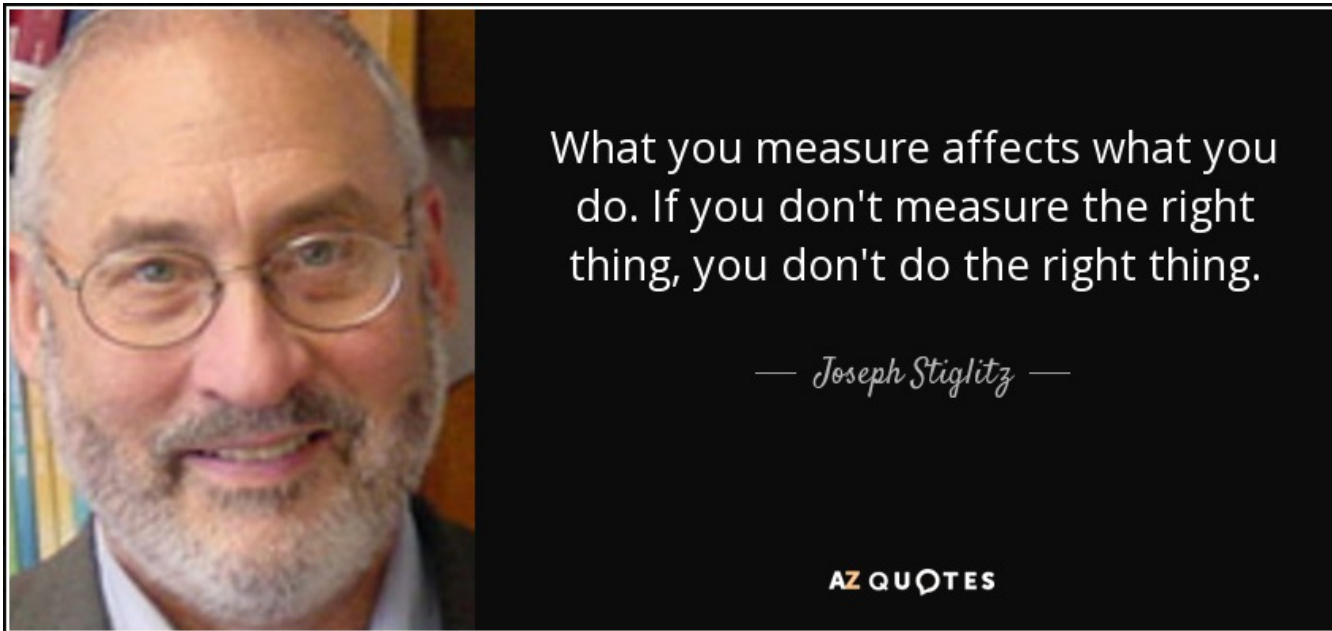
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Assessing Efficacy of Interventions



Evaluating the Impact of Sanctions

- Complainant Questions
- Respondent Questions
- Campus Safety and Changes

"We can't move to a culture that eliminates sexual violence if we're not dealing with how harm-doers become harm-doers and how they undo that. Leaving them in a heap on the side of the road is not the answer; allowing them to sneak back in through the back door [...] and acting like nothing happened [is not] the answer. There should be an expectation that there's real rehabilitation and that [offenders] have seen the light and want to make dramatic shifts in their behavior."

- Tarana Burke

Questions?



Danny: A Case Study

Resources



Resources

- To Find a Local Provider:

- Association for the Treatment of Sexual Abusers: www.atsa.com
- Safer Society Foundation: www.ssfi.org



- To Find a Local Provider in MA:

- MASOC: www.masoc.net
- Massachusetts Chapter of ATSA: www.matsa.info



Resources

- For More Information:
 - **US DOJ SOMAPI Report** - www.smart.gov/SOMAPI
 - **ATSA Statement on Campus Sexual Misconduct** - <https://www.atsa.com/pdfs/Policy/Addressing%20Campus%20Sexual%20Misconduct%20FINAL.pdf>
 - **Center for Effective Response to Sexual Misconduct, Fairleigh Dickenson University** - <https://tinyurl.com/uuasdj>

Evaluations



Contact Us

Kevin Creeden

kcreeden@whitneyacademy.org

Rachel King

rachel.king@curry.edu

Joan Tabachnick

joantab@gmail.com

Jay Wilgus

jay@klancystreet.com

