

Safety Planning: For Students Responsible for Sexual Misconduct on Campus



Objectives

1. Identify key issues in safety planning for and reintegration of students with PSB.
2. Describe the research foundations for this work.
3. Apply strategies from safety planning and reintegration guides to create personalized toolkits for students

“Hope is a discipline.”

Mariame Kaba



Why?

- Engaging with responsible students decreases risk AND increases campus safety
- Addressing what survivors might want
- Supporting/challenging students to think critically about their behavior and choices
- Helping students remain engaged in their education
- Putting the responsibility of safety on student (and their community)



One Size Does Not Fit All

- Effective Safety Planning and Re-integration are not “a one-size-fits-all approach”, rather they must be tailored to the unique and individual risks, needs, protective factors, and responsibility of the student involved.



Not all students are the same...

Risk Factors

Cultural norms

Motivations

Behaviors

Cognitive Understanding

Gender identities

Sexuality

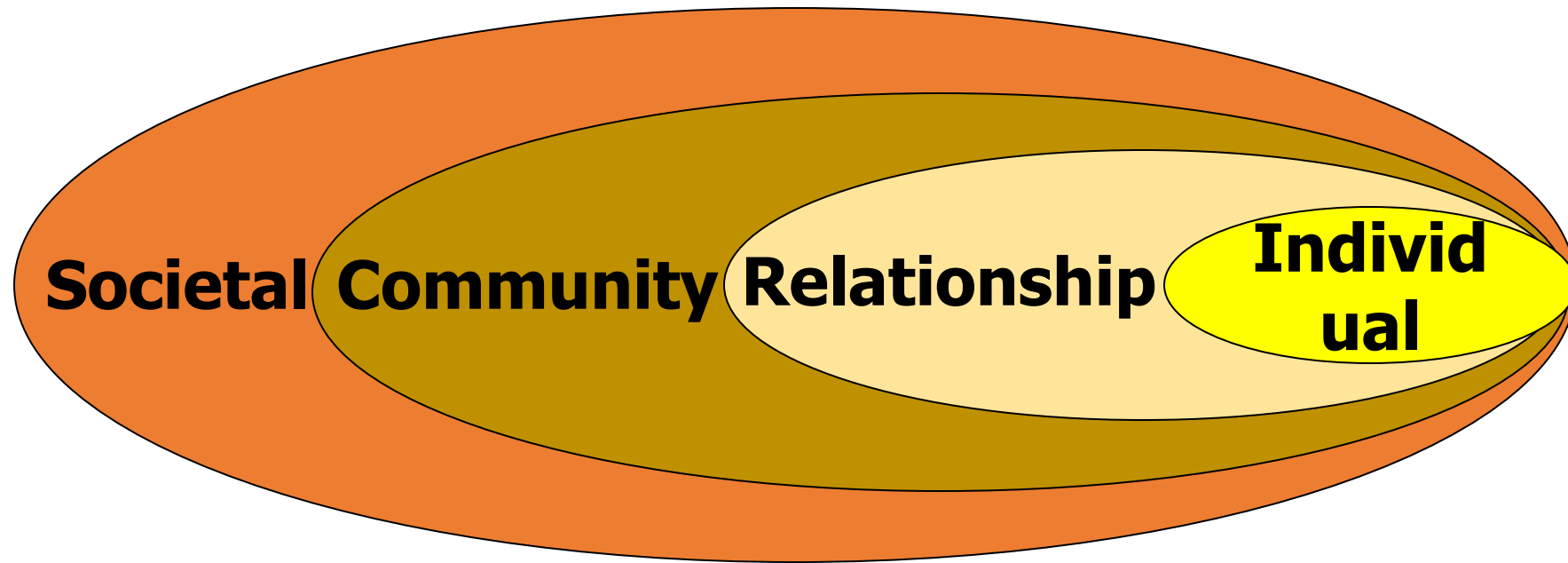
Protective Factors

Intentions

Tactics



Ecological Model



“ *It is unreasonable to expect that people will change their behavior easily when so many forces in the social, cultural, and physical environment conspire against such change.* ”



**The Institute of Medicine
Health Promotion Study (2000)**

Presentations of Problematic Sexual Behavior (PSB)

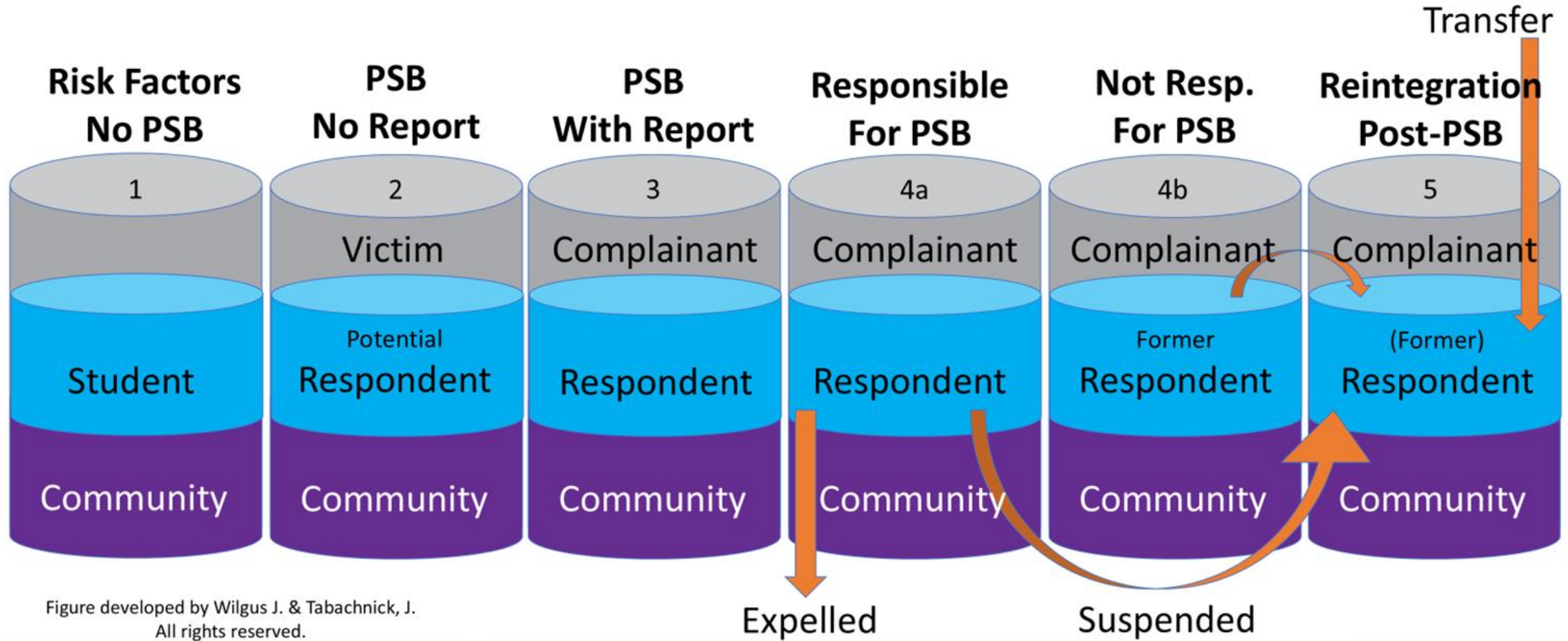


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Safety Planning

DEFINITION: Safety Planning is the process of developing a structured plan to identify specific boundaries, strategies and supports to reduce risk of causing harm.

Safety Planning

- Why a Safety Plan?
- Why is this Important?
- Who is the Target Audience?
- Guiding Principles
- What is a Safety Plan?
- Considerations Before You Begin
- Developing a Plan (Overview)
- Steps for Developing a Plan
- Summary



Safety Planning

Seven Step Process

1. Identify Who Needs to be Involved and Informed
2. Identify What You Know about the 'Responsible Student'
3. Consult the 'Responsible Student' about What They Want
4. Identify Known Risk and Protective Factors
5. Create the Plan
6. Review and Implement the Plan Together
7. Evaluate the Plan

Safety Planning

- Consider the following
 - What can be risky to me? How do I avoid/manage these?
 - What can protect/grow me? How do I engage in/with these more?
 - Who needs to know?
 - Who can help me? What do they need to know to help me?

Focus on Protective Factors

Risk Factors	Strengths-Based Factors
Problematic Associates and Peers	Increase Prosocial Associates and Peers
Problematic Attitudes, Beliefs, and Values	Promote Prosocial Attitudes, Beliefs and Values
Problematic Personality Pattern	Promote a Prosocial Personality Pattern
Problematic History	Increase Insights into Problematic History and Opportunities to Meet Needs in Prosocial Ways
Problematic Family Relationships and Behaviors	Promote Positive Family Relationships
Poor School/Work Performances and Satisfaction	Promote Good School/Work Performance and Satisfaction
Substance Abuse Problems	Promote a Substance Abuse-Free Lifestyle
Lack of Leisure and Recreational Activities	Promote Prosocial Leisure and Recreational Activities

See Strengths-Based Alternatives for Mitigating Risk Factors in Youth and Family Services. ATSA September 2020.



Safety Plan Worksheet

- Identify My Goals
- Consider Triggers and Situations to Avoid
- Making My Environment Safer
- ID My Support People
- Activities, Routines or Sources of Support



Safety Planning

- Most effective when:
 - Individualized
 - Holistic
 - Behavioral
 - Do-able
 - Dynamic



University of Michigan SGBM Response Programs



**Adaptable
Resolution**



University of Michigan

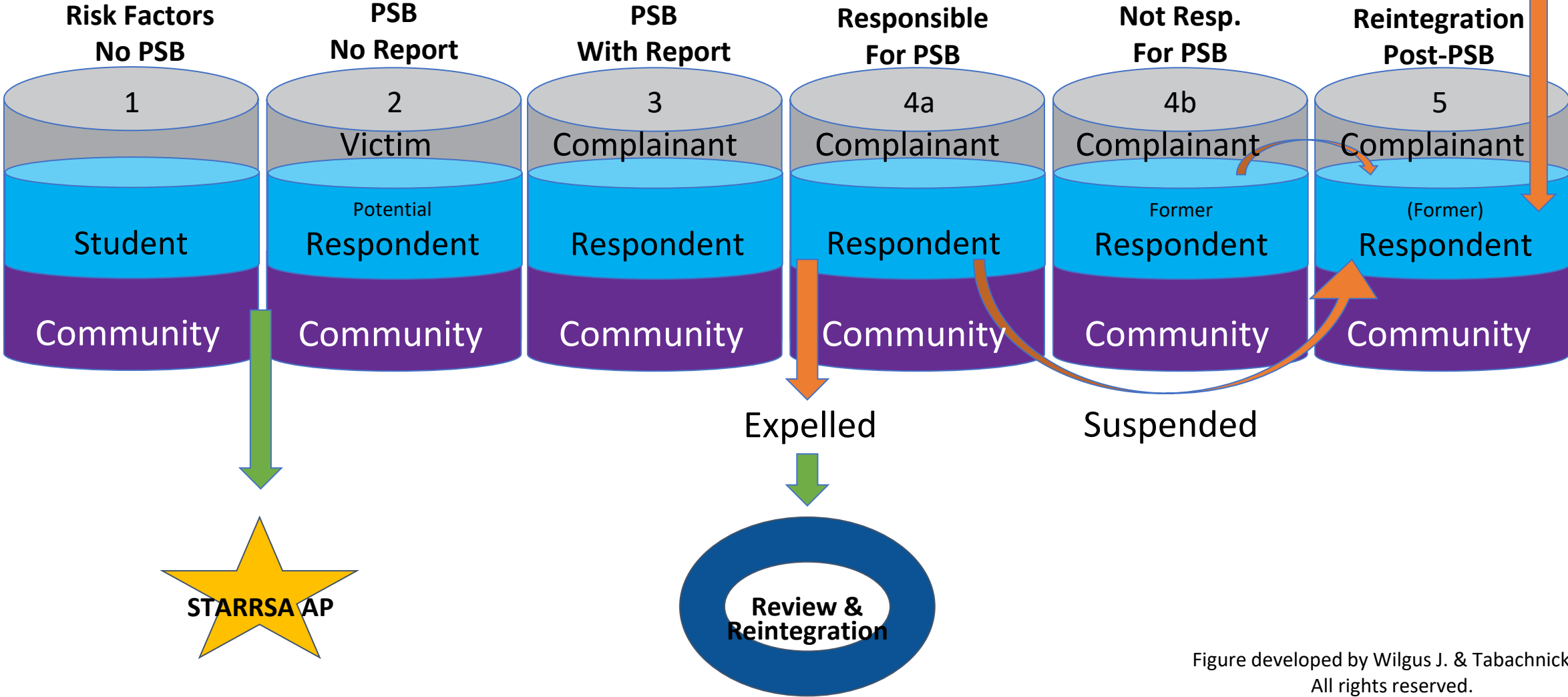


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Review & Reintegration



a post-suspension process utilizing Circles of Support and Accountability (adhering to the RNR Model) for students found responsible for PSB to

- explore pathways to a restorative return to campus
- assess the need for additional recommendations and/or requirements



Part 1

Review & Evaluation



Step 1. Student is Eligible

Identify Who Needs to be Involved / Informed

Lead: OSCR SGBM-Response Team

Support: STARRSA Facilitator, Dean of Students, Counseling, Well-being Resources, Title IX, etc.

Identify What You Know about the Student

Age, Year, Current Location, Mental Health Needs, Case Details, Support Network, etc.

Step 2. OSCR Intake Meeting

Consult the Student about What They Want

Identify Known Risk & Protective Factors

Do you intend to return to U-M for academics?

What are your values and goals?

What can be risky for you? How do you plan to avoid or manage this?

What practices and resources have served as sources of support and growth?

Who can help hold you accountable?



Part 1

Review & Evaluation cont.



Step 3: Review & Evaluation Meeting

What are your thoughts on, and lessons learned from, the sanctions assigned and completed?

How did your relationship with alcohol contribute to the harm caused? What is your relationship to alcohol now?

How do you know that someone has given consent to engage in a sexual activity?

How has your community and community support changed through this experience?

Step 4: Outcome

Ability to return (with recommendations or requirements) + Reintegration and Plan of Support & Accountability

Not right now + Review and Evaluation



Part 2 Reintegration



Step 1: OSCR Intake Meeting

Create the Plan [of Support & Accountability]

Well-being Toolkit

Identifying & Responding to Obstacles

Emotional Mental Well-being	Rating:
Why did you give this rating?	
Restorative Activities Toolkit	
Activities you are currently doing:	
<ul style="list-style-type: none"> • • • 	
Activities you have done that work for you:	
<ul style="list-style-type: none"> • • • 	
Activities you would like to try:	Obstacles
<ul style="list-style-type: none"> • 	
What obstacles might you encounter upon your return to the university?	
<ul style="list-style-type: none"> A. B. C. 	
Obstacle A: <i>copy</i>	
Actions I might try to address the obstacle	Potential outcomes from
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
I would like to discuss this obstacle in more detail with campus partners and hear more ideas about actions or resources I could explore:	



Part 2

Reintegration cont.



Step 2: Reintegration Meeting

Review and Implement the Plan Together

How has the incident and the time away from campus affected you emotionally, mentally, physically, academically?

Are there any parts of campus / surrounding areas you feel are unwelcome or will be uncomfortable for you?

How would you respond if someone made light of or celebrated your past actions?

Do you hope to reconnect to your organizations or specific friends when you return to campus?

Step 3: Follow-Up Meetings

Evaluate the Plan

2-3 meetings across two semesters



STARRSA Active Psychoeducation



A multi-session, science-based approach for students who have engaged in or are at risk of engaging in PSB to

- identify knowledge gaps related to risk factors
- increase knowledge about protective factors

Module 10: Wrapping Up & Going Forward

- Out of Meeting Assignment: **Plan of Support and Accountability**
 - Discuss in Final Session(s)

AP Virtual Training

- August 5-8, 2025 | 1-5 pm each day
- Registration: <https://klancystreet.com/starrsa-ap-virtual-training>

Facilitation

- Klancy Street offers the STARRSA AP Program for individual students on any campus with tailored interventions for each student
- Request services: <https://klancystreet.com/starrsa/starrsa-facilitation-services>



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toward common ground



Contact Information

Joan Tabachnick

info@joantabachnick.com



OSCR.Review.Reintegration@umich.edu

Felicia McCrary

fmccrary@umich.edu



oscr.umich.edu/review-and-reintegration

Possible Questions

- How do these tools fit together (or don't)?
- What are some of the barriers to safety planning/re-integration?
- Who would implement this kind of SP/R-I?