

D·PREP
SAFETY DIVISION

Dr. Brian Van Brunt (he/him/his) is the Director of Behavior and Threat Management for DPrep Safety and formerly partner with NCHERM Group and president of NABITA, the National Association for Behavioral Intervention and Threat Assessment and an instructor on Title IX matters with ATIXA.

Brian is a frequent speaker and author of over 16 books on threat assessment, student mental health, gender expression and identity, DEI, counseling, campus violence, behavioral intervention, resiliency, and emotional intelligence.

brian@dprep.com





Allison Frost is passionate about human behavior, especially opportunities to proactively assess, intervene and manage threats and risk. She has over a decade of experience in behavioral intervention, threat/risk assessment, case management and student support. Allison has extensive experience in providing guidance and resources for individuals going through Title IX processes; university conduct processes; policy interpretation and creation; safety evaluation and threat or risk assessment; and strategic planning after a campus crisis or emergency.

afrostriskconsulting@gmail.com

Dr. Chris Taylor, a 30-year veteran of higher education, serves as the executive director of the International Association for Care and Threat Teams (InterACTT). He served as dean of students and chief student affairs officer at Wright State University in Dayton, Ohio where he had responsibility for counseling and wellness, student advocacy, student union and programs, recreational sports, residence life, and student conduct. He also chaired the university CARE and threat team and has presented on a variety of topics including gender-based violence, the Clery Act, FERPA, men and masculinities, masculinity in fraternities, and the incel movement.

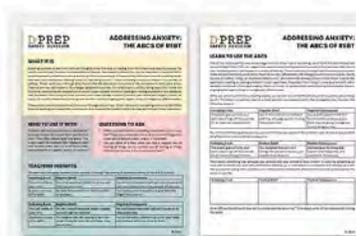
chris@interactt.org





Helping Students Thrive: Meeting Basic Needs

If this is not the correct account, please return to your [Trek page](#).



Addressing Anxiety: The ABCs of REBT. Assisting students in recognizing their irrational thoughts is the first step in helping them find alternative ways to process the world around them.

www.trainingoutpost.com/trek







FILLING THE SKILL BUCKET

Agenda

- ✓ Emotional Intelligence
- ✓ Transtheoretical Change
- ✓ Reality Therapy
- ✓ Realistic/Unrealistic Fears
- ✓ Redefining Failure
- ✓ Crucial Conversations
- ✓ The Art of the Apology
- ✓ Bystander Empowerment
- ✓ Domestic Violence
- ✓ Body Doubling
- ✓ Stalking
- ✓ Focus & Attention



Emotional Intelligence

Why it can matter
more than IQ

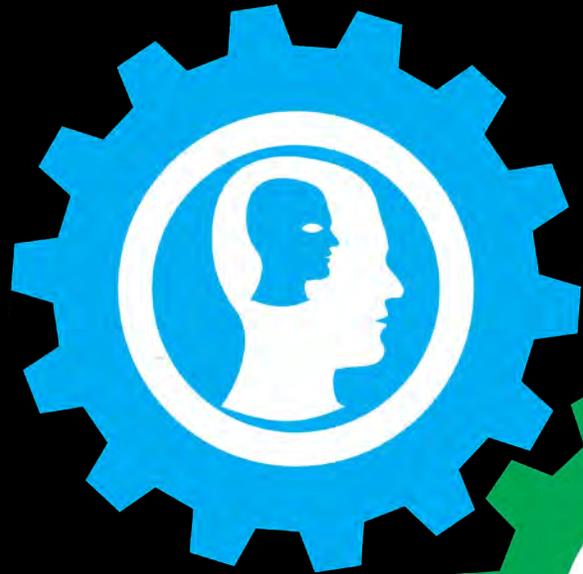
Daniel Goleman

Author of VITAL LIES, SIMPLE TRUTHS

Self-Awareness

People Skills

Motivation



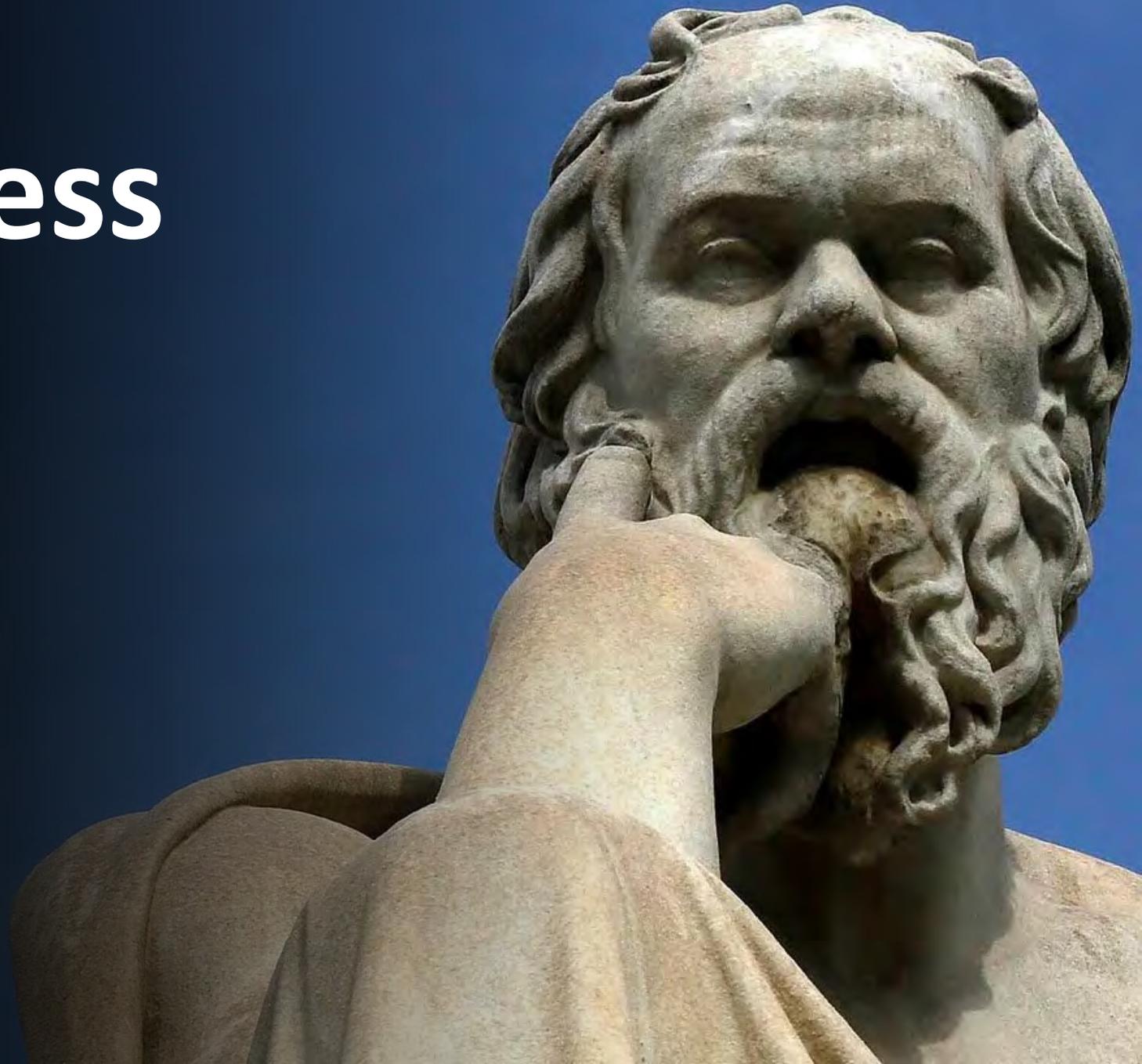
Self-Management

Empathy

Self-Awareness

“Know thyself.”

-Socrates





EMOTIONS

SHOW UP

Tone of Voice

Facial Expressions

Body Language







Self-Management

“The first and
best victory is to
conquer self.”

-Plato



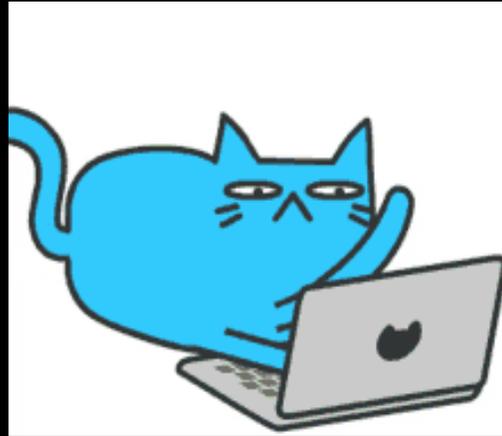
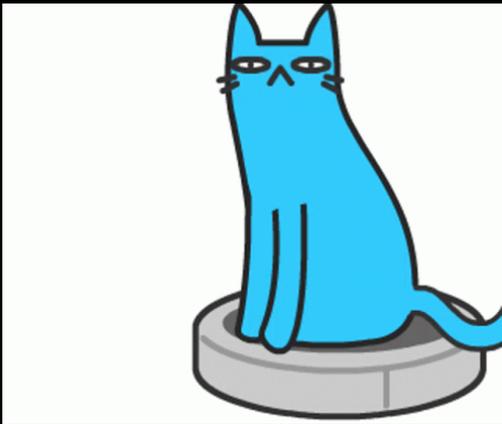




This is fine.



Beyond React and Regret





Empathy

“Each of us is more alike than we are unlike.”

-Maya Angelou











Motivation

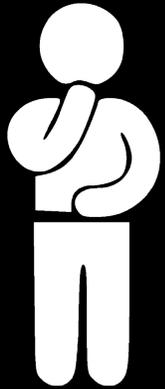
“You must be the
change you wish to
see in the world.”

-Mahatma Gandhi





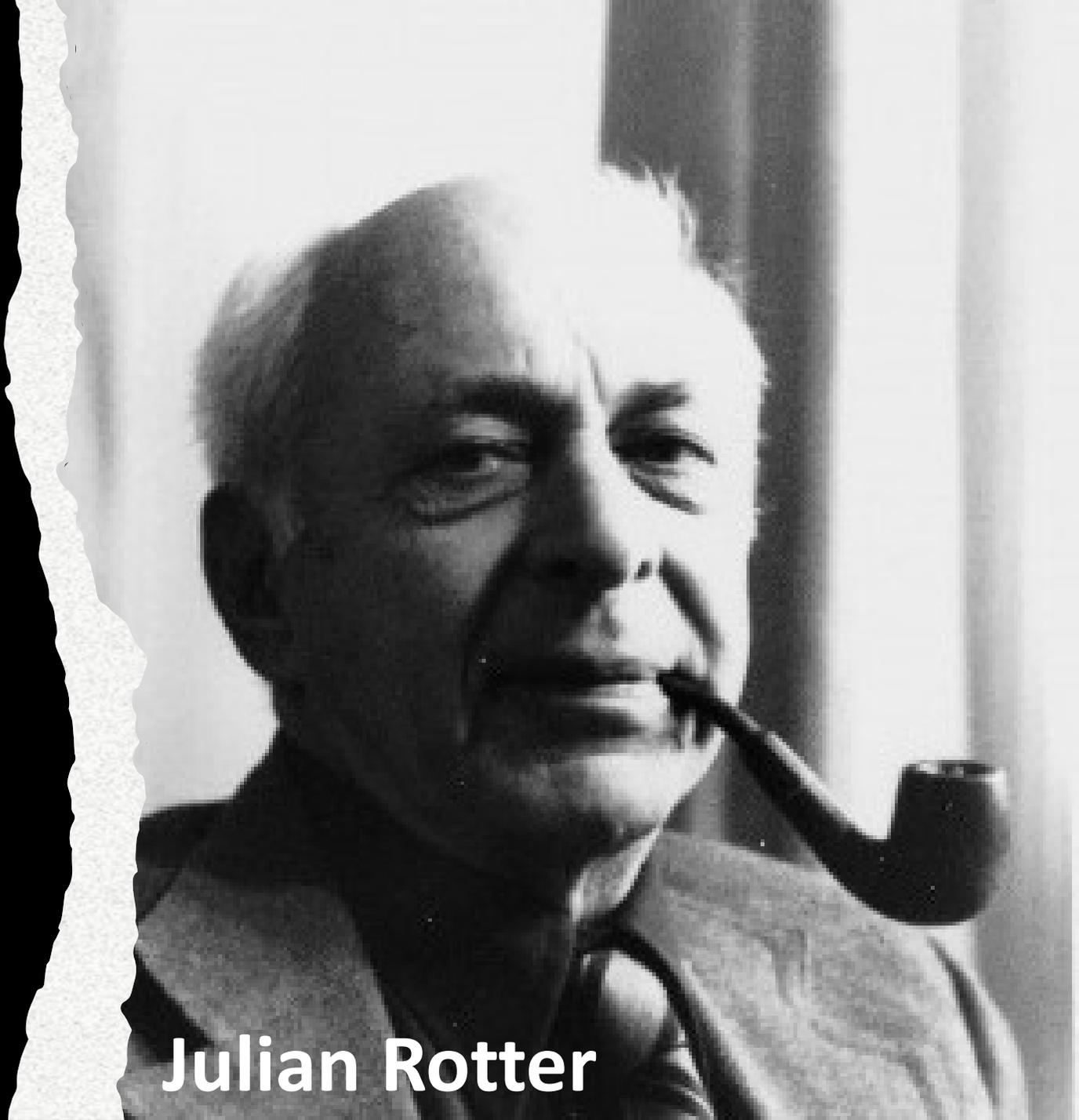
Locus of Control



Internal



External



Julian Rotter



People Skills

“Alone, we can
do so little;
together we can
do so much.”

-Helen Keller



People Skills

“I have people skills.”

-Bob Porter









TRUST

TRUST

TRUST

TRUST

TRUST

TRUST

LOW

MED

HIGH

MAX

LOW

MED

HIGH

MAX

min

MAX

min





+

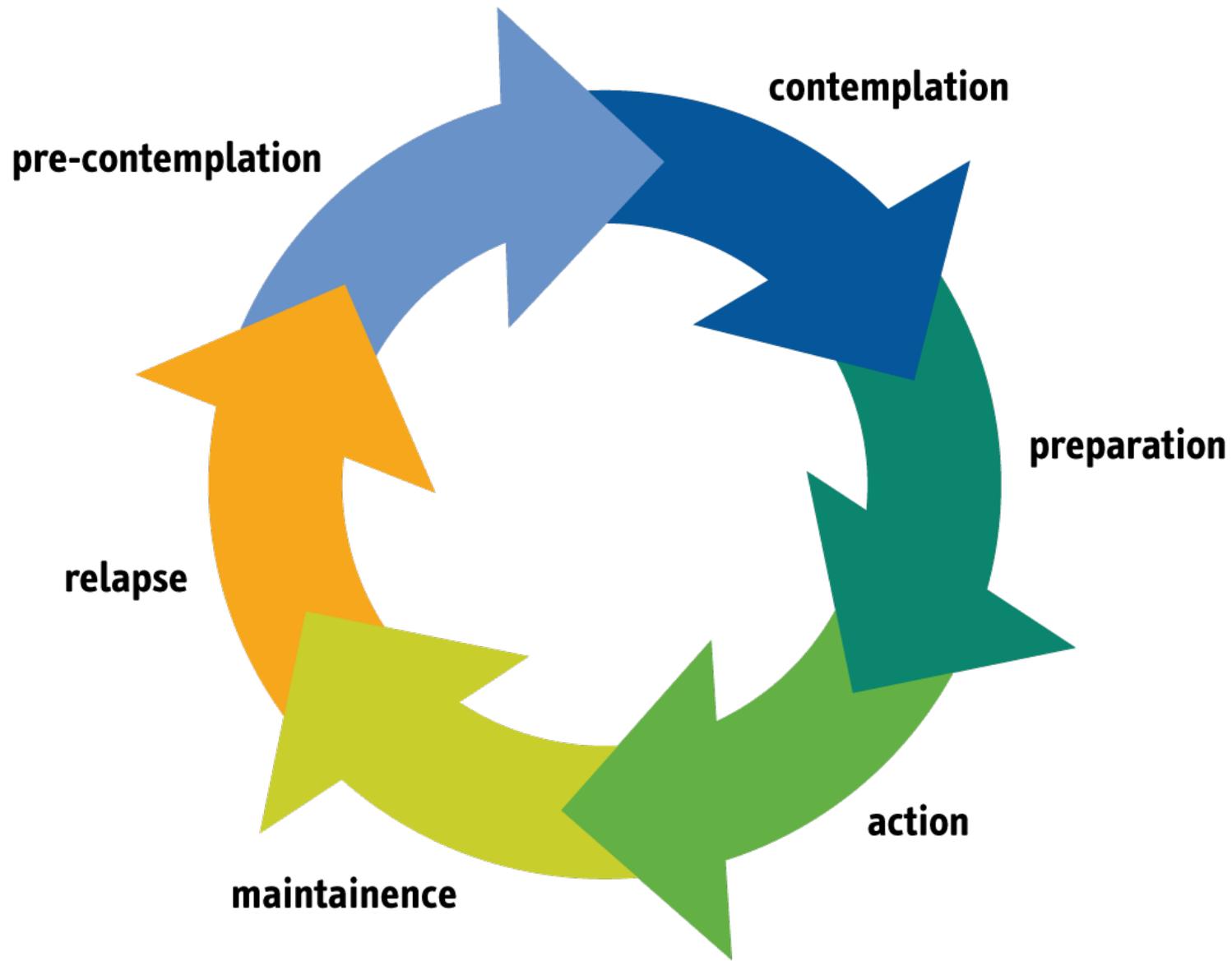


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Transtheoretical Model of Change
Prochaska & DiClemente

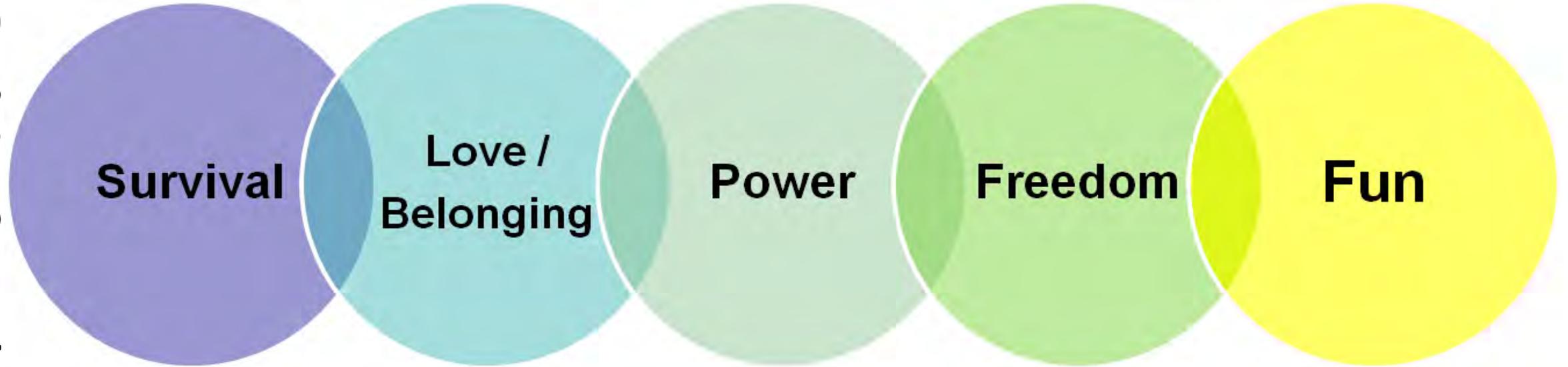
| Stage of Change | Teacher/Staff Motivational Task |
|----------------------------------|---|
| Pre-Contemplation | Raise doubt; increase their perception of risk and problems with current behavior |
| Contemplation | Help student head towards change out of their current ambivalence; help them identify risk for not changing; strengthen self-efficacy for changing current behavior |
| Preparation for Action | Help the student identify and select the best initial course of action; reinforce movement in this direction |
| Action | Help the student take steps towards change; provide encouragement and praise |
| Maintenance & Relapse | Teach student relapse prevention skills |

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Human Needs

10
9
8
7
6
5
4
3
2
1



William Glasser

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Realistic Fears

“I’m not ready for this test”

“I didn’t study enough”

“I didn’t ask for enough help”

“I’m too worried to study”



Unfounded Fears

“My instructor will think I’m dumb”

“I used to be smart, but not now”

“I can’t do this perfect”

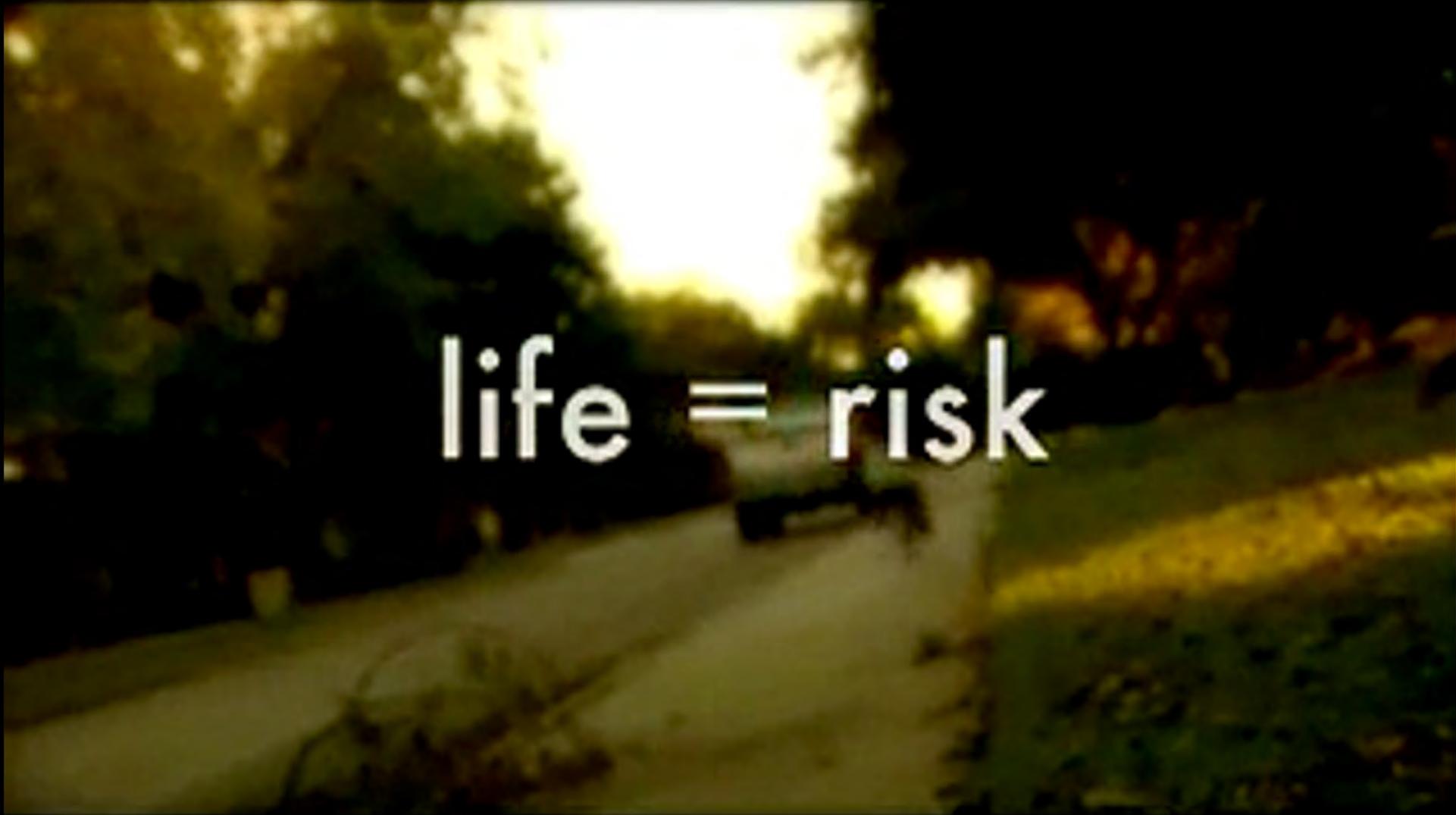
“I’ll never learn this, its too hard”

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A photograph of a dirt road winding through a forest at sunset or sunrise. The sun is low on the horizon, creating a warm, golden glow. The trees are silhouetted against the bright light. The text "life = risk" is overlaid in white, bold, sans-serif font in the center of the image.

life = risk







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Civility

Respect

Intent

Agreement

Alignment

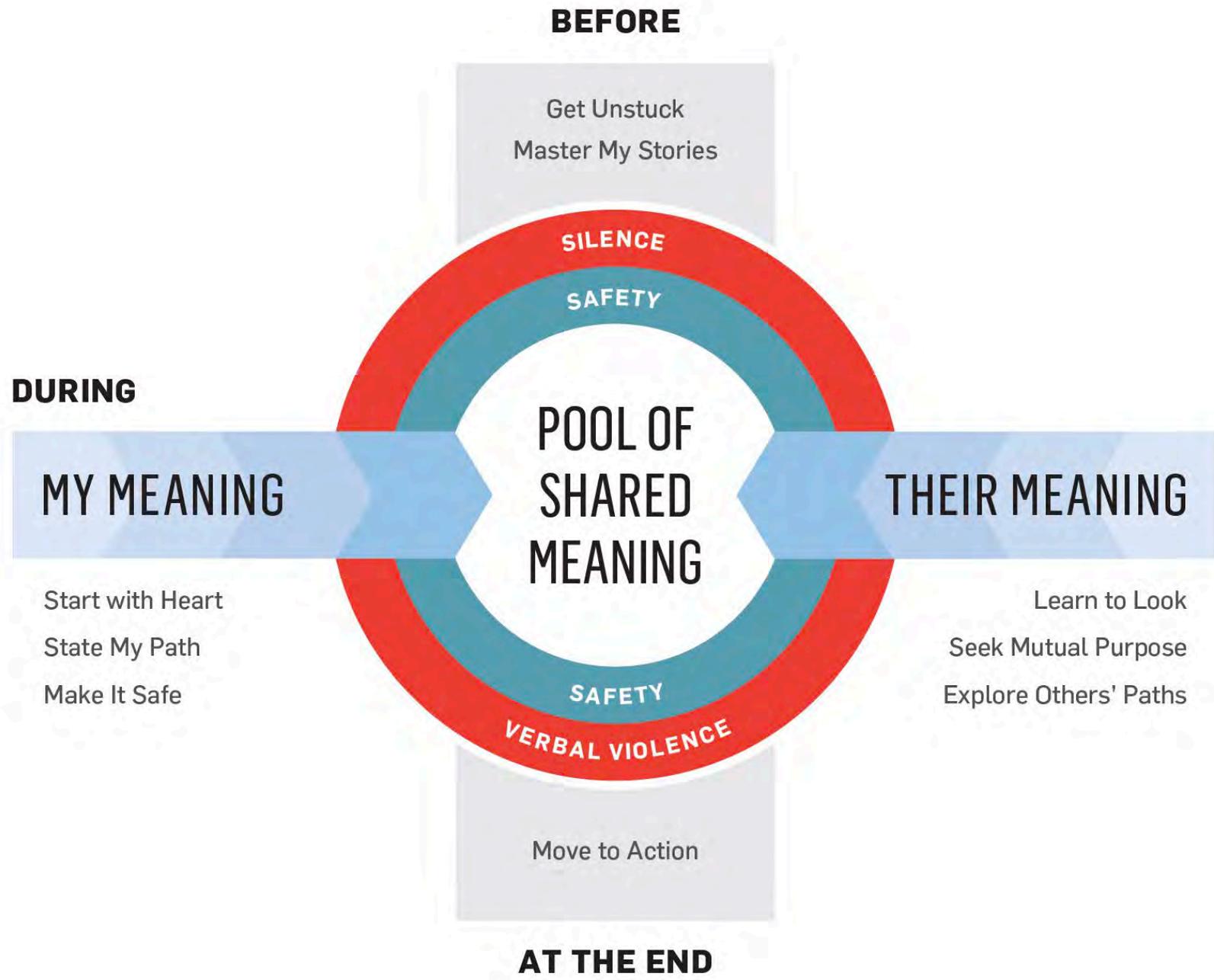
Start with Heart

You can't share good intent **if you don't have good intent.**

Motives can change fast.

| UNHELPFUL INTENT | INTENT OF DIALOGUE |
|---|--|
| <ul style="list-style-type: none">• Be right• Look good, save face• Win• Punish, blame• Avoid conflict• Be comfortable• Control | <ul style="list-style-type: none">• Find the truth• Learn• Find a win-win situation• Produce long-term results• Strengthen relationships |

**When people don't feel safe,
they move out of dialogue and
into silence and verbal
violence.**



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MAY 31, 2025



VIDEO: @JONIERNST

**SEN. JONI ERNST (R-IA) ISSUES VIDEO STATEMENT ABOUT
'WE ALL ARE GOING TO DIE' COMMENT**

Forbes
BREAKING
NEWS



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DR. PHILIP ZIMBARDO

Psychologist/Stanford Professor Emeritus

HEROIC IMAGINATION PROJECT

TERMS

Bystander Effect

Bystander Intervention

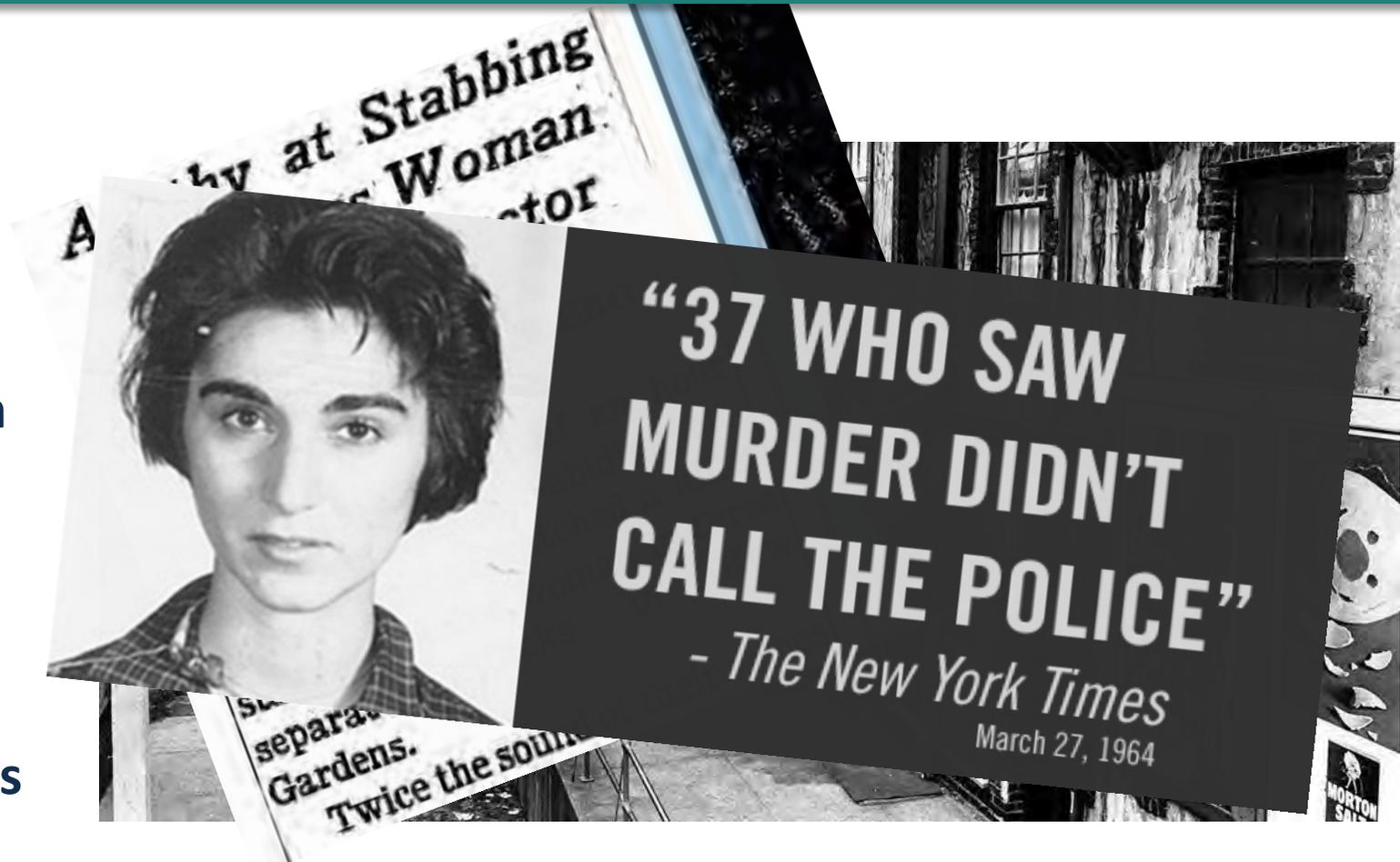
{ Bystander Engagement }
{ Bystander Empowerment }

Bystander Effect/Bystander Empowerment



Social psychologists Bibb Latané and John Darley popularized the concept of the bystander effect following the infamous murder of Kitty Genovese in New York City in 1964.

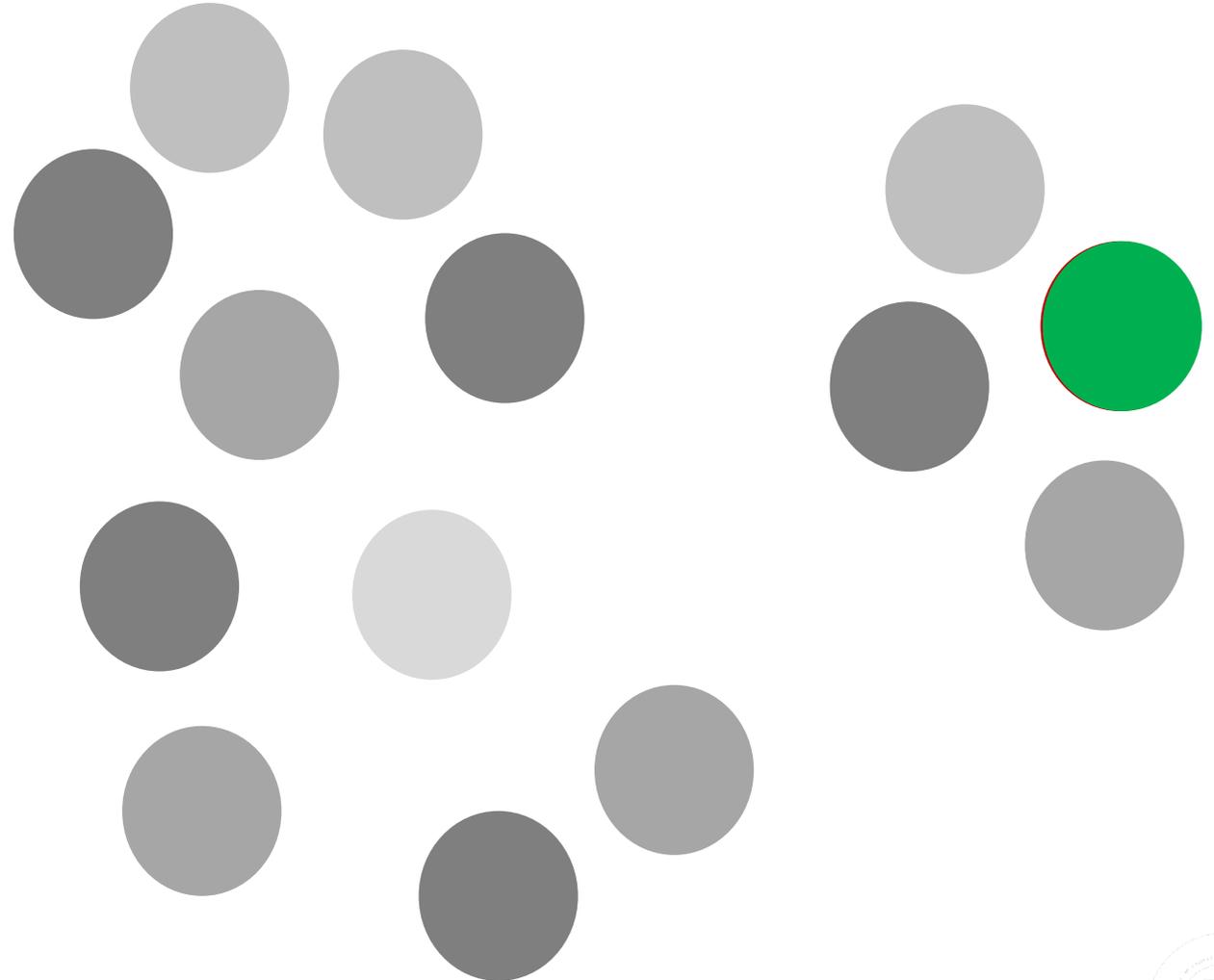
The 28-year-old woman was stabbed to death outside her apartment; at the time, it was reported that dozens of neighbors failed to step in to assist or call the police.



Bystander Effect/Bystander Empowerment



- The bystander effect describes how people are hesitant to help address a potentially dangerous scenario.
- The larger the group, the more intense this effect becomes.
- People are more willing to help when others are already helping.

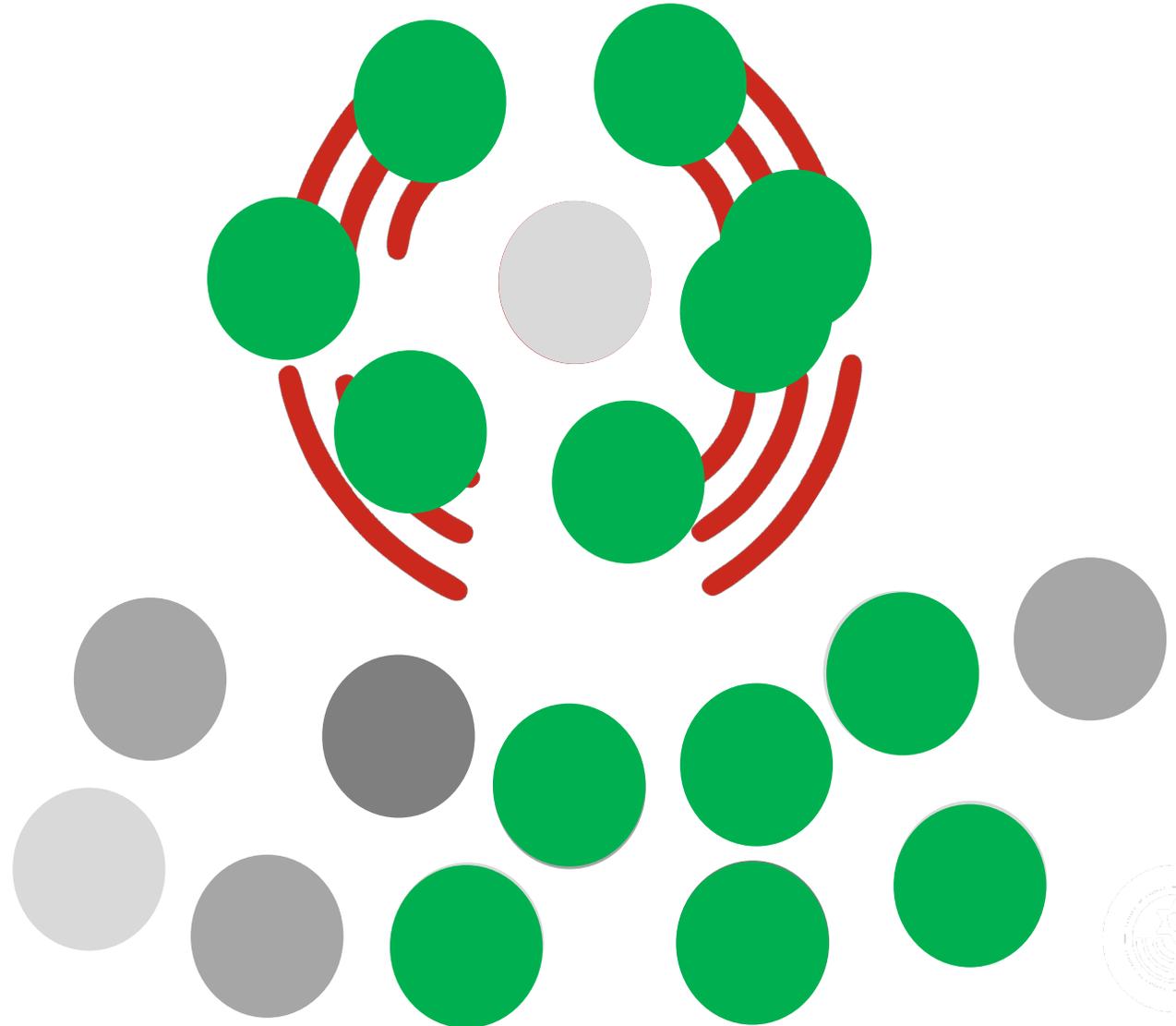


Bystander Effect/Bystander Empowerment



When behaviors occur that have the potential to harm others and the community, we need to:

-
- Recognize the situation as a problem.
 - Model helping behavior to encourage others to help.
 - Remember those who are asked to help are more likely to do so.

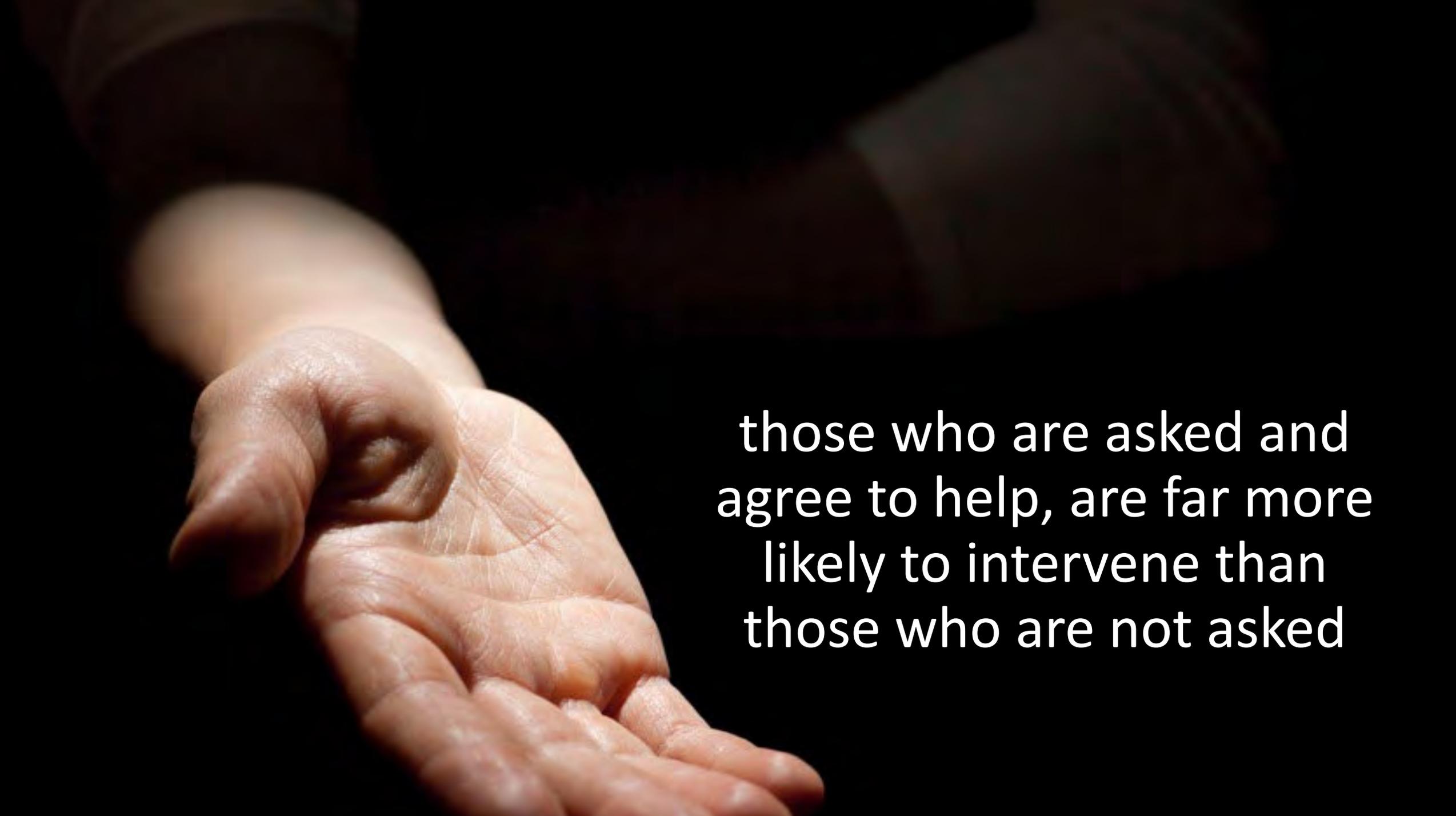


The background of the entire image is a dense field of out-of-focus blue and cyan bokeh lights of varying sizes and brightness, creating a shimmering, ethereal effect.

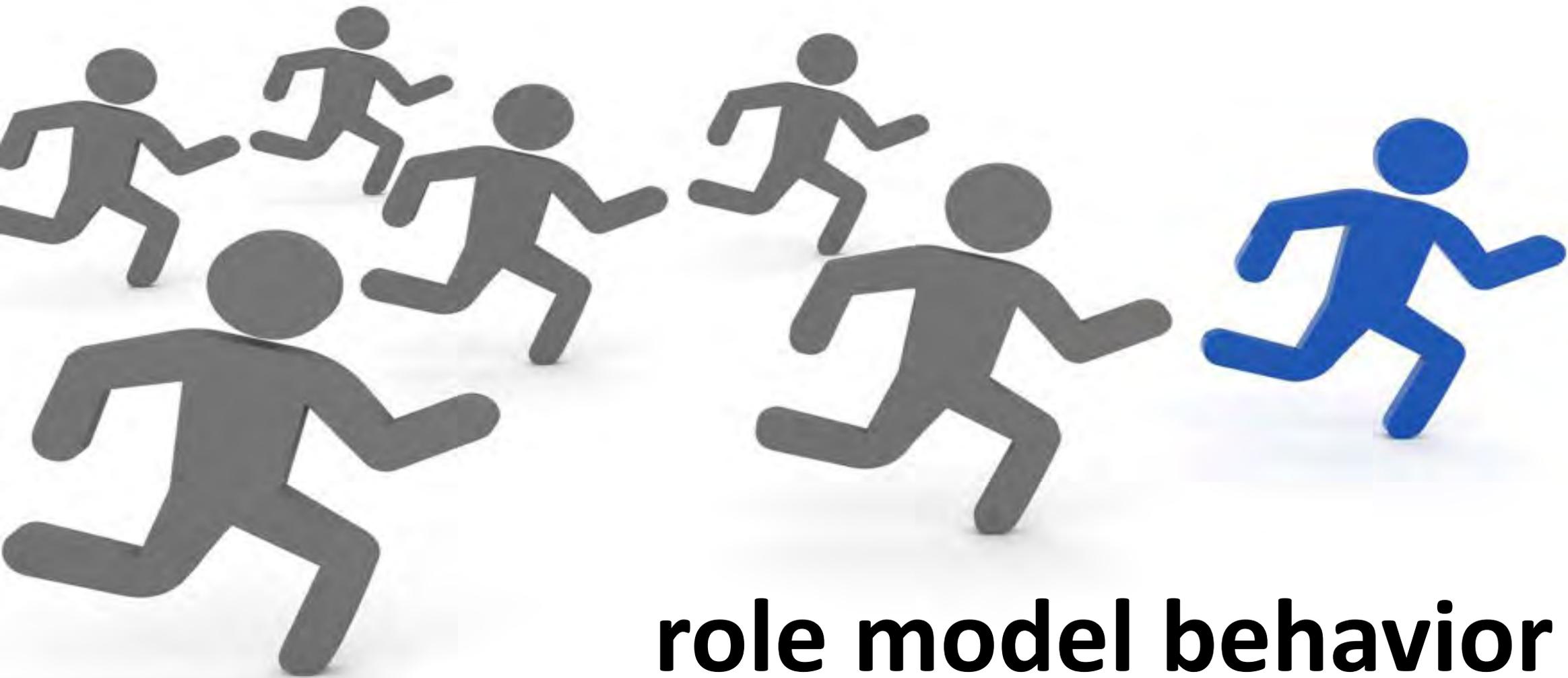
DIFFUSION OF RESPONSIBILITY

**those who are asked
and agree to help,
are far more likely
to intervene than
those who are not
asked**





those who are asked and
agree to help, are far more
likely to intervene than
those who are not asked



role model behavior







**the more
bystanders...
the slower
we act**



shift existing social norms

Seven Steps to Change

1. **Community readiness to change**
2. **Identify your community resources**
3. **Determine your goals**
4. **Highlight what success looks like**
5. **Develop a plan to reach your goals**
6. **Build strategies and teach skills**
7. **Measure the effectiveness of program**

Seven Steps to Change

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Strategies and Skills

1. Notice the event.
2. Interpret it as a problem.
3. Is there a responsibility to act?
4. Can you help safely?
5. Provide help.



notice the event



assess the situation

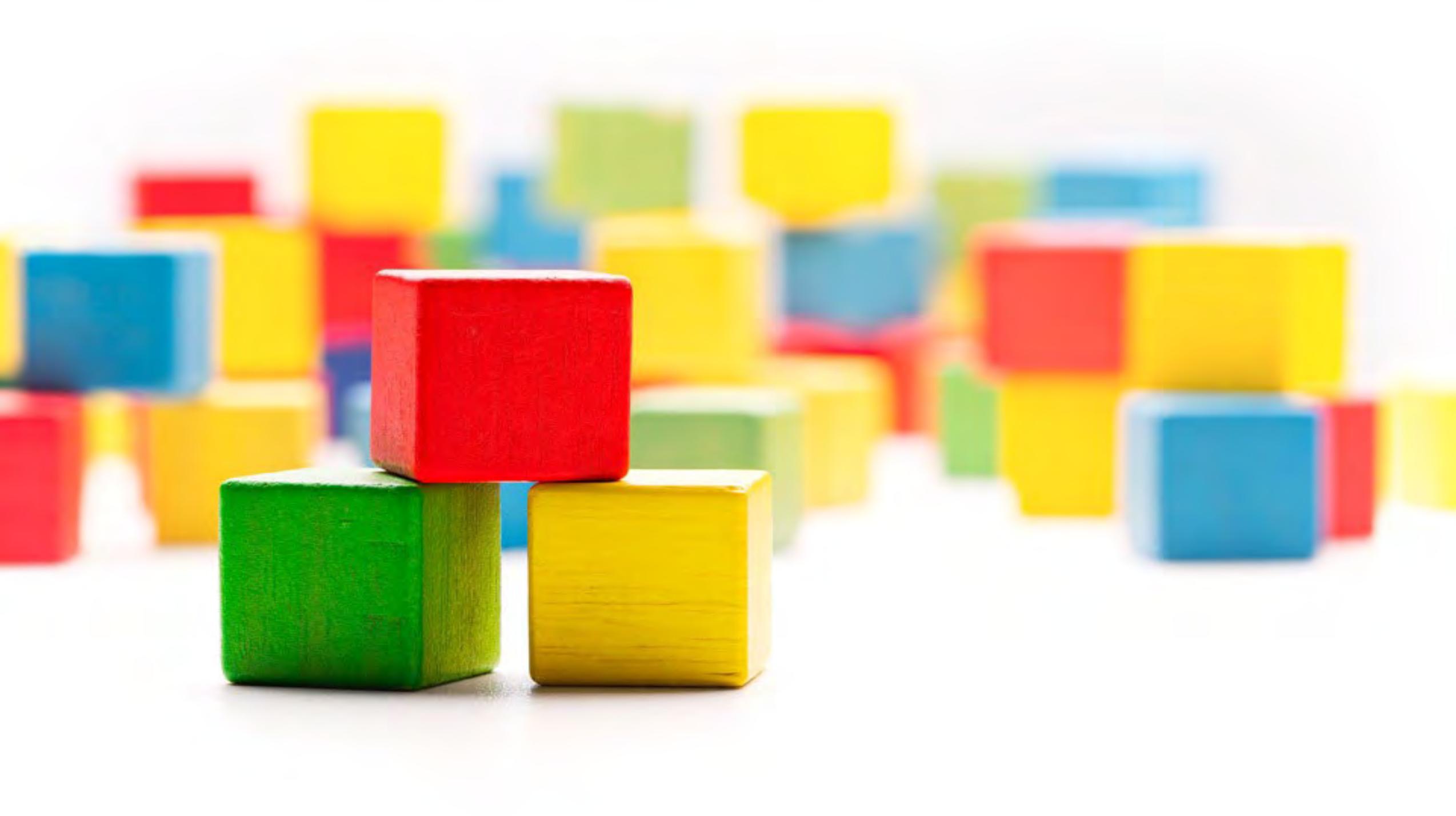


The image shows a close-up of asphalt pavement with yellow road markings. On the left, there are two parallel yellow lines. To the right of these lines, the words "SAFETY" and "FIRST" are painted in large, bold, yellow, sans-serif capital letters, stacked vertically. The text is slightly angled to the right. The asphalt surface has a fine, pebbled texture.

**SAFETY
FIRST**



provide help



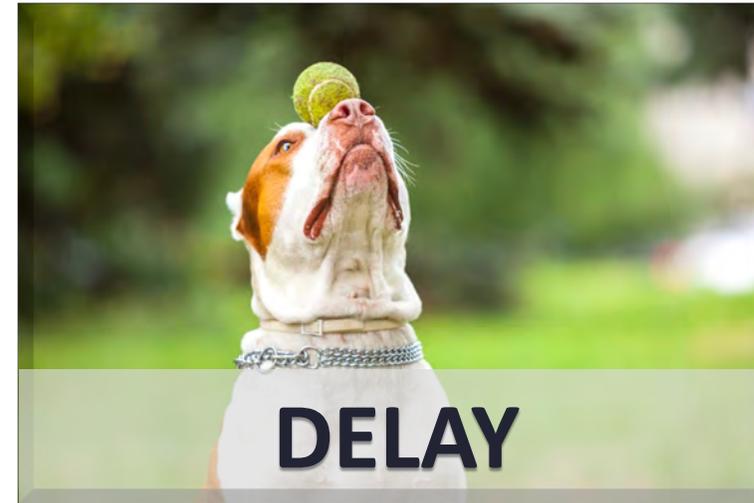
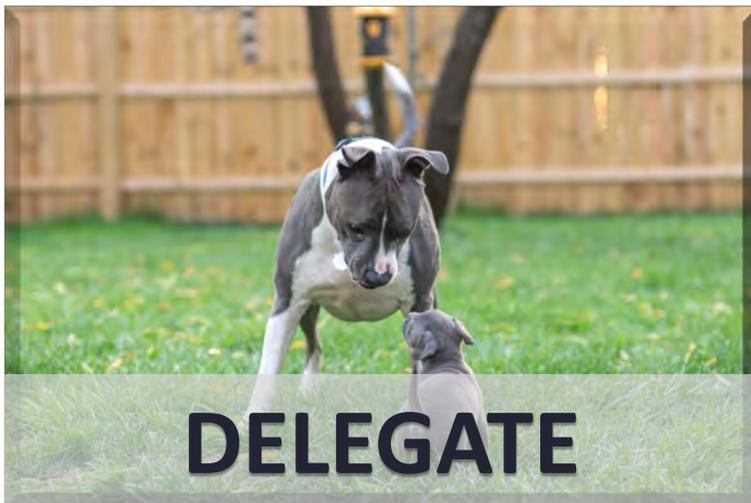
From Reddit.com



SNACKMAN

CNN

The Four Ds of Bystander Intervention





A staff approaches the problem head on and confronts the behavior. This is best used when your safety is not at risk with a direct confrontation.

EXAMPLE

You come across a student who is about to dump trash on the ground in front of the classroom.

DISTRACT



The staff redirects and refocuses the student on other tasks. They shift from the immediate problem and address it later.

EXAMPLE

A student is shy and being teased by other students in the classroom. You redirect the questions to the entire class.





You notice a problem and enlist others for help. You know you are not in this alone, and there are always others to help you.

EXAMPLE

A student makes inappropriate sexual comments to other students in class. You share the information with the Title IX office.

DELAY



You skip the direct confrontation and slip into observation mode. You tell later to avoid a physical escalation.

EXAMPLE

A student has a notebook out with graphic pictures of a school shooting. You share this observation with campus safety after the class



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Abuse often thrives on isolation and confusion, so checking in, keeping boundaries, and reminding them they're not alone can be powerful even if nothing changes immediately.

Leaving is often the most dangerous and complex moment, and progress may look like increased awareness, safety planning, or accepting support, not immediate exit.



- **Physical Abuse:** Hitting, slapping, punching, shoving, kicking, burning, strangulation/ choking, using weapons or other objects to cause injury.
- **Sexual Abuse:** Forcing a partner to engage in unwanted sexual acts; refusing to practice safe sex; treating a partner like a sex object.
- **Emotional Abuse:** Name-calling and put-downs; denying/shifting blame; treating a partner as an inferior; threatening to harm self/others or to have a partner deported; abusing children or pets; stalking; using threatening looks, actions or gestures; using technology to track, monitor or frighten.
- **Economic Abuse:** Stealing or destroying belongings/money; preventing a partner from getting or keeping a job; not letting the partner know about or have access to family income; damaging or ruining a partner's credit.

Domestic violence is a pattern of abusive behaviors that adults and adolescents use to control their intimate or dating partners. It can include physical, sexual and emotional abuse, and other controlling behaviors. The following questions may help you decide whether you are in an abusive relationship.

Dating/Domestic Violence

A dining hall worker notices a student couple arguing at a table. The argument becomes heated, and the boyfriend grabs the girlfriend's wrist tightly when she tries to leave.

She looks upset and whispers, "You're hurting me, let go." The boyfriend pulls her back into the chair and says, "You're not going anywhere until we finish talking."



Dating/Domestic Violence



A server often shows up to work with visible bruises on her arms. When coworkers ask, she quickly changes the subject and says she "fell."

Later, she admits her partner has been getting violent at home but begs her coworker not to tell anyone.

Name what you're experiencing without minimizing it. Pay attention to patterns, not just single incidents: how you feel before, during, and after conflict; whether fear, control, or confusion are present; and whether your needs are shrinking to keep the peace. Writing things down privately can help you see situations more clearly when emotions or apologies blur things.

Things to Look for in **Domestic Violence** ON CAMPUS



Patterns of Control



Fear or Behavior Change



Boundary Violations



Escalation Over Time



Isolation Tactics

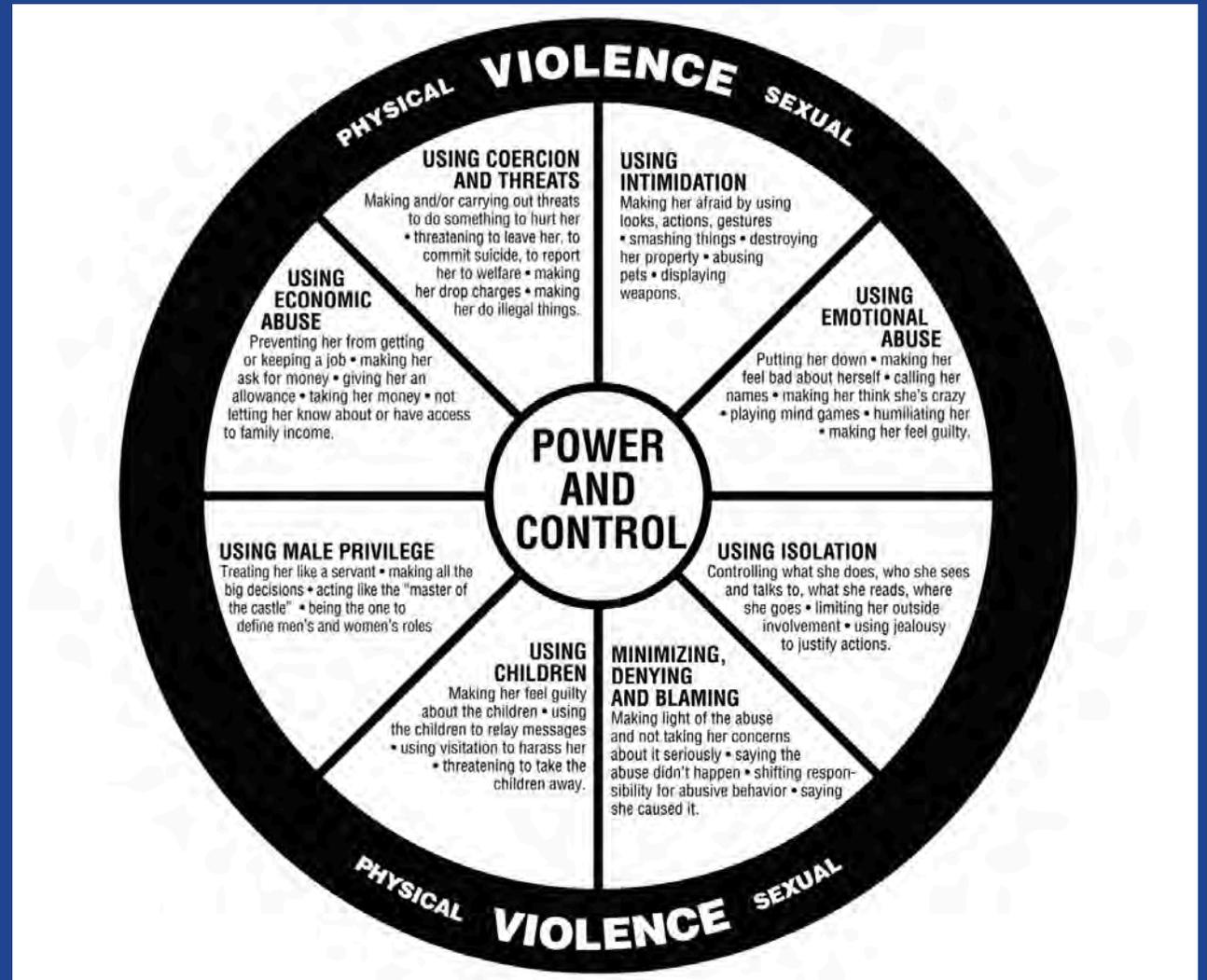


Academic & Functional Impact



Minimization or Confusion

You don't have to decide everything at once, but having someone safe to talk to (a friend, counselor, advocate, or campus support office) reduces isolation and self-doubt. Learn what resources are available to you and consider a simple safety plan, even if you're unsure what you want to do long-term. Getting support is not a commitment to leave, it's a way to take care of yourself and keep choices open.



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✧ Body Doubling ✧

Sometimes, working near or with someone else can help overcome inertia or distractibility.

It's called "body doubling," and it just means you start a task with someone else around.



Body doubling is a focus strategy where you work on a task while another person is physically or virtually present, not to help or supervise, but simply to provide structure and accountability. The quiet presence of someone else helps reduce inertia, distractibility, and avoidance, making it easier to start/stay engaged with a task.



How to Start Body Doubling

Pick a Small Task



Choose Your Body Double



Name First Step Out Loud



During this work block, I'm going to start.

Set Short Timer



Done

Stop & Decide Next Step



Break

Reset Timer

Done

Obstacles to Body Doubling



Awkward or Artificial

Turns Into Social Time



Mismatch Between Partners

Schedule Barriers



Pressure to "Look Productive"

Can't Work Solo



Done

Done

Task Mismatch

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Stalking can have serious and wide-ranging impacts on college students, affecting nearly every part of their daily functioning. Persistent monitoring, unwanted contact, or following behaviors often create constant fear and hypervigilance, making it hard for students to feel safe in classrooms, residence halls, or social spaces. This stress can disrupt sleep, concentration, and memory, leading to missed classes, declining academic performance, and withdrawal from campus activities.

PHONE CALLS

TEXT MESSAGES

FOLLOWING

SHOWING UP UNWANTED

SPREADING RUMORS | HACKING ACCOUNTS

THREATS

HARMING ANIMALS | PROPERTY DAMAGE

FILMING WITHOUT CONSENT

Stalking

A dishwasher reports her coworker keeps timing his breaks to coincide with hers. He takes photos of her while she's working, and she's heard from others that he's been asking questions about her schedule.



Stalking



A staff member repeatedly calls and messages her coworker even after he blocks her number. She starts using other phone numbers and social media accounts to reach him.

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