



Risk Management Within IPSE Programs

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Overview of IDEAL

- ↴ 2 year certificate program
- ↴ Optional third year for independent living
- ↴ 2018-2019- 11/16 students in dorms
- ↴ 6 hours audit courses/6 hours speciality courses per semester
- ↴ 85% or more of their time spent with traditional college students



Overview of Risk Management

- ↳ Poll: Who knows who your Risk Management person is at your university?

Overview of Risk Management

- ↓ Assess the risks of creating a new program
- ↓ Strong working relationship with PSE Administrators is key
- ↓ Develop protocols to address risks to the program



Overview continued



- ↓ Determine the Duty of Care for participants
- ↓ Monitor the program for continual improvement
- ↓ Risk management vs. Campus Security

Why is Risk Management a concern?

- ↳ Greater vulnerability
- ↳ More presumed medical risks
- ↳ Decision making/problem solving

(Westling, Kelly, and Prohn, 2016)

Specific Risks to Consider

- ↳ Transportation of students
- ↳ Internship Programs
- ↳ Housing



On-campus housing



← Safety procedures

← Access

Working with Parents

- ↴ FERPA
- ↴ Parents need to know about safety plans
- ↴ Give students option to include parents

What conduct is included under Title IX

- ↓ Sexual Assault
- ↓ Sexual Harassment
- ↓ Stalking/Cyberstalking
- ↓ Gender-based Bullying
- ↓ Dating/Domestic Violence

Title IX Process and Options

- ↳ Title IX Coordinator can immediately put in place Interim Measures to protect all parties
 - No Contact Order for one of both parties
 - Change in housing or class schedule
 - Security escort to classes or vehicle
 - Develop a safety plan
- You can also choose to file a formal Title IX Complaint
 - Investigation by the Title IX Team

Title IX Resources

- ↴ Consider what resources are needed (On-campus and External)
- ↴ Communicating with parents
- ↴ Advisor role
- ↴ Involving IPSE Program staff
- ↴ Training of staff and students
- ↴ Scenario based training
- ↴ Build relationship with Title IX Coordinator and Office

Title IX Training

- ↳ Need specific training for students and staff
- ↳ Adaptions to training:
 - ↳ Red, green, yellow light
 - ↳ Social story
 - ↳ Sorting activity
 - ↳ Acceptable/unacceptable behaviors



Lessons Learned

- ↴ Students in our programs can be easily misunderstood (Stalking, cyberstalking)
- ↴ Certain behaviors are reportable under Title IX
- ↴ Everyone on campus needs to be familiar with program students
- ↴ Link their behavior to “real world” outcomes

Risk Reduction Tips

- ↴ Develop Advisory council that will be advocates
- ↴ Reduce unknowns- reports, IEPs on incoming students
- ↴ Know safety/security officers

Wallet Card

<https://www.justdigit.org/wallet-cards/>

Individuals with developmental disorders are seven times more likely than other people to come into contact with police (Debbaudt, 2002)

I would like to cooperate. To help me please:

- Clearly identify yourself.
- Avoid touching me or restraining me, if possible.
- Talk slowly, directly and use concrete, clear language.

I may:

- Speak too loudly, too softly or with unusual intonation.
- Be sensitive to loud noises and flashing lights.
- Be nervous and/or overwhelmed.

Emergency Contact: Lisa
Phone Number: 513

Risk Reduction Tips

- ↓ Have a specific plan especially in dorms

Having a Plan

On-campus
safety protocols

**Tier 1: Prevention and
Intervention Directed
Toward ALL Students**

Natural supports,
peer mentors,
training

**Tier 2: Directed
Toward ALL
Students with ID**

Behavior plans,
removal

**Tier 3: Directed
Toward
Individual
UP
Students**

Westling, Kelley, Prohn, 2016

Risk Reduction Tips

- ↴ Have a specific plan especially in dorms
- ↴ Educate students on safety plans
- ↴ Stay in communication with risk management and general counsel

References

- ↓ Kelley, K. (2017). Developing Inclusive Residential Living on College Campuses. *How To Think College*, 2. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.
- ↓ Westling, D., Kelly, K., and Prohn, S. (2016) A Tiered Approach to Promote Safety and Security in an Inclusive Postsecondary Education Program for College Students with Intellectual Disability. *DADD Online Journal* (ISSN 2377-3677), Volume 3, Number 1, December 2016.



Questions?

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