

Risk Management Within IPSE Programs

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Overview of IDEAL

- 1 2 year certificate program
- Optional third year for independent living
- 6 hours audit courses/6 hours speciality courses per semester
- \$ 85% or more of their time spent with traditional college students





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



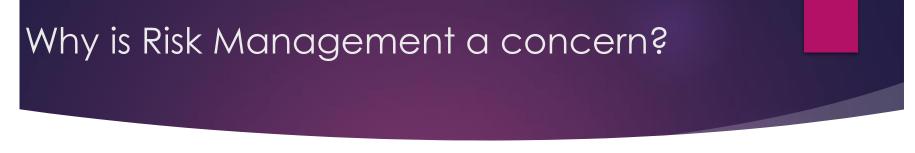
Overview continued



Determine the Duty of Care for participants

Monitor the program for continual improvement

Risk management vs. Campus Security



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

(Westling, Kelly, and Prohn, 2016)

Specific Risks to Consider

- f Transportation of students
- f Internship Programs
- f 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
- 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
- f Adaptions to training:
 - f Red, green, yellow light
 - f Social story
 - f 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



- I Develop Advisory council that will be advocates
- f 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:

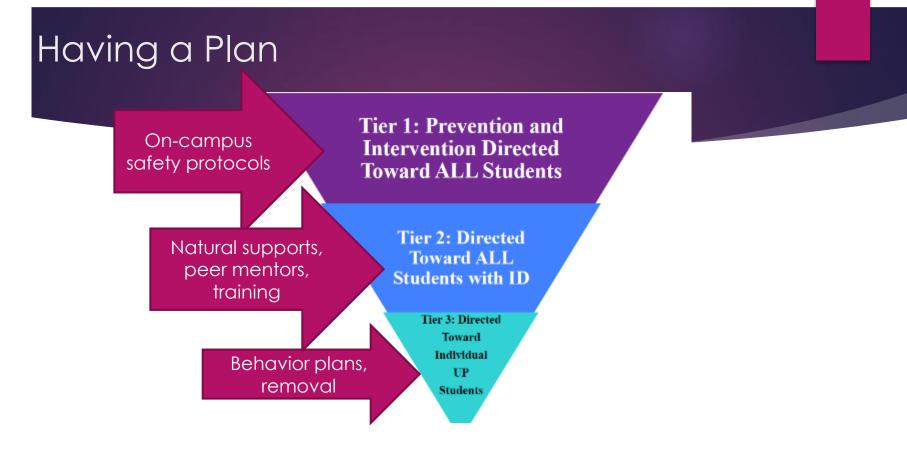
- Speak too loudly, too softly or with unusual intonation.
- Be sensitive to loud noises and flashing lights.
- Be nervous and/or overwhelmed.

Emergency Contact: Lisa Phone Number: 513

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f Have a specific plan especially in dorms



Westling, Kelley, Prohn, 2016



- **f** Educate students on safety plans
- Stay in communication with risk management and general counsel



- 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.





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