

REMOTE CART
ICI-Assessing Risk and Developing Strategies for Inclusive Postsecondary Education
Programs

1:00 p.m. to 2:00 p.m. (CT)

March 7, 2019

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12:58 p.m. (EST)

REBECCA LAZO: If anyone entering the room wants to say hi and enter the chat box and say where you are from, you are welcome to do so. In a minute we will do a spec for see specifically more about what profession you identify with or how you are attending this webinar today.

Okay. Hi, Jennifer, University of Iowa REACH program. I am not seeing anybody except for Misty and Kathy. Denise, I see you have a hand raise. If you have a question, we don't usually have it set up the participants can talk in the webinar. So if you have questions or comments or need something, please use the chat box, which hopefully pops up for you when you are in Zoom Co., but there should be sort of a control bar on the; window that will allow you to open the chat. There is also the Q&A box if that is easier to find. It is 1:00 and I'm going to hit record because sometimes I forget to do that so we will get the recording started. I see some of the people coming in and saying hello, Carol, Theresa, good to see people getting settled. Welcome. My name is Rebecca Lazo and I'm the knowledge translation associate for think college. We are a national organization for developing, expanding and improving exclusive higher education for people with intellectual disabilities and we also provide technical assistance and produce resources and promote postsecondary opportunities for

students. I'm happy to introduce today's webinar, assessing risk in developing strategies for inclusive post second are Ed and the webinar is presented by Dr. Misty Parsley on of Lipscomb University, home of the IDEAL program, which is an inclusive higher education program if I need to say that. There are special education programs at Lipscomb and they serve as faculty advisor and Project advisor for IDEAL, which is an acronym I learned today, which is igniting dream of education and access of Lipscomb and that is lovely. And Kathy has led Lipscomb University's risk management programs since its inception in 2005 and she oversees emergency management, business continuity planning, Title IX compliance, International risk and safety and Environmental Health and Safety along with enterprise risk management duties for the University and none of these things are things I know much about so Kathy we are glad you are here today. For anyone just joining who needs access to the captioning, I will put that link in the chat right now. And this is the link, this nest link is the link to the handout on our website if anyone wants that. Throughout the webinar I will be available monitoring the chat in the Q&A box if anyone has questions. Kathy and Misty are happy to take questions at they are particularly relevant or really pertaining to information being shared at that time, but; otherwise, there should be time at the end that they can adjust Doug address any questions or comments that come up and I'm recording this webinar and it will be posted on our website and it will also be e-mailed out to you tomorrow I think of the e-mail is scheduled to go out.

And to begin with before Kathy and Misty really get started, let's do a quick poll to see who is here, if I can get the right poll. So just take a second if you wouldn't mind to note if you have attended a Think College webinar previously and check out which role or perspective you are representing today. This is helpful for us to know who is here and Kathy and Misty will be able to see who they are talking to. And at the end there are a couple of other questions we will ask throughout to keep you paying attention and engage in what Kathy and Misty have to say. And at the end we will do an evaluation poll as well, which helps the presenters know that their information was well received or if there is any other feedback and it helps us to be able to design our webinar program effectively.

It says 65 people have said they are here yet know so come on. I know you all

can say and do a little better than that. There should be a poll box here. But in the meantime, I will let Kathy and Misty say hi. And we will let people get settled and finished taking this poll and you can introduce yourself and say hello.

MISTY: Hello. We are here in Nashville Tennessee and we will not attempt to hide our southern accents. We are thrilled to be talking to you today and really Rebecca gave a great intro for us so I think is it okay, to just jump in and get started?

»: Yes. If you want to know who is here, I will tell you there's one K-12 staff and faculty and 61% of the folks that are here are from Higher Ed staff and faculty and 17% are administration staff and the disability service provider, researcher. That is who you are talking to today.

MISTY: Awesome. Great! Well, as Rebecca said if we are talking about something and if you have a follow-up question please feel free to put that in the chat box. We are not viewing the chat box because we will get distracted by that, but Rebecca will share that question and if you have a specific scenario, specific question to your university, please feel free to say that at the end we should have time to talk about that. We had presented this a couple times together at different conferences and we do like the time of sharing situations and ideas because that is really why we are all here and we learn from each other so we should have some time to do that at the end.

If you are wondering where is Lipscomb University or who is at Lipscomb University; a lot of people have wondered that since we got started with this in 2015 and although this was great and important and wonderful, last year I think we made it on the map a little bit more by being the number 25 in the NCAA basketball tournament. You may remember that if you follow basketball.

Tonight we are two games away from being in that spot again this year so we did not wear our Lipscomb basketball T-shirts all the were allowed to do so, but we are very excited for our University. So Lipscomb is a small liberal arts Christian University here in the heart of Nashville and we have about 4500 students so you can gauge the size of compared to your university.

I do like to say that even though our campus is smaller, risks are present for all college students and I quote a presentation and, in their article, day point out that college students just engage in more risky behavior. And I think Kathy would really

agree with that. So it is just a time in their lives when they are figuring things out. So no matter what size your campus is, hopefully, we will have some things to share with you that will be helpful. So I am going to move on in the PowerPoint if I can. And Rebecca, can I close the poll that I see on my screen?

REBECCA: I thought I already did that.

MISTY PARSLEY: For some reason I thought I did that. But I am going to spend time going into great time about IDEAL because that is not really our purpose, but I want you to understand our program and we do have a 2-year certificate program and an optional third year. And it is focused on independent living and we will talk a little bit more about that later on. In this school year, 11 of our 16 students lived in the dorms and we got word yesterday -- I have even told you yet -- that we have 16 spots reserved for the fall. So we will get to increase that number again and so we are super excited! We have baby stepped our way into our residential program and we will talk a little bit more about that later.

Our students do take 12 hours a semester and six hours are audit courses in traditional college courses and six hours are specialty courses tied to their individual needs and 85% or sometimes even more of their time is spent with traditional college students. So we do feel like we are a very inclusive program and we have built that from the beginning. So we started in 2014 and we have about -- I just added this up -- I think we are at about 25 graduates so far. So that is where we are. We are still learning on a daily basis, as I'm sure a lot of you out to are. So all right I think Rebecca was going to put a poll up. The question is going to be who knows who your risk management -- or do you know -- because we have to do yes/no -- who is responsible for risk management? And as you poll, Kathy, you might share if there are different titles for the super people and different offices they might fall under?

KATHY HARGIS: Sure Misty. As we are seeing, a lot of schools maybe not have a dedicated person doing risk management. You may or you may not and a lot of that depends on really the structure at your university or it may depend on the size of your university. It looks like from our poll that either possibly the people on today, either don't know who their person is, or maybe you don't have a dedicated office. I will say that a lot of times that this office, if it is not a dedicated person, that office may be in, or

the duties may be in your Chief Financial Officer or it could be your General Counsel. Sometimes those are the two areas of your campus that you will find kind of risk management and. So if you are unsure, I would really look to those two areas to see if you have one, if you have a risk manager and if not, may be reach out to those two departments to see who might be handling this at your university. It could be a good resource for you to have.

MISTY PARSLEY: Great. I think we will jump into what is risk management and the talk specifically about how this applies in our program.

KATHY HARGIS: I want to start out by saying it was such an honor to be here today and I am a huge supporter, as Misty knows and believed in our partnership with our IDEAL partner here at Lipscomb. For doing risk management at a number of years, I do want to say that my personal risk management motto is I want to help you with whatever you are doing get to yes. Sometimes we have to take a little bit of a detour or develop a different roadmap along the way, but really my motto is to really help everyone. Because I think all good risk managers may have that as their motto. So, hopefully, today if you are considering the program or are in the middle of a program or if you are considering changes in your program, hope really are comments are going to help you along that journey. And as you are looking into like creating some things in your program or revising, I really want to suggest that you start with a basic risk management protocol, which would be to conduct a risk assessment. Even if you don't have a risk manager at your institution, don't let this be a barrier to you really can conducting a true risk assessment. And really what do we mean by that? We are really talking about this by looking at what is the impact decisions that this program might have on your students, on your individual program, on your reputation, and bigger, on your whole institution. So looking at risks and in the slide, it really helps us prioritize them and then come up with a really efficient plans to deal with that. So really as we started our discussions with our IDEAL program several years ago, they brought me in and we sat down and we had some real conversations and I would say nothing is off the table. Be very sincere and transparent in these conversations. I usually as my favorite risk management question, which is, "What keeps you up at night?" So for those of you who are overseeing these programs at your university, what is it that were you the most

and keeps you up at night? And these conversations do not have without really good working relationships. So as we begin our program here, we have had very great conversations and we work together as a team and we were able to bring, I think a level of success to the overall program on many issues that might have been very detrimental as we begin to have this process.

So just like each university has its own unique challenges and risks, so does your specific program? So once you have assessed the risk by doing a risk assessment, then you will be able to start to develop some of the protocols, procedures, and policies and plans to address these risks that you have identified.

MISTY PARSLEY: I want to point out some of the pictures that I have included and this is with our team in May. We did have a little change over the summer and I think part of your program obviously is your staff and making sure your staff is also very aware of all of these things. And so I am very, very grateful to my IDEAL staff. They are the heart of the program for sure.

KATHY HARGIS: As we do a little bit of a deeper dive here, I want to talk a little bit about the duty of care for our participants. This is what I would call more of a risk management and a legal topic and we often talk about duty of care and I am going to kind of give you, kind of the definitive term here. It is a responsibility to act in a certain way toward others in order to guard against injury. For most of, the general duty of care is the duty to act as a "Reasonable person would in the same circumstances." A different duty of care, however, exists when we are working with children or minors and board adults with intellectual and developmental disabilities that may prevent them from truly really understanding or acting with the same reasonable care as an adult without the same disabilities might.

So I look at this here at Lipscomb as we do have a real obligation either to our students to provide a very safe environment for them and we are working with those students really in our IDEAL program. I want to make sure that we have taken the time to look at our policies, the policies that we have put in place to keep them safe, make sure that we are fully training our staff on what these policies are.

A policy, as they sometimes say, it is kind of stuck on a shelf and it does no one really any good. So making sure that everybody is aware of what these protocols are

and that we understand with they are saying.

Sometimes it can get a little bit muddled I think as really understanding kind of the bottom line on what we are trying to accomplish with these. Sometimes we like to think that is a check the box. We have done that, we have kind of marked that off of our list. But I would kind of throw out a word of caution on this. I don't think that you are ever finished with these types of issues. You know you need to really be engaging in continual improvement, continual monitoring of your program as they grow and change. We don't want to make decisions really in a vacuum. As all of you probably know I don't think this would be a shot know sometimes higher education can be silos and I think that each campus is depending on certain departments. We all of those that probably are more so than others. So looking for those areas that might tend to be a little sideload load and try to break that barrier. I would encourage you to, as you are monitoring this, to least have an annual review every year of what these are. You don't want to be blindsided to or three years down the road something that you forgot or either, you know, not intentionally, but unintentionally to keep others in the loop about. I also want to spend just a couple of minutes talking about really the difference in risk management versus campus security. I would say probably from our poll at the beginning that most of our attendees are really a little bit may be more familiar and I would expect this to be the case with maybe the security on your campus than may risk management and what their functions are. I kind of like to kind of couch the two from a perspective of what you do and I think that risk management is usually seen as more of your proactive and your planning efforts. Here at Lipscomb are office is really responsible for working on our emergency plans and this is continuity plans and what would happen after an incident occurs. You look at the security arm as really being those enforcing or the first responders. They are the ones implement teen plans, but the two working together really will make for the very best outcome that you can have. So trying to find those wins between the two departments and really working together will really benefit your program greatly as you move forward.

MISTY PARSLEY: Right. The picture here I chose is one of our security officers, Patrick, who has been here for a very long time in our campus and been a very big supporter of IDEAL, and he is talking to a group of our students. I think it was at

Summer Academy about what campus safety does on our campus. Another thing we have done since we are talking about this with our campus safety office is, we have an intern that works in their office every semester and they have really got to know our students and I will share a story later about why that has been so important. But our students love to write parking tickets by the way. But being there connected to that office has been very helpful for us.

So let's talk a little bit about why risk management is a concern for our population and Rebecca is going to put a poll up here. Has your university expressed concerns about their risk of starting or running a program? I got two quick yeses for students with ID -- about how I thought this would go. I don't know. A lot more about haven't discussed.

KATHY HARGIS: I would like to find out why.

MISTY PARSLEY: We wish we could do open ended questions on our poll. So this is interesting. So I think that there is a general feeling of greater vulnerability of our population and again, I said this earlier, but you know college is a time when students do a little bit more exploring, a little bit more, you know, involvement in risky behaviors and a lot of times they are on their own for the first time, out of parent's house for the first time. So I think for all college students, and there are obviously certain safety protocols and policies and student handbooks and things like that that are in place because we know this population is prone to that. However, for our specific population of students that we serve, there definitely is a greater vulnerability and all of our students are individual and so obviously, this is somewhat generalized. About our students can be more vulnerable to peer pressure, unwanted interactions with other people, with scams, you know, things like that and I think that has been a concern that we have addressed from the beginning with our administration and especially when we started our residential life part of our program of what is the vulnerability they are and what do we need to do to be prepared for it?

Also, one of the ones that was really interesting to me early on was the discussion of more presumed medical risk and I really found that was from a perspective of people who did not understand our population. There was a bit of an assumption that if you have a disability and you are going to be in a wheelchair and

have medical needs and you know therefore more risk. I would know I was asked and one meeting how many of your students go to the hospital? And I found that question fascinating because honestly, I never thought about it. But I thought and I thought, "None." How to take a student, knock on wood, we haven't had to take a student to the hospital.

So as I really delve into residential, I have learned that our incoming freshman do have a lot of greater risks and there are a lot more medical issues related to mental health and things like that. So you know we have really had to educate our administration on our population and what are those true risks that are there. I do think that the decision-making and problem-solving is a true risk that is they are we see him our students. We have had a student who was living off campus when she was in a program here and she was coming to campus for the after-hours at party and she rode the bus and she thought she knew the right stop to get off. She got off on the wrong stop. She ended up about a mile from campus and she had not charged her cell phone before she left home. So she had a dead cell phone and she ended up getting into the car with a stranger who thank goodness drove her straight to campus and let her off. But when we heard that happened obviously, we had to have some really serious conversations and some instruction around problem-solving and safety and things like that.

So I think that some of their problem-solving and decision-making skills can be impaired depending on their cognitive functioning, depending on their language processing. There are lots of doctors there. So I think that is a real concern that we address really on a daily basis of monitoring our students and figuring out what decisions are they making and how can we support them in those decisions?

So the bottom line with this question is: You know really, we screen our students much better than any other student here on campus. We get to see the evaluation reports and we talk about behavior. We have looked at their IEPs and we know, which students might be more in a risk with some of these factors. And I think that is how we eliminate some of those concerns.

KATHY HARGIS: I would like to say, Misty, that on our part, we probably have more information -- for all of our other students --

MISTY PARSLEY: Right.

KATHY HARGIS: So skipping onto some specific risk, I think we want to talk today and to think about -- I will say from a risk management point, transportation for students, for all of our students is really something that is kind of a major concern overall, but particularly when we think about some of the specific areas like in our IDEAL program, you know vetting, who is approved to drive your students, where are they approved to go? Obtaining the appropriate motor vehicle records on these drivers is really important. You know I would also encourage you to check and see if your school has a policy for driving school-owned vehicles as well as for personal vehicles in the transporting of students. So you can check it really various areas on campus to find out what that policy might be. You know has your student or your parent signed a waiver? I think that is important. You might want to get with -- if you have a risk manager and general counsel -- for the appropriate language do use on some of these forms and training -- we always want to make sure we are talking about training and training and then training similar and provide training for both the drivers and for the students in regard to some of the issues that might have to do with safety in this area.

MISTY PARSLEY: Can I add to that?

KATHY HARGIS: Please do.

MISTY PARSLEY: I want to say in our program our students, in their second year, they have internship off-campus and transportation is a really tough issue for students with disabilities. I have a feeling this is a national issue, but here in Tennessee we do have a public transportation system or bus system that does have a smaller bus where they do door-to-door service with students with disabilities. It is not always reliable and sometimes it takes a long time to get from point A to point B. We do have students whose parents have approved using things like Uber and Lyft, but we all know the students and the problems there. But we know that our staff and students and our peer mentors and trained job coaches are trained to transport them. So this is one of the issues that Kathy and I were able to sit down and talk through because I said to her, "This is an important piece of the program that we need to work out. We want our students having that experience off-campus." And the value in what they have learned in the off-campus internships was worth having a conversation on how can we make

this happen.

MISTY PARSLEY: Absolutely.

REBECCA LAZO: There is a question that I think is relevant here and that is, "Do you think that peer mentors should go through background checks before working with students in the program?"

MISTY PARSLEY: That is a great question. So our any of our education majors have gone through background checks if they work our summer Academy, did they do a background check, and if they are an actual employee, like a job coach, which is why we only use our job coaches to transport students and they have gone through a background check. So we have hired them and we pay them and they have gone through a background check. We do not do our regular peer mentors through a background check. Generally, everything they do with our students is here on campus and so we have not -- we have not done that. Now whether or not -- my fear would be the cost of that and if that would be a hoop that some students would choose not to jump through because you do have to drive somewhere and you have to pay for that and all of that. So I don't know no. That is a good question.

KATHY HARGIS: Good question. I will probably talk a little bit out that a little bit more in my off-the-cuff answer is -- and I will go to skipping a little bit here on when we do a lot of things with parents, but anyone who really is working with a certain demographic group, we really encourage them to have a background check. I think there are different types of background check that people know about. Some of them require fingerprinting and some of them are a lesser kind of invasive to obtain. So maybe one of the lesser ones at least I think might be a good best practice to incorporate into your program.

So that is a great question. Thank you for whoever brought that up. So talking about internships, I do want to say I think this is such a great opportunity, a learning opportunity and building so much confidence for our students on this however I do feel that sometimes this is an area that there are more vulnerabilities with this. Because a lot of times they are off-site. They are in a different environment than we have just on the campus environment and sometimes these kind of are a one to one, maybe a ratio with probably less supervision. Speaking a background checks, it is really important

when you are working with these internships and these partners that you do the right vetting with them and get contractual agreements and you do the right kind of background checks and are you checking for those that will include a sex registry list? You know ask about the volunteers and how these people are vetted. I know here we work a lot on our internship programs with all of our students, really with a lot of nonprofits. Nonprofits notoriously, you know, because of the nature of what they do, they use a lot of volunteers to help staff. And sometimes this is a great thing, but it also can present some risk and challenges.

Many times they do not receive the same screening and training and supervision as full-time employees might so I think asking these questions are really important. How often are these partners being trained? Are they being trained annually? Reporting; how are the root complaints reported and who are they reported to? Have discussions with your students on really when they are in their internships or off-campus. What is acceptable and unacceptable behavior? And the steps that they should look for if something makes them feel uncomfortable? Make sure that your students know who to contact and how that they are supposed to contact that. Also, I always encourage on this unannounced drop ins from time to time. I think that is always important for any of these types of internships.

So wrapping this up, I would say two things to really do or to enforce boundaries and to encourage reporting when it comes to any type of internship program.

For housing; housing is such a great thing. I mean it is one of our goals. I think through the IDEAL program it is to really become independent, hopefully, as you are making that transition from a home environment to a semi-independent and, hopefully, then into a fully independent at some point. But so you know I think something that is important too is from a risk perspective. It is to lay out your expectations and communicate thoroughly, or maybe even over communicate with everyone. And this would include everyone that would be touching this program in any way, from your students to your RA or RHDs, to security staff or those working in your clinic, making sure that everybody has a clear idea of what their roles are and how to kind of walk this out. And I would also encourage when you're looking at housing to really connect, as we did at the very beginning, a risk assessment and this would mean your facilities,

your structures, access in operational spaces, and also consider in your emergency plans who will make sure that your students in your residential programs are adequately supervised and safe? And make sure to build this into your plan and communicate this to all of the parties involved. Residential students in the program it really to be trained in all aspects of safety within a dorm setting, as all of our students are. This should be really part of their educational experience and it should be part of your overall curriculum.

MISTY PARSLEY: Great! And I will add just a little bit more about some of the things we do with how. It tends to be a concern that comes up a lot when we talk about, you know, risks and when we talk about building programs. I know here in Tennessee we have five established programs right now and two of us currently offer residential, and the others are working on that. So it is something we always want for our students and we definitely have found that the residential piece as a lot to our program as far as them learning to be more independent and learning how to do things on their own without the parent. And so I do want to say that we have really slowly built our residential program. We started with just two students living in the dorm and then we have increased every year since then. We also started with a residential coordinator living on campus and then this past year, that he has moved off campus and we have the RAs in the boys dorm and the girls dorm. We do have it a little bit easier because we don't have combined dorms and that is a relief for a lot of parents. I think that does reduce a lot of the issues that may be possible they are. RAs is a part of the regular RA training and support and they do all of the trainings and they are part of that RA team. So I think that is really important that they are a part of that regular planning of safety procedures and things like that. They go through all of the trainings. Our students attend all of the door meetings so they are getting -- I think that is where the safety procedures are generally laid out -- and so they are getting that same information. And then we look at doing we need to provide some extra training or extra information that is above and beyond what the regular dorm training is?

Another thing I wanted to just mention is that we do a Summer Academy and it is a one-week residential experience and that is a great way to vet students and see what our students need. You know we have a students come in and they manage all of their

self-care but their room is a disaster. And so we say okay if you're going to live on campus, we have to put in some specific plans for teaching you how to keep your room neat and keep up with your belongings.

So that is a great way to identify needs and also identify risks. We have students where it is just not safe and in that we know they may not be a good fit for residential, at least that first year that we might have them. So it is a great way for it to be tried out, for them to try out the dorm and for you to try them out in the dorm.

So that we have also added this year off-campus housing. And so we have three boys and two girls who signed leases with their landlord. So we actually got very lucky here. We were approached by a landlord who had a duplex and she wanted to offer it to our students. They do rent. They rent it from her and they pay rent monthly and so she did the lease. We are not involved in that process at all. And we discussed both things. We discussed the University-owned housing versus nonuniversity-owned house and our girls are in university-owned housing and I would think there is probably a different kind of contractual agreement there. But our boys are in the nonuniversity-owned.

Honestly here it is March and we really have -- I think our biggest issue has been who is hogging the remote to the TV and who leaves the lights on so the light bill -- you know most of the issues have been things that are really roommate issues, you know the things that come with living with a roommate and sorting out the communication and "You drink my Coke" sort of things. Some things we have dealt with in the duplex where the boys are -- one of the first weeks that they lived there, the smoke alarm -- the battery was low. So everyone has probably experienced this. Where it is not just beeping, but you are trying to walk around figuring out where the beeping is coming from. They did not know what the noise was and they had not heard that noise, but the first thing they did is walk down to the landlord's house who lives a few houses down and let her know there was a sound that they were unfamiliar with.

So it gave us the opportunity to talk about smoke detectors and all of that which we had not thought to put into our curriculum. And then; however, recently their smoke detector went off and they don't know why. They weren't cooking. There was no concern. And that did cause some unnecessary fear with some of our students that "I

shouldn't do anything in the kitchen now because it might go off again." And so we had to do a little work around that.

They all had expressed concern and learning how to use a fire extinguisher. So we are really seeing the kitchen and the cooking seems to be that biggest area where we need to work on and obviously from a risk management side, that is, you know, a higher risk in the kitchen.

Our 3rd-year students that are in this housing, they have regular contact with our program staff and they are all in a 6-hour practicum. And so they are still on campus weekly. And they also have at least part-time jobs and so we are able to continue to work on a lot of the independent living skills that they need. So any questions about that before we move on?

REBECCA LAZO: Misty and Kathy, someone did ask a question about going back to the previous slide, the summer academy, they ask if the students were already admitted to the program.

MISTY: No. So we -- some of the students who come to summer academy are admitted for that next fall. But then we take about 10 students who are not admitted, who are considering our program. So it gives us the opportunity to get to know them, to determine if we might want to offer them admission in the future.

REBECCA LAZO: And there was one other question, which I think I know the answer to, but I will let you answer. Catherine is asking if students who live on campus live in inclusive campuses. Do they have neighbors with disabilities who live close by?

MISTY PARSLEY: Good question. I like to always give the caveat of this is a pilot. This is part of the grant. Every year we have changed their year just slightly. This year, the three boys are on one side of the duplex and a staff member, it just happened to work that way, and a peer -- two peers are in the other side. So very closely related to the peers and then the girls; it is two girls and a peer.

I think next year we are probably going to go to peer mentors in every apartment because we really see the value of having that peer in that living situation. We have found that our students still need quite a bit of assistance with some things. And so that is our thoughts for next year. But again, we are still in the planning stages for what we will apply next year.

KATHY HARGIS: Good questions.

REBECCA LAZO: Just so you know it is a 1:42.

KATHY HARGIS: We will move along here. I will not spend a lot of time on this apparent peace, but I'm sure you all are probably listening, and you may be more of an expert at dealing with parents sometimes more than. It is a piece of my job here, but obviously, I think when we are working with our students, we want to probably air on probably the side of over communication. Obviously, I don't think there is such a thing as over communicating. We know that probably, at least with the parents, you know the intellectual disabilities are probably very protective and rightly so. So we want to be respectful of this. I do like to say that this is a great opportunity to really have all parties start to gain a bit of independence if possible. So I think it is a learning piece, not only for the students, but sometimes for the parents as well. And that can be kind of a challenge and a little bit of a tricky situation, but I think planting the seeds is really an important piece during this time as they are in college. Here I want to mention just something a little bit about FERPA. Here we have a student sign releases so they are able to share all of the information with parents or guardians and I think that has helped us to be able to break down some touchy issues and sometimes it can create legal issues for the University. We talked a minute ago about summer camps, in service learning. I won't spend a lot of time on this, but we have talked about this. And I would say make sure you have really good protocols in place for this. As Misty just said, this is a great way to market, I think to market your program and look for potential students that would be a great fit at your University. Just make sure we are thinking to train everyone on the expectations and best practices when it comes to these summer camps and in-service learning experiences. I think there are certain things to think about, kind of shying away from one on one contact with program participants and some institutions you may want to have it written into your policy, something about requiring the presence of maybe two adults. Sometimes with some of these, depending on the age, a lot of times they will be minors and you want to be very conscious of that.

When you are doing your training, talk about things with your staff on how to recognize some of the warning signs that might be present and use scenarios. I think in scenarios people learn so much from an example more than just "Here are the facts."

So use that as part of your training and make sure you talk about your policies and include your local, state, and federal laws in training. I want to also talk just a minute about Title IX, as Misty said, has served here at Lim skin our Title IX coordinator and sometimes we get the question of, "How does Title IX work when it comes to integrating with our IDEAL program?" I will tell you that Title IX has been around for a while, since 1972 and we have seen a lot of changes and it particularly from 2011 until up to date. We see a lot of changes and we continue to see that with the current administration, but I think it is important to know what all it covers in today's Time. We are talking about sexual assault, sexual harassment in any type of stalking or cyber stalking or bowling or dating violence or domestic violence or any kind of sexual violence of any type.

Obviously, we want to be very vigilant in our efforts regarding any type of abuse whether it has to do with sexual or physical abuse. Sometimes I think we hear a lot on the news a lot, you know, of abuse that is more of the adult on the youth abuse, but we also want to be very conscious that we do some training on the youth on youth or peer on peer sexual misconduct. Some of the data supports that really there are 67% of the cases that fall into this with sexual, some type of misconduct or a peer-to-peer category. So I think some of the vulnerabilities here obviously, are that our IDEAL students are extremely friendly and very trusting and both of those are wonderful traits to have, but that also does increase the risk in the vulnerabilities for them.

So make sure you have reached out to your Title IX coordinator and know who they are. I would get to know them really well and talk to them about some specific training that you might want to have really with your program.

And know who to report to and how to report things is also really important and this needs to be a conversation that you have with the students in your program as well.

MISTY PARSLEY: So Kathy has talked a lot about tips as she has talked from a risk management perspective and I will spend just a couple of minutes and then we will stop for questions on some other tips and some of these we have covered so we will go pretty quickly, but I do definitely encourage you to have an Advisory Council and my Advisory Council involves Kathy, someone from resident's life and someone from student life, someone from the disability office, or we call it our Academic Success Center, you know, so I faculty member. So we have really reached out to the people

on campus that we are really related to our students and can be advocates for our students and so that is definitely a piece of advice to think about. Also, we talked about safety and security officers already. I just want to show this. You hopefully have access to the PowerPoint and you can look at this, but one of the things we started training our students on and we have our security officer come in and do this training on how to talk to a police officer because there is research that shows that students with these disabilities are more likely to come in contact with police, but also don't know that they will often shut down or have some kind of a behavior that makes them difficult to understand. And so these wallet cards know all of our students have these and carry these around and I think it is a safety thing that is a crucial thing. I am going to move on. We want to have a plan and we want to get to this visual. This come from the Westling, Kelly, and Prohn article and there is a reference in the back of the PowerPoint and if you are in K-12 or if you are familiar with K-12 education and you are familiar with this three-tier model. And so tier one is what we do for all students and I want to mention the 1990 clergy act, which requires regulations for student safety on all university campuses. There is an annual report and there is a website where you can look at the reports of all of the University's. This is a requirement and so it could be something that families could look at and they can look at the safety report to see that they actually have to report how many incidences of things that have happened on these campuses. So I want to throw that out. And also in this tier 1 there is a benefit of being a fully registered student, which is a conversation we have some in our circles because you do have access to all supports and all offices and you know safety plans and things like that. And then tier 2 or for those program students, the students with ID or same things like having them make a cell phone with them at all times. We do that now with a cell phone that is on and charged is another question. And meeting the security officers. In our system, if a student gets in some kind of crisis, and officer is able to pull the student up with their student ID and they can see that our student is the IDEAL students so they know immediately who to call and so that is something that has worked well for us. Having those peer mentors involved, checking in with staff, going over materials and class, things like that. And in the tier 3 are things that are written toward individual students and we use a process called the, "Notice of concern

process." And when we see behavior that may be unsafe for violating our student code, we write a plan for that student and then we monitor that. And at times if it is something that violates our University student code, we might refer student to the student life office and I have built a relationship with them so they always call me in if there is a student concern and we work together on that. And they often will defer to my judgment, but allowed lot of times I say, "I want you to do whatever you would do for any other student, you know underage drinking or whatever it might be that they are having to deal with." So again, that risky behavior we see sometimes in college students. So -- I had fancy things here. Okay. So again, if this is a topic you are interested in, I really encourage you to find that article. It is on the Think College website. And so we really talked about all of these other things too. Rebecca ask us a good question. I thought I would share. How often are Kathy and I in touch? And I said, "A risk management person doesn't want to talk to you daily. That is not a good sign." But we do stay in touch I think fairly regularly. I can call her at any time and a lot of times she is the first person I call if I have a question, if I'm not sure what to do about a situation, if I am not sure I should look at something. And so she usually gives me sound judgment to at least go forward and we will continue to look at this. So I think it is having regular communication and having the relationship where you can call them when you need something is really, really helpful, super important. So there is a couple of references there that are on the Think College website and then we will stop for questions.

REBECCA LAZO: I just got a really good question actually. Someone has asked NSAID and accurate reporting is an issue we come across related to incidents in the residence hall. Are there any suggestions on how to evaluate a student's ability to report events accurately prior to admission and how to report them after they are admitted to the program?

MISTY PARSLEY: Can you repeat the beginning about an accurate?

REBECCA LAZO: Sure. It's is an accurate reporting is an issue we come across related to incidents in the residence' hall. Any suggestions on how to report events accurately prior to admission and how to support their skill after they are admitted to the program?

MISTY PARSLEY: I will speak first and then if you want to add anything. I

understand. I understand. We have dealt with that with some of our students and sometimes getting the true story about what happened is very difficult and we actually have had a Title IX situation where I have had to call Kathy and report something. And she asked me to do the student interviews and it was really hard to get a straight story about what happened when you're working with students with language impairments and processing disorders. I don't know -- because that is the nature of the disabilities that we work with, I don't know that I wouldn't accept a student if I felt like they had some difficulty with language or with recall or with processing. It is really hard to know. However I think if I saw, or there had been a reported pattern of about maybe lying about a situation or maybe making things up, then I would think that would be a red flag. I am trying to think if in our interview process, we do a day on campus and then sometimes we do a face-to-face interview and, of course, we do the record review. I am not sure if we would see that kind of thing. And you probably had that in the regular population as well.

KATHY HARGIS: Yes. I am not sure that you would. I hope we are addressing the question. I am trying to think of what that might entail exactly. So I think it might just depend on the severity and what it is really. I would hate to give out an answer. It all depends. But sometimes that is the correct answer and then we have to look at each one on an individual basis and determined that issue.

MISTY PARSLEY: That really is a for thought. It was something we may want to think about. Is there a way? But again, I don't know about the rest of you, but we don't have lengthy interviews. So you only have so much time to gather information. And sometimes we get it wrong and we miss some red flags that cause problems down the road. So...

REBECCA LAZO: Thank you. So I had mentioned to you, Kathy and Misty earlier in the week that someone contacted me about any special, not special but working with any students who are blind or visually impaired. Denise is here with us today and I thought I would put this question out so if anyone is in attendance that has any experience with students that are blind or visually impaired. I think what Denise is saying is I think it works for the Massachusetts Center for the blind. I may be getting that wrong and Denise you can send me a note if I'm getting that wrong. She says

students are sometimes told it is too risky for them to live independently in dorms and she is wondering how to understand the admission team screening related to safety concerns, as many of the needs of the blind are both unique, they are unique concerns and also similar concerns for people who are blind and have different kinds of disabilities. So Denise is wondering. So if anyone on the call or in the webinar has any experience working with students who are blind or visually impaired and could make a note in the comment box or send us something, that would be great.

MISTY PARSLEY: Yes. And we have not had students who is visually impaired in the IDEAL program. I would think we would probably have one on campus, but I don't recall one since I have been here. I feel certain we have had a dogs.

KATHY HARGIS: Yes. And I think working with our access group or disability services, I mean there are lots of ways that there are things to do to really make that a great experience. I think reaching out to them probably would be a first, probably a first contact and helping get that set up and all of the protocols and things in place would probably be my suggestion for an answer to that question.

MISTY PARSLEY: I think obviously, we probably would want to involve, hopefully, if they are coming directly from high school, the vision specialists that have worked with them or the orientation and mobility specialist that can help, you know I think it is -- I think that the orientation on campus and just the safety on campus as far as getting around. Our campus in particular has some pretty bumpy sidewalks that even we have a students in wheelchairs who, you know, navigating that can be a challenge at times. And so I think that would be something. I think we would really look at the campus and look at things that we might could do to lessen risks.

KATHY HARGIS: Right.

REBECCA LAZO: And Denise just clarified that she is actually meaning blind and ID.

MISTY PARSLEY: Yes. I wish we had had more experience with that.

KATHY HARGIS: I think your facilities, there are some that are going to be more I guess to house, if you are looking to have a residential student there. So I think really working too with probably your housing folks to really come up with the best place, the best programs and things for that would be also a great take away.

MISTY PARSLEY: Yes, and that looks like a great website there, Starr. Thank you for sharing that.

REBECCA LAZO: And it is 2:00. You guys did an awesome job! We filled the our perfectly. Great! I am going to put up a poll while we wrap things up and say bye. If the people who are still on the line might not mind taking this evaluation, are take you 20 seconds or something and hopefully, you have that time to spare. Misty and Kathy, your presentation was informative and helpful to me. I imagine it was to everyone else as well.

MISTY PARSLEY: Can I say just one more thing? Our e-mails are on the screen and we put them up for reason. You are welcome to e-mail us -- Kathy is always willing to talk to risk management people at universities.

KATHY HARGIS: If you don't have risk management, call me.

MISTY PARSLEY: So definitely feel free to reach out. I feel like we are kind of all in this boat together trying to support students with ID and DD so we look forward to talking with you all.

REBECCA LAZO: And again, if anyone missed the announcement at the beginning, this webinar was recorded and it will be posted on the Think College website and it will be e-mailed out to everyone. And I also didn't say -- if anyone needs a certificate of attendance, you can e-mail me, Rebecca dot Lazo at IDA.edu. And again, thank you, Kathy and Misty for your time. We appreciate you making yourself available after the event so people have questions, they can follow up. Thank you, so much for your time today.

KATHY HARGIS: Thank you.

MISTY PARSLEY: Thank you.

REBECCA LAZO: Thank you, everyone. Goodbye.

2:02 PM (EST)