

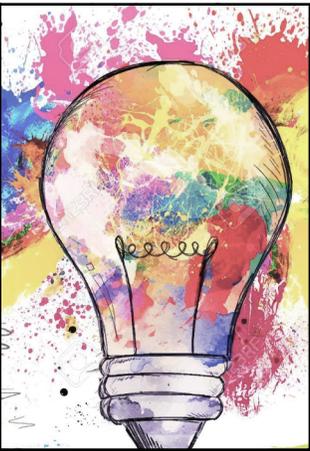
Embracing Dignity of Risk in the Transition Process

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Agenda

- How can I support student GROWTH during the transition process?
 - What is dignity of risk?
 - Why is it important?
- Dignity of risk in action
 - What does risk look like in the transition process?



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Dignity of risk is a part of the pathway to a full life experience. Without the power of making mistakes, individuals do not build the fortitude necessary to not only find success but also just find their start in life.
-Chris Worth

What is dignity of risk?

Perske (1972)

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Why is dignity of risk important?

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The Right to Make Decisions is Not Contingent on Making "The Right Decisions"

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"You Can't Learn to Swim in the Parking Lot of the Pool" -Norman Kunc

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Supports Should Serve Students (Not Families, Staff, and Administrators)

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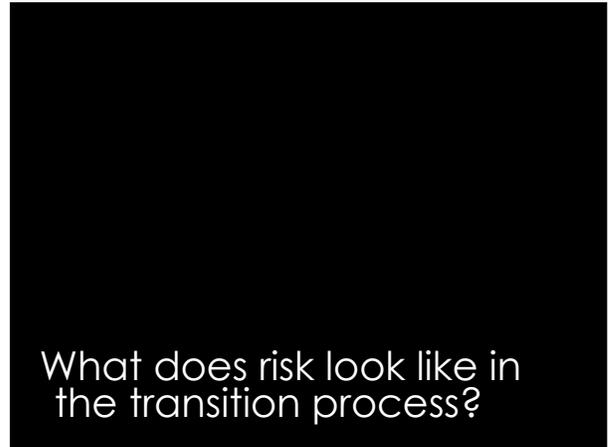
Risk Provides Opportunities to Recognize and Resist Abuse and Endangerment

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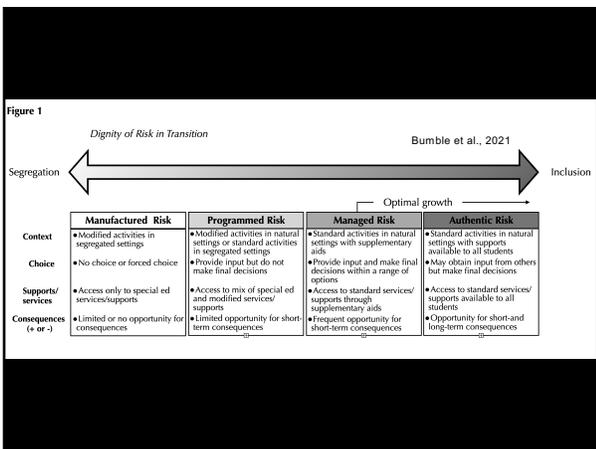
Without Risk We Fail to Know the Potential of Students with Disabilities

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What does risk look like in the transition process?

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Building opportunity

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Places to start

- Classroom activities (Chris)
- Relationships (Chris)
- IEP meetings (Chris)
- Community-based experiences
- Work-based learning
- Extracurricular activities (Chris)
- Daily choices (Chris)
- Annual goals



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Assessing Risk



CONTEXT
Where does the activity or experience occur?
What modifications are being made?

CHOICE
What choices can the student make during the activity or experience?

SUPPORTS/SERVICES
What support(s) already exist to facilitate the activity or experience?
What additional support(s) are needed for the student?

CONSEQUENCES
Does the opportunity for consequences(risk) exist and to what extent?

BIG QUESTIONS
If risk is limited is it to the benefit of the student or to make others comfortable?
How can we move towards more authentic risk? How can we fade?

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Annual goals

Who will be supporting Tim through this experience? How can we embed natural supports?

What individualized supports will he also need to be successful and what's the schedule for fading?

Will he only explore online or will there be community-based experiences?

By the end of the school year, given an online map and addresses, Chris will identify which public transportation route he will need to ride to get from his house to his grandparent's house and the university in 4 out of 4 opportunities.

Can he choose other locations or other ways to travel? Where to sit? Who to talk with? When to leave? Activities while riding?

What natural supports already exist in this context and how can we use them first?

What is the opportunity for short and long-term consequences?

- Context
- Choice
- Supports
- Consequences

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Work-based learning	Manufactured risk	Programmed risk	Managed risk	Authentic risk
Context	Completes classroom job	Works with inclusive school enterprise	Works at community worksite with coach	Works at community worksite
Choice	Chooses between two job options	Provides interests and preferences to "apply" for a position	Chooses a preferred worksite from three options	Applies to work at the worksite and must be hired by employer
Supports/services	Parapro supports classroom job	Parapro and peers support activities	Co-workers and supervisors provide support with help from parapro (coach)	Co-workers and supervisors provide support
Consequences (+ or -)	If student doesn't complete the job, there is no consequence for student or classroom	Student receives feedback from parapro and peers. Can be reassigned to less desirable positions based on performance	Student received daily feedback reports and can be written up by supervisor (will then receive coaching)	Student can be fired from the worksite (or promoted) based on performance

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Building fortitude

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Self-determination

- Choice making.
- Decision making.
- Problem-solving.
- Self-advocacy.
- Independent living (risk taking and safety skills).
- Goal setting and attainment.
- Self-regulation.
- Positive self-efficacy and outcome expectancy.
- Internal locus of control.
- Self-awareness.



Wehmeyer and M. Schwartz, 1998

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Supported decision-making

- We are all interdependent
- We already have opportunities embedded within our transition process (IEP meeting)
- It's important to bring in peers and other natural supports
- Find ways to practice this outside of IEP meetings
- Make it "second nature" so the student can continue these skills well into adulthood



A cartoon illustration showing a person and a dog standing on a sidewalk. A sign on the fence reads "BEWARE OF YOURSELF". A speech bubble from the dog says "SOMETIMES I MAKE BAD DECISIONS."

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"YET, FOR EVERY STUDENT WHO REMAINS EDUCATIONALLY SEGREGATED THERE ARE OTHER STUDENTS WITH SIMILAR ATTRIBUTES, ABILITIES, AND NEEDS WHO ARE SUCCESSFULLY INCLUDED.

THIS SIMPLE FACT SUGGESTS THAT WHETHER A STUDENT WITH A DISABILITY IS MEANINGFULLY INCLUDED MAY HAVE LESS TO DO WITH HIS OR HER CHARACTERISTICS AND MORE TO DO WITH THE ATTITUDES, SKILLS, STRUCTURE, AND PRACTICES OF THE ADULTS RESPONSIBLE FOR PROVIDING EDUCATION."

Michael Giangreco (University of Vermont)

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Some GROWTH strategies

- Identify opportunities
- Assess risk
- Build self-determination
- Facilitate supported decision making
- Plan for failure
- Get real about consequences
- Be willing to hold out for GROWTH
- Know the power of your role



A simple illustration of a lit lightbulb hanging from a cord, symbolizing an idea or growth.

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A glowing yellow sign with the words "THANK YOU" in large black letters, flanked by two red stars.

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