FEATURE ARTICLES

A Conceptual Framework for Enabling Risk in Inclusive Postsecondary Education Programs

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Abstract: More students with intellectual and developmental disability (IDD) are attending post-secondary education than ever before. As more students with IDD enter college, inclusive post-secondary education programs (IPSE) will be required to make important decisions about the types of services and supports they provide. IPSE program staff should aim to provide supports and services that honor students' dignity of risk and facilitate opportunities for students to take risks. The purpose of this article is to describe a conceptual framework IPSE program staff can use to assess the extent to which the supports and services they provide enable risk-taking opportunities for students in their program. The framework includes five steps: identify areas for growth, understand risks and rewards for students and stakeholders, evaluate natural supports and determine appropriate supplemental supports, identify and enable access to natural consequences, and reflect and plan for more authentic risk. An example of how to use the framework in the context of residential housing will be described.

Keywords: postsecondary education, dignity of risk, intellectual and developmental disabilities

A Conceptual Framework for Enabling Risk in Inclusive Postsecondary Education

Students with intellectual and developmental disabilities (IDD) who attend postsecondary education are more likely to be employed and live independently than students with IDD who do not attend postsecondary education (Migliore et al., 2009; Sannicandro et al., 2018). Despite the benefits of postsecondary education, transition-aged youth with IDD often have limited access to postsecondary education (Grigal et al., 2014; Newman et al., 2011). To promote the inclusion of

students with IDD in postsecondary education, the Higher Education Opportunity Act of 2008 (HEOA) appropriated funds toward the development and expansion of inclusive postsecondary education (IPSE) programs for students with IDD. IPSE programs aim to provide students with IDD an inclusive higher education experience in which they can attend courses, gain work experiences, and live independently on college campuses. Since the passage of HEOA (2008), the number of IPSE programs has grown from 148 in 2008 to more than 300 in 2021 (Think College, 2021).

Although IPSE programs aim to provide students with IDD a higher education experience, the extent to which supports and services are truly "inclusive" differs across programs (Hart et al., 2006; Neubert & Moon, 2006). IPSE programs offer different types of courses (i.e., courses available at university vs. program-specific courses), housing options (i.e., separate residence halls vs. inclusive housing), and career development activities (i.e., classroom-based vocational instruction and work-based learning experiences; Grigal et al., 2021). Students who participate in inclusive experiences, such as inclusive classes, paid employment experiences, and on-campus housing are more likely to be competitively employed after graduation than students who do not participate in inclusive experiences (Grigal et al., 2019; Qian et al., 2018). The extent to which students with IDD access inclusive experiences may vary. According to data on students who attended TPSID programs between 2015 and 2020, 62% of student's courses were inclusive, 22% of students lived in campus housing, and 17% of students had at least one paid work experience (Grigal et al., 2021). These data may suggest a potential need for program staff to evaluate the extent to which they include students with IDD on campus and in the community.

IPSE program staff may face a variety of barriers to including students with IDD on campus. Barriers may include safety concerns, navigating university policies, limited funding, and

liability concerns (Benito, 2012; Griffin et al., 2010; Plotner & Marshall, 2014). Of these barriers, stakeholders often identify safety as one of their most significant concerns. Unfortunately, stakeholder's concerns about safety may impact the extent to which students with IDD have opportunities to make their own choices and take risks. Parents of students with IDD who graduated from IPSE programs suggest that providing students with opportunities to make choices and take risks is essential to supporting student's transition to life after college (Francis et al., 2018). Yet, some young adults with IDD describe that their parents make most of their decisions about what they can and cannot do (Hemm et al., 2017). Furthermore, approximately a third of IPSE programs do not provide support to help students make decisions about potentially risky behaviors, such as engaging in sexual relationships (Vanhorn-Stinnett et al., 2021). Young adults with IDD who are not afforded the right to make their own decisions may consequently have limited opportunities to take risks, navigate consequences, and learn from their decisions (i.e., attain greater levels of self-determination; Schloss et al., 1993).

When programs and stakeholders make decisions based on their concerns about student safety and subsequently limit student's opportunities to make decisions, they may deny students the *dignity of risk*. Perske (1972) first coined the term dignity of risk in 1972 in response to the overprotection of people with disabilities. The principle of dignity of risk emphasizes that individuals with disabilities should have the same opportunities to make decisions and experience "normal risk" as their peers without disabilities (Perske, 1972). More recently, dignity of risk has been defined as "the principle of allowing an individual the dignity afforded by risk-taking, with subsequent enhancement of personal growth and quality of life" (Ibrahim & Davis, 2013, p. 189). Denying individuals with disabilities the dignity of risk removes their control, autonomy, and infringes on their human rights (Marsh & Kelly, 2018). It is important to note that dignity of risk extends well beyond students making decisions about their safety. Rather, honoring student's dignity of risk enables students to make decisions about all aspects of their lives such as who they are friends with, their daily schedule, what career they pursue, and who they live with.

As program staff aim to provide students with truly inclusive IPSE experiences, they may consider the extent to which they honor student's dignity of risk. The purpose of this article is to present a conceptual framework consisting of five steps that IPSE program staff can use to enable risk-taking for students with IDD. The conceptual framework is rooted in principles of the dignity of risk (Perske, 1972; Wiesel et al., 2020) and The Model of Dignity of Risk in IPSE developed by Bumble et al. (2021). The framework was designed collaboratively by practitioners and researchers with and without disabilities who make programmatic decisions about risk within Succeed, an IPSE program at the University of Missouri–St. Louis. The rest of this article will describe a conceptual framework for enabling risk-taking and describe an example of how the University of Missouri–St. Louis (UMSL) Succeed used the conceptual framework to enable risk-taking for students with IDD in residential housing.

A Conceptual Framework for Enabling Risk in IPSE

The conceptual framework is based on The Model of Dignity of Risk in IPSE (see Figure 1) developed by Bumble et al. (2021). The Model of Dignity of Risk in IPSE (Bumble et al., 2021) was developed by a team of researchers, IPSE program staff, and people with disabilities who have experience in IPSE. Literature about IPSE (Francis et al., 2018; Jones et al., 2015) and dignity of risk (Perske, 1972; Schloss et al., 1993; Wiesel et al., 2020) also informed the model. The model outlines a continuum of risk with four levels: manufactured, programmed, managed, and authentic risk (see Bumble et al., 2021). To determine the level of risk, IPSE programs should consider the context, level of student choice, supports and services, and consequences of the risk (Bumble et al., 2021).

The most restrictive level of risk is manufactured, in which students complete modified activities in segregated settings, have limited choices, access only IPSE-specific supports, and have limited opportunities for consequences (Bumble et al., 2021). For example, students who live in a separate building on campus, do not have any say in who they live with, receive supports that only exist for the IPSE program, and follow specific rules that do not apply to other university students (e.g., curfews, room checks), would experience manufactured risk. On the other end of the risk spectrum is authentic risk or risk that is commensurate to individuals without disabilities. Authentic risk occurs in natural settings with supports available to all students; students make final decisions, access standard services and supports used by peers with and without disabilities, and experience short- and long-term consequences (Bumble et al., 2021). In the context of housing, students who live in housing that is available to all university students, have input about who they live with, access the same residential supports as their peers without disabilities, and follow the same rules as other students have more opportunities to take authentic risks.

We developed the conceptual framework to supplement the Model of Dignity of Risk (Bumble et al., 2021) and help programs reflect upon whether the types of services and supports they provide hinder or promote student's dignity of risk. IPSE program staff may use the framework to identify program-wide supports or individualized supports for specific students. Regardless of how staff choose to use the framework, it is important they emphasize and respect student's individual preferences, interests, strengths, and needs. Furthermore, it is important to acknowledge that as access to risk increases, students will have more and more opportunities to take authentic risks that program staff may never know about. For instance, students who navigate campus independently will be able to take a variety of authentic risks that program staff may
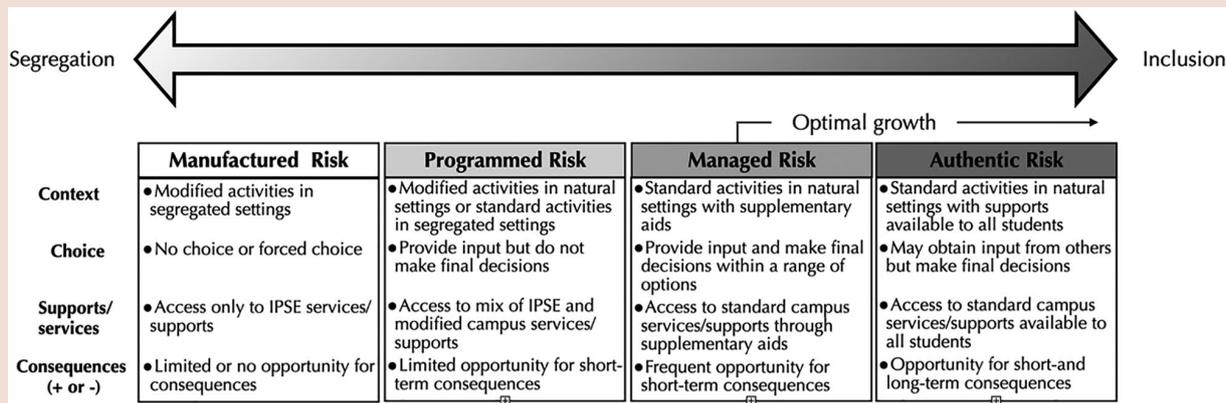
Figure 1. Dignity of risk in inclusive postsecondary education programming.
Source. Figure retrieved from Bumble et al. (2021).

never be aware of. The rest of this section will describe the five steps programs may take to reflect upon the extent to which they enable opportunities for students with IDD to take risks: (a) identify areas for growth, (b) understand risks and rewards for students and stakeholders, (c) evaluate natural supports and determine appropriate supplemental supports, (d) identify and enable access to natural consequences, and (e) reflect and plan for more authentic risk. IPSE program staff may use Figure 2 to work through the conceptual framework and create a plan to enable more authentic risk-taking for students with IDD.

Step 1. Identify Areas for Growth

IPSE program staff should first identify areas in which they want to enable more authentic risk-taking for students. To identify areas for growth, program staff can use The Model of Dignity of Risk in IPSE (Bumble et al., 2021) to determine current levels of risk across their program (e.g., academics, independent living, and career development). Areas in which opportunities for risk are manufactured (e.g., IPSE students live in a separate residence hall from other college students) or programmed (e.g., IPSE students live in the same building as other college students but are assigned to live on a specific floor) may be important areas for growth. In addition, program staff should directly ask students about areas in which they want more freedom or feel restricted and limited. IPSE program staff may also identify areas for growth by investigating the types of opportunities all college students have to experience risk (i.e., authentic risk). For example, all college students have opportunities to make their own decisions about who they interact with, what they eat and drink, where they live, if and when they do their homework, and the extracurricular activities they participate in. Students with IDD in IPSE programs should have opportunities to make the same types of decisions.

As program staff identify areas for growth, they will need to consider how they can enable more authentic risk for all students (e.g., all students reside in inclusive residential

housing) and for individual students (e.g., some students receive supplemental supports). All students will enter IPSE programs with different experiences (e.g., inclusive vs. segregated classes in high school) and skills (e.g., travel independently vs. driven by family) that may impact how they respond to risk (Wiesel et al., 2020). Some students may be risk-averse whereas others may frequently take risks. Program staff should provide individualized supports that enable risk-taking opportunities that align with student's preferences, interests, needs, and strengths.

Step 2. Understand Risks and Rewards for Students and Stakeholders

Having identified areas for growth, IPSE program staff should then try to understand potential risks and rewards for students and stakeholders (Wiesel et al., 2020). Student's perceptions of what they want (i.e., potential rewards) and what scares them (i.e., potential risks) should always be prioritized. Stakeholders' perceptions of risks and rewards may influence whether IPSE program staff prevent, manage, or enable risk-taking for students (Wiesel et al., 2020). Stakeholders may include classmates without disabilities, individuals who support the student in making decisions (e.g., family members, caregivers, and friends), university staff (e.g., program staff, campus administrators. instructors), and community members (e.g., employers and community members). It is especially important for program staff to understand the perceptions of student's guardians, as these individuals often have the legal right to make decisions and may have a large impact on student's opportunities to take risks.

Program staff may learn about students' and stakeholders' perceptions by conducting routine surveys, hosting focus groups or community conversations, hosting quarterly advisory board meetings, or discussing risk during person-centered planning meetings. During these meetings and conversations, program staff should investigate the broad range of risks and

	Guiding Questions	Data Collection Plan	IPSE Program Notes
Step 1 *Identify Areas for Growth*	• What are our current levels of risk? • What areas do students want more opportunities to make their own decisions? • What opportunities do college students without IDD have to take risks? • Where can we enable more authentic risk?	Ask students during person-centered planning meetings about areas they want more freedom and choice (IPSE Staff) Host focus group with IPSE alumni (IPSE Social Coach) Survey colleges students without IDD about what opportunities they value (IPSE Staff and Student Intern)	Residential housing is currently manufactured risk for students with ID and an area for growth according to students. Students want to have more freedom in residential housing, and they want to choose who they live with. Students want to live with students outside of the IPSE program. They also do not like the frequent room checks and feel like they are constantly being monitored. Alumni indicated that they were not as prepared to live independently as they would have liked to be. College students without IDD value their freedom to do what they want in residential housing. They can choose who they live with, can stay up late, and have control over what happens in their rooms (e.g., when they clean, who stays over, etc.)
Step 2 *Understand Risks and Rewards for Students and Stakeholders*	• What are the potential physical, emotional, or economic risks and rewards for students?	Discuss what students want and any concerns they have about living in residential housing during weekly social coaching (IPSE Social Coach) Meet with RAs about common risks IPSE students experience in the dorms (IPSE Housing Liaison)	**Risks**: Disagreements with roommates, breaking student code of conduct, being taken advantage of, unsafe sex, experiment with alcohol and drugs, poor hygiene, feeling lonely, spending all of their money in food hall **Rewards**: Make friends outside the program, start a romantic relationship, learn self-regulation skills, learn safe sexual habits, improve independent living skills, learn time management
	• What are the potential physical, emotional, or economic risks and rewards for stakeholders?	Survey parents about what they want for their student and fears (Student Intern) Host community conversation with residential housing and campus administrators (IPSE Director)	**Risks**: Students getting lost and feeling scared, breaking student code of conduct, students getting bullied, experiment with sex and drugs, parents losing sense of control, liability issues **Rewards**: Student increased independence, new parent role as advisor v. caretaker, more diverse campus community, watch students become more independent
Step 3 *Evaluate and Identify Natural and Supplemental Supports*	• What supports are readily available at universities that enable risk for all students?	Meet with residential housing staff to understand natural supports available (IPSE Housing Liaison)	All students living in residence halls complete a questionnaire about their living habits and preferences. Students then connect with their roommates using a university website; Residential advisors on each floor to address individual student needs; Students attend orientation and move-in days; 24/7 Front desk attendant to monitor who enters residence halls
	• What supplemental supports are needed to increase student access to natural supports?	Discuss student support needs and identify potential supplemental supports during weekly staff meeting- invite residential housing staff (All IPSE Staff)	The written questionnaire is not accessible to majority of our students. Need to host an in-person event for students to participate in activities to help them accurately identify and describe their living preferences. Concerns about parents taking over initial roommate discussions. Need to address in Parent Mentorship Training and provide parents with strategies to support their student in communicating with their roommate
Step 4 *Enable Access to Natural Consequences*	• What are potential consequences that students with and without ID would experience? • What can the program do to enable access to these consequences?	Set up focus group with IPSE Alumni who lived in residence halls (IPSE Social Coach) Set up focus group with current students without disabilities who live in residence halls (IPSE Social Coach) Survey residential staff about frequent consequences they support students through (Student intern)	Frequent room checks are limiting IPSE student's access to natural consequences. Need to move to same room check schedule as rest of residence hall. Roommate remediation- need to provide instruction (e.g., role playing, problem solving) on responding to interpersonal conflicts in social skills courses and social coaching First Year Seminar needs to review student code of conduct using UDL. All students must demonstrate understanding of rules through quizzes or role-play activities. Academic coordinator will arrange for individualized supports needed if students break student code of conduct (e.g., prepare for conduct hearing, identify staff to attend conduct hearing with student)
Step 5 *Reflect and Plan for More Authentic Risk*	• What level of risk are we at now? • What barriers need to be addressed to enable more authentic risk? • How can we move towards more authentic risk?	Interview IPSE students about experiences in residence halls at end of semester (Student Intern) Meet with residential staff at end of semester (IPSE Director and IPSE Housing Liaison)	We have moved from manufactured to managed risk **Barriers**: Staff capacity, time, families interfering with student's decision-making, current university procedures are still not accessible to IPSE students **Moving forward**: Need to emphasize dignity of risk and supported decision making more strongly in parent sessions. If needed, will discuss with individual family members Need to train residential staff on principles of UDL and work towards making supports more accessible to all

Figure 2. Tool for assessing and enabling risk-taking in IPSE.
Note. IPSE = Inclusive postsecondary education.

rewards which students and stakeholders may experience. Risks and rewards may be physical (e.g., have unprotected sex vs. have protected sex), emotional (e.g., make a new friend vs. end a toxic friendship), or economic (e.g., spend all their money vs. learn how to budget; Schloss et al., 1993). Understanding risks and rewards may help program staff to identify appropriate supports that enable reasonable amounts of risk and capitalize on potential benefits. Furthermore, program staff who understand potential student benefits may gain a better understanding of the importance of risk, be less likely to overprotect students, and prioritize student growth over stakeholders' comfort.

Step 3. Evaluate Natural Supports and Identify Supplemental Supports

There are a variety of natural supports readily available at universities that manage risk for students with and without disabilities. These supports often aim to help students understand expectations, make informed choices, and protect students from experiencing extreme consequences. For instance, most universities provide first-year orientation to help students learn how to navigate potential risks while living on campus. Other university supports may include academic supports (e.g., tutoring, advising), university student conduct procedures (e.g., disciplinary process), career services (e.g., career development office), and residential supports (e.g., residential advisors). To the greatest extent possible, program staff should evaluate and leverage established university supports to enable authentic risk-taking for IPSE students. At times, program staff may need to collaborate with campus organizations to make existing campus supports more accessible and inclusive for IPSE students. For example, program staff may need to train campus organizations on principles of the dignity of risk, person-centered planning, self-determination, and Universal Design for Learning. Utilizing and enhancing established supports promotes inclusion and decreases program resources, such as staff and time, required to include students on campus.

Some students in IPSE programs may require supplemental supports beyond those typically offered by the university. Supplemental supports may include program-specific courses, additional tutoring, on-site job coaches, plain language university documents (e.g., code of conduct), or residential advisors trained to support students with IDD. Supplemental supports should aim to increase students' access to standard campus supports and should not parallel or serve the same function as other campus support. Although program staff may identify supplemental supports that benefit all students in the program, they may need to work with students to identify specific individualized supports.

Step 4. Identify and Enable Access to Natural Consequences

IPSE program staff must make important decisions about the extent to which they will allow students to experience natural consequences. By engaging in authentic risk, students may experience short-term and long-term consequences that teach them valuable lessons about navigating real-life situations (Schloss et al., 1993). There are an unlimited number of opportunities for students with and without disabilities to take risks and experience positive and negative consequences while on college campuses. For example, a student who walks to class for the first time may get lost and be late to class (negative consequence), yet they may also learn how to navigate campus more independently (positive consequence). Without opportunities to take risks, students are denied the potential positive consequences of their decisions. It is also important for students to experience negative consequences, as these experiences may help students learn how to make their own decisions and learn from their mistakes (Perske, 1972; Wiesel et al., 2020). As Perske (1972) explains, "The world in which we live is not always safe, secure, and predictable . . . To deny any person their fair share of risk experiences is to further cripple them for healthy living" (p. 199).

To promote access to natural consequences, IPSE program staff should first identify the types of positive and negative consequences typically experienced by college students without disabilities. Program services and supports should then aim to help students with IDD understand potential short- and long-term consequences, make decisions, navigate consequences, and learn from their choices. Some students who are risk-averse may benefit from supports that encourage them to take appropriate risks (Wiesel et al., 2020). Other students may require support to understand potential negative consequences (e.g., skipping class will lead to poor grades and unprotected sex may lead to a sexually transmitted disease). To help students understand negative consequences, program staff may need to provide direct instruction about topics such as the university's code of conduct, campus safety, sexual health, and self-determination. An important component of this instruction will be to assess the extent to which students understand what is expected of them and the potential consequences. For example, program staff may use quizzes, informal interviews, checklists, pre- and post-assessments, questionnaires, and role-playing activities to check for understanding (Vanhorn-Stinnett et al., 2021).

If students make decisions that result in negative consequences, program staff will need to support students in navigating and understanding the consequences of their actions. Once students have experienced the consequences of their actions, program staff should work with the student to learn from their actions. For example, program staff may meet individually with students to discuss their actions and identify other choices students can make in the future. Furthermore, program staff may need to provide individualized supports to help the student make choices in the future. For instance, program staff may create a visual menu of lunch options to support a student who frequently runs out of food credits at the dining hall. If additional supports are either unavailable from the university or IPSE program staff are not qualified to provide

them, staff should connect students to local community resources (e.g., food pantries, counseling services, local employment agency, etc.) that meet student's goals and needs.

Step 5. Reflect and Plan for More Authentic Risk

To identify ways to move toward more authentic risk, program staff will need to continuously review student data and reflect on the services and supports they provide. Program staff may move toward more authentic risk by providing services in more inclusive settings, increasing students' input and ability to make choices, utilizing campus supports, and letting students experience both the positive and negative consequences of their choices (Bumble et al., 2021). Although program staff should aim to enable authentic risk to the greatest extent possible, we recognize that it is not always feasible or appropriate. Manufactured and programmed risk are not inherently bad and may be necessary depending on the context of the IPSE program and individual student needs (see Bumble et al., 2021). Programs will fluctuate along the continuum of risk at any given time and the level of risk will vary significantly based on context and the individual support needs of students.

As program staff reflect on their current levels of risk and plan to move toward more authentic risk, they may need to identify potential barriers that may prohibit their progress. Program staff should understand potential barriers so that they can identify effective strategies to overcome barriers and move toward more authentic risk. Barriers may be related to limited IPSE staff, safety concerns, university policies, liability concerns, and low expectations for students with IDD (Plotner & Marshall, 2014). To address barriers, program staff may need to provide trainings that build the knowledge and capacity of university staff to provide inclusive services. Building the capacity of existing university staff and their ability to support students with IDD will ultimately decrease the need for program-specific services. In addition, inclusive university services will facilitate opportunities for students with IDD to engage in the same types of authentic risk-taking behaviors as their peers without disabilities.

Applying the Conceptual Framework

To illustrate how program staff can use the conceptual framework to enable risk-taking, we will describe how the UMSL Succeed program staff used the five steps to enable more risk in inclusive residential housing. To demonstrate the importance of perspectives of people with disabilities throughout this process, direct quotes from a staff member with a disability who is an author of this article are included throughout the description. Additional information about the authors is provided in the biographies.

Although there is risk in all aspects of campus life, we will focus on an example related to inclusive residential housing because stakeholders often perceive residential housing as involving a significant amount of risk. For many IPSE programs, inclusive housing can be the most challenging to address with students, families/caregivers, university administration, faculty,

and staff. Furthermore, students with IDD who live in residential housing at any point during their program are significantly more likely to be employed after graduation than students who do not live in residential housing (Grigal et al., 2019). Yet only 22% of students who attended TPSID programs between 2015 and 2020 lived in residential housing (Grigal et al., 2021). As a result, residential housing may signify an area in which IPSE programs could improve the extent to which they include students on campus and provide opportunities for risk-taking.

Before we describe how we used the conceptual framework to honor students' dignity of risk, it is important to first understand the context and philosophy of UMSL Succeed. The context and philosophies of IPSE programs may significantly impact the extent to which students have opportunities to take risks. We believe that immersing students in campus culture and creating the space for them to face challenges, be held accountable, problem solve, and overcome obstacles better prepares them for independence after graduation. We share our philosophy of dignity of risk with prospective students and their families during the recruitment process and throughout their time in the program. We feel that it is important for students and their families to understand our philosophy when determining whether UMSL Succeed is a good fit for them.

UMSL Succeed first opened in 2013, and we served 16 students with IDD in our first cohort. Currently, there are approximately 50 to 60 students with IDD aged 18 to 25 enrolled in the program each year. On average, 8% of students drop out of the program before graduation. Over the course of 2 years, students complete 48 credits of program-specific and UMSL courses that culminate in a Chancellor's certificate issued by the university. By earning a Chancellor's Certificate, students demonstrate their success in completing the requirements outlined by the Department of Education as a comprehensive transition program. Students are supported by seven full-time staff members as well as interns and paid student workers. For more information about the program, please visit https://www.umsl.edu/succeed/.

All UMSL students can choose to commute or live on campus (e.g., residence halls, apartments). On average, 81% of UMSL Succeed students choose to live on campus and are assigned to an inclusive on-campus residence hall with other first- and second-year students. For many UMSL Succeed students, moving to residential housing is the first time they live away from their families and established support systems. As a result, it signifies an important opportunity for students to experience risk and gain independence. This section will describe how UMSL Succeed staff used the conceptual framework to assess how program services and supports enable opportunities for risk-taking in residential housing.

Residential Housing at UMSL

Prior to using the conceptual framework, students lived in inclusive residence halls; however, they were assigned to live in a specific wing with only other students with IDD, students

had no say in who they roomed with and were required to follow specific rules that did not apply to other university students. Residential advisors were trained and assigned to only support students with IDD. Residential advisors conducted frequent room, safety, and health checks. As a result, residential housing represented manufactured risk for students (see Bumble et al., 2021). Through numerous discussions with university stakeholders and community partners, we realized we were not honoring student's dignity of risk to the extent we wanted to. More importantly, students with IDD mentioned during person-centered planning meetings that they wanted more freedom and choices in the residence halls. UMSL Succeed staff consequently decided that residential housing was an *area for growth* (Step 1) because it was a priority for students and it is an important experience for all students who move to a college campus, not just those who are enrolled in UMSL Succeed. We believed that honoring student's dignity of risk in residential life would lead to a myriad of opportunities for students to take risks and increase self-determination throughout their entire college experience.

Once we identified residential housing as an area of growth, we sought to *understand potential risk and rewards for students and stakeholders* (Step 2). Program staff scheduled meetings with campus housing staff and administrators to discuss their perceptions of risk and rewards related to residential housing. To understand students' and parents' perceptions, program staff discussed the risks and rewards of residential housing during person-centered planning meetings. One of the most salient risks described by families, campus housing, and administrators was related to safety. They worried that students would need extensive supports to live independently. Many stakeholders advocated that the program manufacture risk by assigning and paying university students to room with and support students with IDD. They believed that paid roommates who could keep an eye on students would keep the students safe. On the contrary, students wanted to live with peers without IDD because they wanted to make their own friends outside UMSL Succeed (i.e., authentic risk).

> The act of constructing friendships that happen in the dorm is a key component in building natural supports, though the making of these connections can come with birthing pain for students and family alike. The residence hall is where you meet folks that are not in your major; they may not share your political viewpoints and may have drastically different life experiences than you. They can be a part of your life, and in that, they are a natural support long after your college experience has ended. (Chris Worth)

Program staff then *evaluated the natural supports* (Step 3) available to all students in residential housing. According to students, they wanted to choose who they lived with, and they wanted to live with peers without IDD. As a result, we investigated the natural supports used to identify roommates for

all college students at UMSL. All UMSL students complete a written questionnaire about their interests, preferences, and habits (e.g., when they like to go to sleep, how loud they are, etc.). Residential services then assign roommates based on student responses.

As UMSL Succeed staff evaluated the natural supports available to all students, they recognized that Succeed students may *require some supplemental supports* (Step 3). For some students in UMSL Succeed, the written questionnaire is not accessible and does not accurately capture who they are as a person. As a result, there is a chance that residential services will not have accurate data about students and will not be able to make informed decisions about roommate assignments. To ensure that students have input in the roommate assignment process, UMSL Succeed staff provide additional opportunities for students to share their preferences in a manner that reflects their preferred communication mode (e.g., verbal and visual). UMSL Succeed students are invited to attend a Meet and Greet where they engage in a variety of activities that help them to identify and communicate their interests, preferences, and habits more accurately. Program staff support UMSL Succeed students in completing the activities; no parents or other university staff are present.

Most universities provide *natural supports* (Step 3) that help all students connect with their new roommates. At UMSL, natural support available to all students is a university website that provides students with their roommate's contact information. All UMSL students are encouraged to reach out to their roommate to start building a relationship and identify shared items they will bring to campus (e.g., wastebaskets and shower curtains). For some students, these interactions may be awkward and uncomfortable as they may be new to initiating contact with new people and maybe unfamiliar with how to plan to live in a shared space. Some parents and caregivers worry about their student's ability to navigate this process and try to take over and facilitate communication between their students and future roommate. Although this experience may be uncomfortable for some students and their families, program staff encourage students (versus their parents or caregivers) to initiate and drive conversations so that they can develop social skills, be more self-determined, and experience authentic risk. Parents and caregivers are also encouraged to allow their student to disclose their disability only if they want to.

To support families and caregivers, we host family and caregiver mentorship sessions throughout the year as a *supplemental support* (Step 3). During these sessions, staff share our program's philosophy, emphasize the value we place on the dignity of risk and explain how parents can enable risk for their students. Sessions focus on helping parents understand their transition from a caregiver role to an advisor role (Francis et al., 2016). Families and caregivers learn how to support students in making decisions and navigating consequences, rather than making decisions for their student. Although program staff respect and obey the wishes of guardians of students, we aim to provide guardians with information and training that will help them to support their student in making their own decisions.

UMSL Succeed staff then evaluated the extent to which supports and services in the residence halls *enable access to natural consequences* (Step 4). Program staff realized that the frequent room, safety, and health checks were limiting students' access to natural consequences. In particular, the program-specific residential advisors were limiting student's ability to make decisions about when they were in their rooms (e.g., students had to be in their rooms by a certain time), what activities they performed in their room (e.g., video games, co-ed sleepovers), and how they wanted to live (e.g., messy, clean). Program staff decided to eliminate curfews and decrease safety and health checks to the same frequency in which all university students were checked. With more freedom, students gained additional opportunities to make their own decisions and experience both positive and negative consequences. As Chris Worth describes, "It is those consequences that build our fortitude, and it is that fortitude that many people with disabilities are denied, unless they are given the most authentic college experience."

There were natural consequences that program staff identified as potentially requiring additional support: (a) roommate remediation and (b) violations of student code of conduct. The university has systems in place to remediate roommate disagreements. As a result, the program staff chose not to provide any supplemental support during the remediation process. Rather, the staff chose to provide students with social skills instruction and social coaching to help them understand how to navigate roommate disagreements. In terms of potential violations of the student code of conduct, program staff recognized that students may need supports to understand what is expected of them and the potential consequences. As a result, all UMSL Succeed students receive instruction using plain language and visuals about the student code of conduct. To check their understanding, students are required to complete quizzes and engage in role-playing activities.

If students violate the student code of conduct at any time, they are required to follow university procedures (e.g., conduct hearing, remediation plan). UMSL Succeed staff support the student in preparing for any hearings, may attend hearings with the student, and help the student understand the consequences of their decisions. At times, additional individualized supports are implemented after the conduct hearing to help students make more informed choices in the future. Historically, the supports provided prior to and after violations of the student code of conduct have successfully prevented students from expulsion from the university and have limited the number of students who choose to leave UMSL Succeed. Within the last 5 years, no UMSL Succeed students have been expelled from the university, and two students have been expelled from residential housing.

Currently, students at UMSL Succeed experience managed risk in residential housing. Students with IDD provide input about who they live with, are assigned to live with one other UMSL Succeed student and two peers without disabilities, and are no longer restricted by program-specific rules and regulations. To *reflect and plan for more authentic risk* (Step 5), continuously seek input from students and work with residential housing to promote inclusivity and accessiblity for all students. Supporting students in residential housing can be challenging with limited IPSE capacity, so it is important to carefully consider how to provide supports and services that enable risk-taking. To address barriers to enabling risk, residential housing staff need to understand ways to make their services more universally designed and accessible to students with IDD. In particular, residential housing staff may need support in designing an accessible and inclusive roommate questionnaire. UMSL Succeed staff may also need to encourage residential staff to provide opportunities, like the Meet and Greet, to help all students identify their interests and preferences accurately. By building the capacity of residential staff to support all students, especially those with IDD, students can experience an inclusive college experience and opportunities to engage in common risk-taking behaviors.

Conclusion

Students who graduate from IPSE programs will need to be able to navigate the everyday risks of life. To prepare students for post-IPSE life, IPSE staff must honor students' dignity of risk and provide opportunities for managed or authentic risk to the greatest extent possible. We must acknowledge that this is a continuous area of growth for our own program, as we constantly assess the extent to which we are honoring students' dignity of risk. We hope that IPSE staff can use the five steps from the conceptual framework and the Tool for Assessing and Enabling Risk in IPSE to continuously identify and enable opportunities for students with IDD to take more authentic risks.

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Conflict of Interest

Funding

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April Regester *is an administrator, researcher, and inclusive educator. April's introduction to inclusive education was in high school, where she had the privilege of participating in programs designed to include students with and without disabilities. The benefits of inclusive experiences led to her own career pathway and values that informed the development of UMSL Succeed.*

Jonathan Lidgus *is the Director of UMSL Succeed. He has worked in higher education for over 17 years and is currently pursuing his doctorate with a focus on inclusive campus housing.*

Christopher Worth is a community organizer, sexuality educator, and college instructor. He was born with cerebral palsy and was later diagnosed with ADHD and dyslexia. He was misdiagnosed with an intellectual disability and was not given access to the basics of reading, writing, and arithmetic until the age of 11. Although they present many challenges, he sees his disabilities as gifts and strengths. His experience reacting, responding, and using these challenges are the dominant lens through which he approaches all his work.

Jennifer L. Bumble is a researcher and inclusive educator. Previously, she worked as a special educator in Texas and an EL educator in South Korea. Her efforts focus on building social capital during the transition process and empowering communities to become more aware of and responsive to the pressing needs of transition-age youth with disabilities.

Lindsay S. Athamanah is a professor, researcher, and inclusive educator. Her research is influenced by her experience as a speech-language pathologist in the Chicago Public Schools. She aims to develop a more inclusive society by building those without disabilities' capacity to work and learn alongside individuals with disabilities in inclusive spaces.