A Research Bulletin for Programs that Serve College Students with Intellectual & Developmental Disabilities

CTP TRENDS

Navigating College, Employment, Community, and Independent Living by Bringing the Research to Practitioners
Each week a tremendous amount of information is published that could be helpful for educators who deliver postsecondary comprehensive transition programs for college students with intellectual and developmental disabilities. Unfortunately, much of this work does not make it into the hands of professionals and families who are working to develop, expand, and sustain these programs. This research bulletin disseminates the lessons of research and practical reports to help get this information into the hands of professionals who deliver these postsecondary programs, and individuals and their families who participate in these programs.

The professionals at the Academy for Community Inclusion (ACI) at Florida Atlantic University (FAU), a Florida Postsecondary Comprehensive Transition Program (FPCTP), regularly review over 30 peer-reviewed journals to identify promising practices and research findings that can improve these programs. Each article that is selected is summarized to report the major findings, and to provide pragmatic recommendations for college programs. Those research synopses are gathered into an issue of the research-to-practice bulletin, and disseminated to you to support your effort to deliver a meaningful postsecondary comprehensive transition program.

We hope you enjoy the issue. Please provide us with feedback to improve our effort. If you see an article that you think might be helpful to others, please use the Article Template found at the end of this bulletin to summarize it. Send it to us and we'll run your contribution.

### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
<th>Journal</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic LBBI to Teach Employability Skills</td>
<td>K. B. Kearney &amp; A. Torres</td>
<td><em>DADD Online Journal</em></td>
<td>3</td>
</tr>
<tr>
<td>Costs and Benefits of Mentoring</td>
<td>J. L. McManus, C. Reed, &amp; D. A. Saucier</td>
<td><em>Journal of Intellectual Disability Research</em></td>
<td>6</td>
</tr>
<tr>
<td>Supporting Active Aging Across the Life Course</td>
<td>M. C. Reynolds, S. B. Palmer, &amp; K. N. Barton</td>
<td><em>Research and Practice for Persons with Severe Disabilities</em></td>
<td>9</td>
</tr>
</tbody>
</table>
Purpose of the Study

Employability skills, such as successfully completing a job interview, are needed by individuals with intellectual and developmental disabilities (IDD) to obtain, and maintain, integrated employment. Since the COVID-19 pandemic, employment processes, such as job interviewing, have shifted to more flexible and remote options. However, this makes direct teaching of the skill even more complicated. This article describes the use of an electronic literacy-based behavioral intervention (LBBI) as an intervention to teach employability skills, such as job interviewing. A vignette was created to demonstrate how an electronic LBBI can be produced and used in the classroom.

Relevance of the Study

Instructors and teachers of transition-age students and adults with IDD would be interested in this article. The purpose of this article was to review how Electronic LBBI can be used to teach employability skills, such as job interviewing, to adults with IDD seeking employment.

Strategy Spotlight

An LBBI is a task analysis of a skill combined with visuals. The facilitator of the LBBI uses a pause-point-practice-praise technique. Electronic LBBI has been used remotely via Zoom or similar videoconferencing technology to teach employability skills to adults with IDD virtually.

Lessons Learned

This article provides step-by-step instructions to the reader on how to create an Electronic LBBI that can be tailored to the individual needs of the student. Educators who want to learn how to create an Electronic LBBI would benefit from reading this article.

Reference

Purpose of the Study

The purpose of this study was to illustrate a way to design a college transition and support program using typology, similarities, and differences within programs to determine support and needs for students on campus and in their courses. The authors reviewed previous literature for typology by finding frameworks and models that programs found helpful and added to student success. The authors mentioned the importance of including transfer students. Transfer students are a percentage demographic within the general population and therefore, the authors wanted to include programs that have similar university student enrollment. Any program that did not include this population was excluded from the typology. Various programs were included: summer, first semester, one-year, two-year, full-college, and post-college. Programs were scaffolded based on student needs, focus, timing, and duration. See Table 1 below for further information.

Relevance of the study

Effective structure of post secondary transition programs is vital to the success and longevity of sustainment in the institution. Program coordinators, faculty, and staff should consider the demographic, institution culture, policies, and major stakeholders needed to sustain and advance the program for future years and therefore would benefit from reading this article.
**Strategy Spotlight**

After evaluating the various programs, the researchers created a 2-year structure model for an upcoming program at the University of Nebraska. The model supports students from underrepresented populations and includes financial aid support, transition supports throughout each year, university and community support, and course implementation. See the visual below as it depicts the 2-year model.

**Lessons Learned**

Before programs are established, faculty and staff who are developing the program need to consider the span of the program along with financial, transition, and community supports. During the development phase of establishing a transition program, faculty should consider setting up research opportunities and allowing research to guide the design of the program components. Furthermore, the authors mentioned other areas to consider, such as the student population within the university and the community, barriers to addressing needs, pre-existing supports and networks in the institution, and analyzing the cost and benefits of implementing supports and needs for students and families.

**Reference**

PURPOSE OF THE STUDY

According to the stereotype content model, individuals with intellectual disability (ID) are perceived as having greater warmth-related traits (e.g., sociable and humorous) and fewer competence-related traits (e.g., independence and intelligence). Researchers examined college students’ perceived costs and benefits of mentoring peers with ID on stereotype-consistent (i.e., socially oriented) or inconsistent (i.e., academically oriented) tasks. Participants read about peer mentoring programs that helped college students with or without ID on socially or academically oriented tasks before reporting their perceived costs and benefits of peer mentoring. Mentoring students with ID was associated with greater benefits (i.e., connectedness between mentors and students, student utility and mentor benefits) on academically oriented tasks but greater costs for mentors on socially oriented tasks. Additionally, participants reported that they would experience greater positive feelings if they were to mentor a student with ID. However, the perceived benefits and costs to the student (i.e., discomfort and paternalism) were not influenced by whether the student had ID and the type of mentoring task. Results indicate individuals find greater rewards working with individuals with ID on stereotype-inconsistent tasks and offer suggestions for postsecondary education peer mentoring programs.

RELEVANCE OF THE STUDY

Surveys of traditional college students reveal that these students report positive attitudes toward the inclusion of students with ID on college campuses (Griffin et al. 2012). This finding is important since many postsecondary transition programs support students with ID by recruiting traditional college students to serve as peer mentors.

The purpose of this study was to examine college students’ willingness to mentor their peers with ID and to examine the conditions under which mentoring is perceived as either costly or beneficial based on stereotype-consistent tasks (e.g., warmth based and socially oriented) or stereotype-inconsistent tasks (e.g., competence based and academically oriented). Researchers’ predictions were grounded in the Social Exchange Theory (Homans, 1961; Kelley & Thibaut, 1980) which outlines that an individual’s decisions will be driven by a desire to maximize rewards while minimizing costs. “Following social exchange theory, we further predicted that individuals would be more willing to become a peer mentor for a student with an ID when mentoring involved socially oriented tasks rather than academically oriented tasks.”

This article is relevant to the following stakeholder groups who play a role in supporting students with ID on college campuses: 1) postsecondary faculty/staff and 2) peer mentors.
Strategy Spotlight

Benefit of Mentoring
The greatest perceived benefit reported by participants was related to mentoring a student with ID on academically oriented tasks (stereotype-inconsistent).

Cost of Mentoring
The greatest perceived cost reported by participants was related to mentoring a student with ID on socially oriented tasks (stereotype-consistent).

Lessons Learned
The results of the study contradicted the researchers’ initial predictions about mentoring students with ID since they expected that the most perceived benefits would be related to social tasks or stereotype-consistent conditions. In general, participants were able to report that mentoring a student with ID would be rewarding as well as challenging, “...especially when the tasks are academically oriented and require greater reliance on traits related to competence.”

Results of this study can assist inclusive postsecondary education programs, that rely on peer mentoring support, to implement effective strategies to recruit mentors such as having mentors talk to other potential students about their experiences or sharing videos and photos of students with ID and mentors engaged in a variety of activities. Furthermore, students with ID can share their own experiences and what they have learned from their peer mentor.

Reference
TABLET-BASED VIDEO MODELING
IN THE WORKPLACE FOR INDIVIDUALS WITH AUTISM
SYNOPSIS WRITTEN BY KELLY KEARNEY

PURPOSE OF THE STUDY

The current study involved a preliminary job-site testing of computer software, VideoTote, delivered via a computer tablet and designed to provide users with video modeling and prompting for use by young adults with an autism spectrum disorder (ASD) across a range of employment settings. A multiple baseline design was used to assess changes in rates of completion with a complex, 104-step shipping task by four participants diagnosed with ASD. Baseline data were collected on accuracy of task completion after exposure to typical job-training involving instruction, modeling, and practice. The intervention involved video modeling and prompting with a 13 minute video depicting an individual completing job responsibilities that entailed checking to make sure materials were in working order, replacing defective items, packing materials in a container, entering information into a computer, and attaching a label to a container. Results suggested that video modeling and prompting were effective in helping individuals with ASD complete a multi-step shipping task. Participants and their parents gave the device and software high ratings as an acceptable treatment for adults with ASD to use in the workplace and intervention that complies with universal design principles.

RELEVANCE OF THE STUDY

Teachers and job coaches who work with individuals with intellectual and developmental disabilities would be interested in this study. Students in this study learned how to use the computer software program VideoTote via a tablet. VideoTote provided participants with video modeling, video prompting, and feedback to enhance job training in the employment setting. The job task in this study was a packing and shipping task at a warehouse.

STRATEGY SPOTLIGHT

The computer program, VideoTote, is an Android-based program and available on a tablet. This program was funded by the U.S. Department of Education & National Institute of Rehabilitation Research grant and developed as part of a Small Business Innovation Research grant. This VideoTote allowed participants to use a tablet as a training device to review the modeling video both before a session and as an on-the-job training device while completing the task. Universal Design for Learning (UDL) features are incorporated into the computer program.

LESSONS LEARNED

This multiple baseline across participants design demonstrated the video modeling provided via VideoTote was beneficial for the participants in this study to learn the packing and shipping task. Both the participants and their guardians gave the VideoTote software high ratings.

REFERENCE


The UDL Lens of Access, Engage and Express™

Access
by transforming information into useable knowledge through:
- digital media
- print
- touch
- audio
- visual media

Engage
with content and concepts using:
- interactives
- problem-solving
- designing
- video
- graphics
- collaborating
- reflection

Express
my understanding through:
- writing
- presenting
- storytelling
- multimedia
- building/making
- making sense of learning

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SUPPORTING ACTIVE AGING ACROSS THE LIFE COURSE
FOR PERSONS WITH SEVERE DISABILITIES AND THEIR FAMILIES
SYNOPSIS WRITTEN BY BRIANNA J. MILLER

Purpose of the Study
This practitioner article aimed to increase knowledge on providing aging information to individuals with disabilities and their families. The authors mentioned the importance of discussing aging and creating a support plan for caregivers and their family members with disabilities. Dr. Michelle Reynolds and colleagues from the University of Missouri-Kansas City created Charting the Life Course (CtLC) trainings for families to increase sustainability as aging increases. The framework of this training emphasizes the rights for all, including living, loving, working, playing, and pursuing life aspirations. Within CtLC, person-centered planning addresses individual family needs and multiple intersections extensively for families with loved ones with disabilities. The CtLC is offered online and in-person, meeting the needs of families who participated.

Relevance of the Study
Aging is an inevitable part of life. Planning for the future is vital, especially for individuals with disabilities and families. Addressing concerns and changes as a result of aging is often reactionary and not thought of until the individual with the disability and their family have had a traumatic life event or until aging has already begun. This article is important because it provides a proactive way to create and continue working towards a plan that will be beneficial for all.

Strategy Spotlight
The training covers several domains: community living, social, spirituality, safety, security, self-determination, and advocacy. Planning tools include a trajectory worksheet that allows families to create pathways and find aging gaps. These aging gaps include Social Security, transitioning living options, and Medicaid and Medicare health support. The integrated supports Star tool assists families in organizing support areas (i.e., services and community resources). A vision tool is used for families to explore their information and determine if the supports correlate with the retrospective vision for the family in the future. To motivate continuous planning, the CtLC created three graphic organizers: (1) discover and navigate, (2) connect and network, and (3) goods and services.

Lessons Learned
The CtLC is one way to increase knowledge about aging for families and individuals with disabilities. Aging will happen; planning for it before it happens may decrease stress and worry for families. More research should be conducted on end-of-life planning to promote more training.

Reference
Purpose of the Study

The purpose of this study was to evaluate the effectiveness of an iPad® as a prompting device for teaching daily living skills to three young adults with intellectual and developmental disabilities (IDD). Identified target tasks were (a) making spaghetti, (b) cleaning the dining room, (c) making macaroni and cheese, (d) cleaning the front porch, (e) cleaning the back porch, (f) cleaning the living room, and (g) mailing a letter. A multiple probe across behaviors design demonstrated use of the iPad® was associated with immediate and significant gains in the percentage of steps completed correctly for each identified target task. All participants were able to maintain task acquisition without the use of the iPad®.

Relevance of the Study

Teachers, job coaches, and other professionals who work with adults with IDD would be interested in this study. Adults with IDD learned how to complete identified independent living skills through the use of an iPad® as a video prompting device. This study examined if the skills would maintain after the iPad® was removed.

Strategy Spotlight

The iPad® was used to deliver video prompting. The videos were short, edited clips of each step in the task analysis of the pre-determined independent living skill. Video prompting has shown to be an effective way to teach both children and adults with disabilities a variety of skills. All videos were filmed from a third-person perspective, and when appropriate, the model would also verbally explain the step they were performing.

Lessons Learned

This multiple probe across behaviors design demonstrated that video prompting delivered via an iPad® was an effective way to teach independent living skills to adults with disabilities. The new independent living skills were also maintained up to 70 days after the intervention was removed.

Reference

# Journals Reviewed for the Dissemination

<table>
<thead>
<tr>
<th>Journals Reviewed for the Dissemination</th>
<th>Article Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and Training in Autism &amp; Developmental Disabilities (ETADD)</td>
<td>Purpose of the Study</td>
</tr>
<tr>
<td>Focus on Autism &amp; Other Developmental Disabilities (FADD)</td>
<td>What was the Study About? (Article Abstract)</td>
</tr>
<tr>
<td>Research and Practice for Persons with Severe Disabilities (RPSD)</td>
<td>Relevance of the Study</td>
</tr>
<tr>
<td>Journal for Intellectual and Developmental Disabilities (JIDD)</td>
<td>Where Would This be Relevant? In this section, discuss the relevance of the article: population, who should use it (practitioners such as teachers, job coaches, professors, IPSE administrators, parents, etc.), and where it is useful (social skills, community, employment, classroom, recruitment, etc.)</td>
</tr>
<tr>
<td>American Journal for Intellectual and Developmental Disabilities (AJIDD)</td>
<td>Strategy Spotlight</td>
</tr>
<tr>
<td>Journal of Special Education (JSE)</td>
<td>Discuss the strategy that was used so that practitioners can implement it. This is a good place for visuals.</td>
</tr>
<tr>
<td>Inclusion</td>
<td>Lessons Learned</td>
</tr>
<tr>
<td>Journal of Special Education Technology (JSET)</td>
<td>What were main takeaways from research? What would researchers want practitioners to know?</td>
</tr>
<tr>
<td>Journal of Rehabilitation (JOR)</td>
<td>Reference APA 7th edition</td>
</tr>
<tr>
<td>Exceptional Children (EC)</td>
<td></td>
</tr>
<tr>
<td>Journal of Vocational Rehabilitation (JVR)</td>
<td></td>
</tr>
<tr>
<td>Journal of Intellectual Disability Research</td>
<td></td>
</tr>
<tr>
<td>Intellectual and Developmental Disabilities (IDD)</td>
<td></td>
</tr>
<tr>
<td>Exceptionality</td>
<td></td>
</tr>
<tr>
<td>Research in Autism Spectrum Disorders</td>
<td></td>
</tr>
<tr>
<td>Journal of Inclusive Post Secondary Education (JIPSE)</td>
<td></td>
</tr>
<tr>
<td>Career Development and Transition for Exceptional Individuals (CDTEI)</td>
<td></td>
</tr>
<tr>
<td>Journal of Autism &amp; Developmental Disorders (JADD)</td>
<td></td>
</tr>
<tr>
<td>International Journal for Developmental Disabilities (IJDD)</td>
<td></td>
</tr>
<tr>
<td>Journal of Policy and Practice in Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Rehabilitation Counseling Bulletin (RCB)</td>
<td></td>
</tr>
<tr>
<td>Behavior Modification</td>
<td></td>
</tr>
<tr>
<td>Journal of Applied Behavior Analysis (JABA)</td>
<td></td>
</tr>
<tr>
<td>Behavior Analysis in Practice (BAP)</td>
<td></td>
</tr>
<tr>
<td>Remedial and Special Education (RASE)</td>
<td></td>
</tr>
<tr>
<td>Education and Treatment of Children (ETC)</td>
<td></td>
</tr>
<tr>
<td>Journal of Disability Policy Studies</td>
<td></td>
</tr>
<tr>
<td>Journal of Developmental and Physical Disabilities</td>
<td></td>
</tr>
<tr>
<td>Journal of Behavioral Education</td>
<td></td>
</tr>
<tr>
<td>Research in Developmental Disabilities</td>
<td></td>
</tr>
</tbody>
</table>
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Acknowledgments

We would like to thank the partners who have made this bulletin possible. Their continued support allows us to disseminate the latest practical research to support professionals who work with adults with disabilities. Our partners include:

- The Taft Foundation
- The Florida Center for Students with Unique Abilities

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