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The Brady Bulletin

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



ABOUT THE BULLETIN

FOR POSTSECONDARY COMPREHENSIVE TRANSITION PROGRAMS

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.

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TEACHING JOB SEARCH SKILLS

THROUGH SCREENSHARING AND REMOTE AUDIO COACHING
SYNOPSIS WRITTEN BY KALEY ADAMS

PURPOSE OF THE STUDY

Adults with intellectual and developmental disabilities (IDD) are more frequently unemployed or under-employed than individuals without disabilities. Job search skills are one of the most direct ways to counter unemployment. Remote audio coaching (RAC) has shown to be an effective, remote method for teaching skills to adults with IDD. Since the COVID-19 pandemic has increased the need for flexible intervention delivery options, the researchers explored the effectiveness of using RAC to teach job search skills to college students with IDD. A multiple probe design across students was used to examine the impact of RAC on increasing job search skills. Results demonstrated that RAC was effective at increasing this skill. All students maintained the skill upon removal of the intervention.

RELEVANCE OF THE STUDY

Searching for jobs is an important pre-employment skill that involves executive functioning and technological skills (such as identifying skills and interests, considering transportation access and distance between home and work, and searching on the computer). This article is relevant to adults with IDD and the professionals who support their employment efforts including job coaches, inclusive postsecondary education (IPSE) program faculty and staff, transition specialists, and parents.

STRATEGY SPOTLIGHT

Researchers met with participants on Zoom to deliver the RAC intervention. RAC involved the interventionist modeling the steps of the job search task analysis in Table 1. The task analysis involved accessing a job search website, narrowing the search, and selecting relevant options to email to a job coach. Then, coaching statements were provided as the participants practiced the same steps.

LESSONS LEARNED

Participants of the study increased their job search skills and maintained these skills after the RAC intervention was removed. This indicates that using an online tool to search for jobs and teaching this skill through RAC could be a viable intervention for other individuals who struggle to find the right job for their needs.

REFERENCE

Kearney, K. B. & Torres, A. (2022). Teaching job searching skills to adults with intellectual and developmental disabilities through screensharing and remote audio coaching. *Education and Training for Autism and Developmental Disabilities*, 57(2), 167-176.

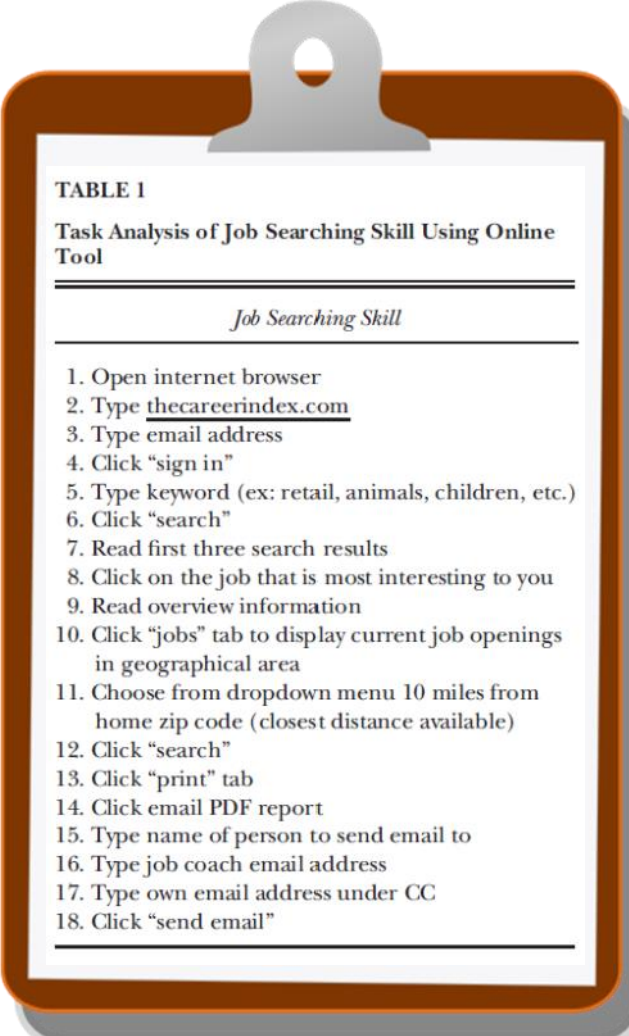


TABLE 1
Task Analysis of Job Searching Skill Using Online Tool

<i>Job Searching Skill</i>
1. Open internet browser
2. Type thecareerindex.com
3. Type email address
4. Click "sign in"
5. Type keyword (ex: retail, animals, children, etc.)
6. Click "search"
7. Read first three search results
8. Click on the job that is most interesting to you
9. Read overview information
10. Click "jobs" tab to display current job openings in geographical area
11. Choose from dropdown menu 10 miles from home zip code (closest distance available)
12. Click "search"
13. Click "print" tab
14. Click email PDF report
15. Type name of person to send email to
16. Type job coach email address
17. Type own email address under CC
18. Click "send email"

TIME DELAY & eCOACHING

TO TEACH JOB SKILLS
SYNOPSIS WRITTEN BY KELLY KEARNEY

PURPOSE OF THE STUDY

Young adults with autism spectrum disorder (ASD) and comorbid intellectual disability (ID) are vastly underrepresented in the area of postsecondary employment. This study evaluated the effectiveness and perceptions of an intervention package incorporating constant time delay (CTD) and eCoaching to promote employment skill acquisition. CTD was used by a teacher interventionist to instruct four (4) student participants with ASD and ID in a community setting, while concurrently receiving real-time performance feedback through eCoaching. A multiple probe across participants design was used to evaluate the impact of the intervention on skill acquisition while simultaneously measuring CTD implementation fidelity. Results showed rapid skill acquisition and generalization and follow-up data were positive. CTD was implemented with fidelity and rated favorably among participants.

RELEVANCE OF THE STUDY

Job coaches and teachers of transition-aged students and young adults would be interested in this intervention. In this study, a teacher was provided real-time feedback via eCoaching while teaching four (4) young adults with ASD and ID employment skills in a community setting using a constant time delay. This strategy would be most beneficial to young adults and transition-aged youth preparing for employment in the community.

STRATEGY SPOTLIGHT

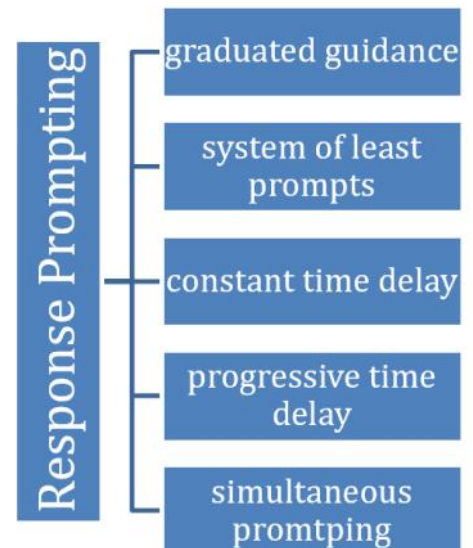
This study used a response prompting procedure to teach the target job skill to the young adults who participated in the study. Response prompting involves the organized presentation and removal of prompts while reinforcing independent, accurate responses. There are many different types of response prompting procedures, including graduated guidance, progressive time delay, simultaneous prompting, and system of least prompts. The response prompting procedure used in this study was a CTD. eCoaching was used in addition to CTD to enhance the fidelity with which the teacher was providing the CTD procedure.

LESSONS LEARNED

The researchers in this study found that the eCoaching combined with CTD was effective in teaching the employment skill, sorting, to the young adults who participated in the study. They also generalized the skills and maintained them over time. eCoaching was used to maintain high fidelity levels of teacher-implemented CTD. The teacher reported enjoying the real-time feedback the researchers were able to provide using eCoaching.

REFERENCE

Horn, A. L., Gable, R. A., Bobzien, J. L., Tonelson, S. W., & Rock, M. L. (2020). Teaching young adults job skills using a constant time delay and eCoaching intervention package. *Career Development and Transition for Exceptional Individuals*, 43(1), 29-39.



EFFECTS OF COVID-19 ON ADULTS WITH ID

SYNOPSIS WRITTEN BY BRIANNA J. MILLER

PURPOSE OF THE STUDY

The purpose of this study was to illustrate the lived experiences of students with intellectual disabilities (ID) during the COVID-19 pandemic. Three (3) areas that were discussed in this qualitative study were employment, social interactions, and independent living. Participants were students of a post-secondary education (PSE) program located in the southeastern region of the United States. To determine the varied experience of students within the program, the researchers conducted two (2) focus groups for currently enrolled (n=5) and graduated (n=4) students. Due to COVID-19, the participants met with two (2) researchers via Zoom. One (1) researcher's role was to facilitate and ask questions that were designed based on the three (3) areas stated above and the other researcher was the notetaker. The notetaker's role was to listen and take verbatim notes during the focus group session. Prior to the focus group, both researchers met with the participants to go over any questions related to the study as well as practice troubleshooting resolutions to decrease any technological issues. The researchers also discussed netiquette, virtual group online behavior expectations. Both focus group Zoom meetings were recording using the iPhone 7 Voice Recorder app with written consent from participants. The recordings were coded using Vivo, a qualitative data software, and using the guidelines of Johnny Saldaña's *The Coding Manual for Qualitative Researchers* (2016).

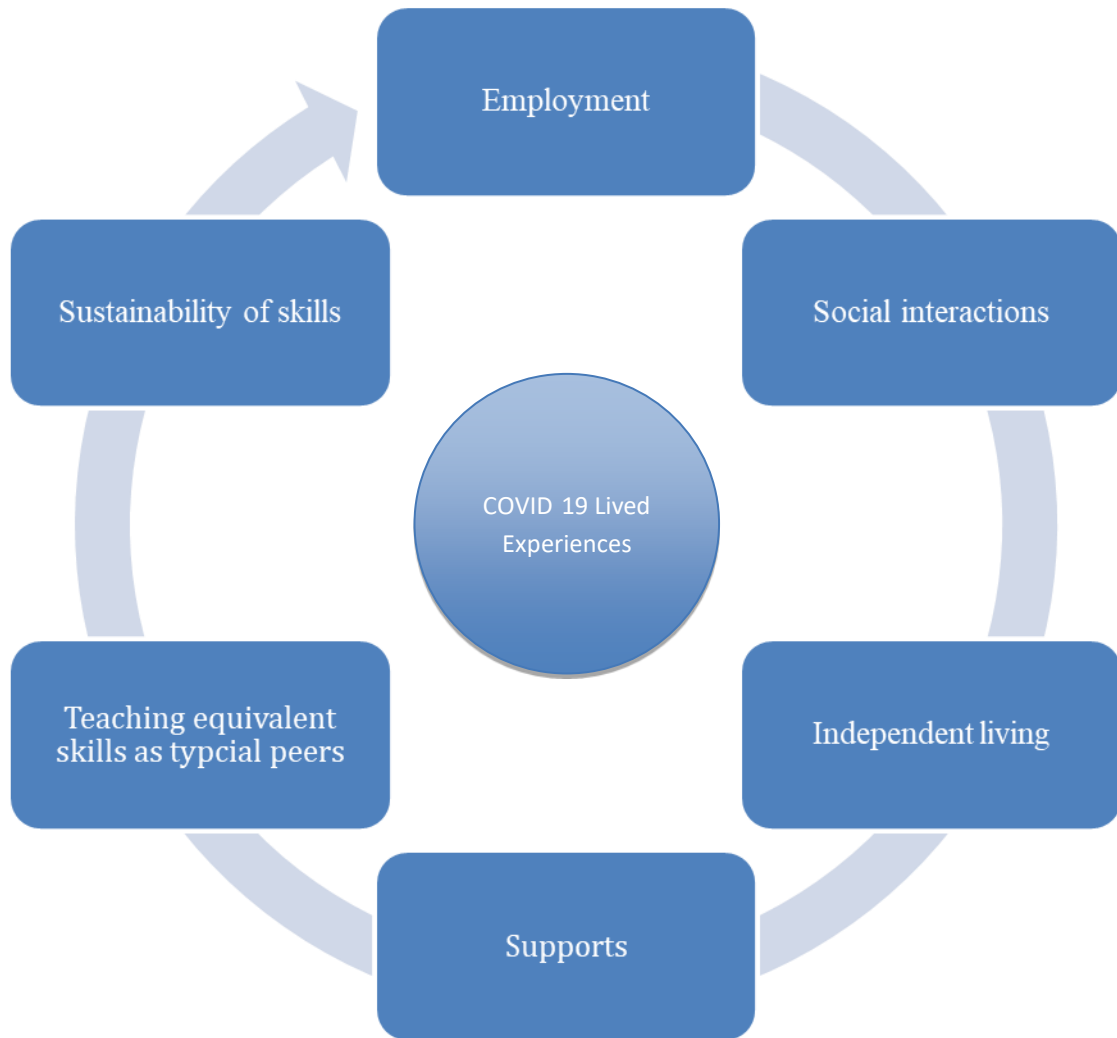
Findings were based on themes and sub-themes. Results indicated that participants were impacted by all three (3) areas. Participants discussed their understanding of the impact of COVID-19 as well as emphasized skills that they were taught to apply through their PSE program such as self-determination and technology skills that increased their awareness and application to adapt to various areas of their lives during the pandemic.

RELEVANCE OF THE STUDY

Teaching quality of life skills that are essential to typical adults should also be taught to adults with ID. Technology was an imperative component of COVID-19 for all and the participants in both focus groups were able to generalize many of their skills because of the skills that were taught, applied, and maintained in and out of their program. The researchers in this study mentioned the impact of mental health on this population and described the need to develop, implement, and monitor supports for them as essential.

STRATEGY SPOTLIGHT

Participants indicated various employment considerations that were adjusted due to COVID-19 such as job searching. They also stated that their daily living skills and responsibilities increased resulting in completing these skills independently with no assistance from others in their household. However, worries about interactions with family and missing everyday in-person routines increased in a negative way. All participants were starting to develop a healthy lifestyle such as exercising at home or at a park as well as making healthier food choices and cooking more at home with family. See the Figure on the following page for the primary effects of COVID-19 found in the study.



LESSONS LEARNED

One recommendation provided by the researchers was for service providers to fade supports when necessary to increase independent use of skills. Another recommendation was to teach natural functional skills in various environments that are equivalent to those without ID. More programs and related stakeholders should evaluate what and how skills are taught to this population to implement more effective ways for transitioning and adapting to life's unforeseen events and circumstances.

REFERENCE

Carey, G., Miller, B., & Finnegan, L. (2021). The effects of the COVID-19 pandemic on adults with intellectual disabilities. *Journal of Vocational Rehabilitation, 55*(3), 271-281. <https://doi.org/10.3233/JVR-211162>

Saldaña, J. (2016). *The coding manual for qualitative researchers*. SAGE.

PARENT PERSPECTIVES ON IPSE PREP

SYNOPSIS WRITTEN BY DIANA M. VALLE RIESTRA

PURPOSE OF THE STUDY

Using a three-round Delphi survey, researchers explored parent perspectives regarding the personal competencies students with intellectual disabilities (ID) needed to be better prepared for participation in an inclusive postsecondary education (IPSE) program. An expert panel comprised of parents of students with ID in IPSE programs participated. Three (3) Delphi rounds consisted of open-ended questions and cycles of subsequent rating scales on identified perspectives to establish a quantitative basis for consensus. The parent panel reached consensus on a list of 30 personal competencies that support student preparation for IPSE. The purpose of this study was to survey parents of students with ID who had participated in an IPSE program and identify skills, knowledge, and attributes they thought prepared their student for this experience. Moreover, this study emphasized the importance of highlighting “the parent perspective more explicitly into the ongoing conversation about how well we as stakeholders are preparing students with ID for IPSE programs.” The primary research question was: From a parent perspective, what personal skills, knowledge, and attributes do students with ID need to develop to be prepared to participate in an IPSE program?

RELEVANCE OF THE STUDY

Family involvement has been identified as a critical category and an effective practice in the taxonomy for transition planning and programming for students with ID. Family engagement has also been identified as a predictor of postschool employment and an evidence-based practice that predicts successful transition outcomes for students with disabilities.

This article is relevant to the following stakeholder groups who play a role in supporting the transition and participation of students with ID in IPSE programs: 1) transition specialists; 2) secondary teachers; 3) parents/families of students with ID; and 4) IPSE faculty and staff.

STRATEGY SPOTLIGHT

Results from this study generated a list of 30 skills that parents in the study agreed could help students with ID be more prepared to succeed in IPSE programs. Skills were grouped into four (4) categories: 1) Academic/Study Skills; 2) Independent Living; 3) Social Skills/Working with Others; and 4) Personal Characteristics. The most highly rated items based on level of importance for preparation focused on the development of independent living skills or social skills. The only academic related item was time management. The researchers emphasized that these skills “...reflect areas, that if focused on more intentionally at an earlier age, could help all stakeholders more adequately prepare students with ID to successfully participate in IPSE.”

Top 9 Skills to Prepare Students for IPSE Programs (Agreed upon across parent participants):

1. Ability to follow instructions/directions
2. Ability to ask for help/clarification across variety of settings
3. Ability to manage medications independently (e.g., take the appropriate amount at the right time, order or tell someone when they need refills, describe side effects)
4. Demonstrates basic hygiene skills without regular prompting (e.g., showering, teeth brushing, nail care, wearing clean clothes)
5. Accepts responsibility for their actions
6. Demonstrates resilience
7. Is kind to self and others
8. Demonstrates knowledge of personal safety awareness (e.g., stranger danger, how to navigate a new environment, know who to contact in an emergency or what to do when feeling unsafe)
9. Time management skills (e.g., track time using a watch or phone, follow a schedule with or without prompts, use a planner)



LESSONS LEARNED

Family involvement continues to be important at the college level especially for students with disabilities since families serve as a major natural support to their students. "As natural supports, parents can use the list of items developed in this study to assess what areas they consider strengths for their student and what areas they might focus more effort and attention on, at home, to help their student develop additional independent living competencies that would allow them to be better prepared for an IPSE setting." Additionally, these critical skills can inform the development of goals listed on the student's Individualized Education Plan (IEP) or be used to guide service planning, delivery, and supports through community agencies (e.g., Vocational Rehabilitation VR). Furthermore, IPSE programs can use the list of skills to develop a screening tool to assess the overall level of preparation of applicant during the admissions process.

REFERENCE

Sheen, J.C., Aller, T.B., Morgan, R. L., & Currier Kipping, K.R. (2022). Parent perspectives on preparing students with intellectual disabilities for inclusive postsecondary education. *Journal of Inclusive Postsecondary Education*, 3(2), 1-17.

SELF-MONITORING PERSONAL HYGIENE

YOUNG ADULTS WITH IDD
SYNOPSIS WRITTEN BY KELLY KEARNEY

PURPOSE OF THE STUDY

Research indicates that employers rate personal hygiene as the number one barrier to employment among individuals with developmental disabilities. However, there is limited literature on improving personal hygiene in preparation for employment among individuals with developmental disabilities. Using a multiple-baseline across-participants design, this study examined the effect of self-monitoring on personal hygiene among five (5) individuals with developmental disabilities, ages 19 to 22 years, attending a postsecondary education program. A functional relation was demonstrated between self-monitoring and reduced distracting body odor. Limitations, suggestions for future research, and practical applications are provided.

RELEVANCE OF THE STUDY

Job coaches and teachers of transition-aged students and young adults would be interested in this study. In this study, postsecondary students with developmental disabilities learned to use a practitioner-supported self-monitoring program to increase personal hygiene skills, specifically reducing the distraction of personal body odor. This strategy would be most useful for young adults and students who have hygiene needs that may interfere with their social relationships or employment prospects.

STRATEGY SPOTLIGHT

The self-monitoring intervention used in this study was developed by the research team and contained three (3) main components (see Figure to the right). Self-monitoring interventions are an emerging practice that have been used to address social behaviors among children with developmental disabilities. Self-monitoring involves systematically observing one's own behavior and recording if a target behavior occurred or did not occur.



Importance of personal hygiene



Importance of self-monitoring



How to self-monitor distracting body odor

LESSONS LEARNED

The researchers in this study found that the self-monitoring intervention reduced the amount of distracting body odor of the young adults who participated in the study. The authors think there are substantial long-term employment benefits for the participants in this study due to the importance employers place on personal hygiene.

REFERENCE

Gushanas, C. M. & Thompson, J. L. (2019). Effects of self-monitoring on personal hygiene among individuals with developmental disabilities attending postsecondary education. *Career Development and Transition for Exceptional Individuals*, 42(4), 203-213.

PARENT ENGAGEMENT IN TRANSITION

THROUGH CULTURALLY SUSTAINING PRACTICES
SYNOPSIS WRITTEN BY DIANA M. VALLE RIESTRA

PURPOSE OF THE STUDY

The increasingly diverse population in the United States calls for schools to address the breadth of cultural histories students bring with them to the classroom. High school students with disabilities are diverse in terms of cultural histories, race, ethnicities, religions, and citizenship. These factors intersect as families engage in planning for the transition to adulthood. A requisite for culturally diverse families with young adults who receive services under the educational category of intellectual disability (ID) are school professionals who can meaningfully collaborate. This review of literature from peer-reviewed journals seeks to understand if culturally responsive practices are utilized with culturally and linguistically diverse (CLD) families during transition planning. This review also explored whether culturally sustaining practices strengthen partnerships between teachers and CLD families and adolescents with disabilities, including those with ID. Implications are associated with how teachers can perceive diversity from a strengths perspective as a vital component of transition planning.

RELEVANCE OF THE STUDY

Parent engagement in school has been linked to successful postsecondary outcomes (Henderson, 2009) which implies the need for professionals to establish strong partnerships with families especially during transition planning. Furthermore, as our classrooms and students become more diverse, we need to better understand how to work more effectively with CLD families in understanding the transition process for students with disabilities and implementing culturally relevant transition practices that lead to positive outcomes.

The purpose of this scoping review of literature was to examine and better understand whether culturally sustaining practices are reflected within current research associated with transition planning for CLD families and their students. Specifically, the study was led by two (2) research questions: 1) What are current barriers to engaging culturally diverse parents and families in transition planning? and 2) What culturally sustaining practices have been identified specifically in promoting family involvement in transition planning?

This article is relevant to the following stakeholder groups who play a role in supporting the transition and participation of students with ID in inclusive postsecondary education programs (IPSE): 1) transition specialists; 2) secondary teachers; 3) parents/families of students with IDD; and 4) IPSE faculty and staff.

STRATEGY SPOTLIGHT

I. Barriers that Limit Parent Engagement

CLD families identified barriers that limited their involvement during transition planning. These barriers were related to communication, access to information, professional negative attitudes and assumptions, past experiences, and lack of community support. Refer to Table 1 below outlining the studies reviewed in the literature.

Table 1
Barriers to Engagement

Authors & Year	Communication	Access to Information	Professional Attitudes	Past Experiences	Lack of Community Supports
Geenen et al., (2005)	X	X	X	X	
Hetherington et al., (2010)		X	X		X
Kim et al., (2007)	X		X		
Landmark et al., (2007)	X	X			
Povenmire-Kirk et al., (2010)	X		X	X	X
Rueda et al., (2005)	X	X	X		X
Shapiro et al., (2004)	X	X	X	X	

II. Culturally Sustaining Practices

In this scoping review, culturally sustaining practices that support parent engagement during transition were identified. These practices centered around the categories of communication, culturally sustaining supports, and relationships. Refer to Table 2 below.

Table 2
Culturally Sustaining Practices

Authors & Year	Communication	Culturally Sustaining Supports	Relationships
Geenen et al., (2005)	X	X	X
Hetherington et al., (2010)		X	
Kim et al., (2007)			X
Landmark et al., (2007)	X	X	X
Povenmire-Kirk et al., (2010)	X	X	X
Rueda et al., (2005)			X
Shapiro et al., (2004)	X	X	X

LESSONS LEARNED

If we value meaningful family engagement during transition with CLD families with students with disabilities, we need to implement practices that are family-centered and culturally sensitive and sustaining. Some implications for the field include reflecting on the preparation of teachers who should be trained in understanding and using culturally responsive practices that engage families in collaborative planning and decision making. Further reflection is needed on how to engage both teachers and other professionals involved in transition planning to use culturally relevant pedagogy to utilize cultural networks and establish cultural liaisons that build trusting partnerships with CLD families.

REFERENCE

Wilt, C.L. & Morningstar, M.E. (2018). Parent engagement in the transition from school to adult life through culturally sustaining practices: A scoping review. *Intellectual and Developmental Disabilities*, 56(5), 307-320. DOI: 10.1352/1934-9556-56.5.307

Journals Reviewed for the Dissemination

<i>Education and Training in Autism & Developmental Disabilities (ETADD)</i>	<i>Journal of Inclusive Post Secondary Education (JIPSE)</i>
<i>Focus on Autism & Other Developmental Disabilities (FADD)</i>	<i>Career Development and Transition for Exceptional Individuals (CDTEI)</i>
<i>Research and Practice for Persons with Severe Disabilities (RPSD)</i>	<i>Journal of Autism & Developmental Disorders (JADD)</i>
<i>Journal for Intellectual and Developmental Disabilities (JIDD)</i>	<i>International Journal for Developmental Disabilities (IJDD)</i>
<i>American Journal for Intellectual and Developmental Disabilities (AJIDD)</i>	<i>Journal of Policy and Practice in Intellectual Disabilities</i>
<i>Journal of Special Education (JSE)</i>	<i>Rehabilitation Counseling Bulletin (RCB)</i>
<i>Inclusion</i>	<i>Behavior Modification</i>
<i>Journal of Special Education Technology (JSET)</i>	<i>Journal of Applied Behavior Analysis (JABA)</i>
<i>Journal of Rehabilitation (JOR)</i>	<i>Behavior Analysis in Practice (BAP)</i>
<i>Exceptional Children (EC)</i>	<i>Remedial and Special Education (RASE)</i>
<i>Journal of Vocational Rehabilitation (JVR)</i>	<i>Education and Treatment of Children (ETC)</i>
<i>Journal of Intellectual Disability Research</i>	<i>Journal of Disability Policy Studies</i>
<i>Intellectual and Developmental Disabilities (IDD)</i>	<i>Journal of Developmental and Physical Disabilities</i>
<i>Exceptionality</i>	<i>Journal of Behavioral Education</i>
<i>Research in Autism Spectrum Disorders</i>	<i>Research in Developmental Disabilities</i>

Article Title

PURPOSE OF THE STUDY

What was the Study About? (Article Abstract)

RELEVANCE OF THE STUDY

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.)

STRATEGY SPOTLIGHT

Discuss the strategy that was used so that practitioners can implement it. This is a good place for visuals.

LESSONS LEARNED

What were main takeaways from research? What would researchers want practitioners to know?

REFERENCE

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