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9

FLORIDA ATLANTIC UNIVERSITY
ACADEMY FOR
COMMUNITY INCLUSION

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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USING CAC TO TEACH “SMALL TALK”

TO A COLLEGE STUDENT WITH IDD
SYNOPSIS WRITTEN BY LAUREN BERLINGO

PURPOSE OF THE STUDY

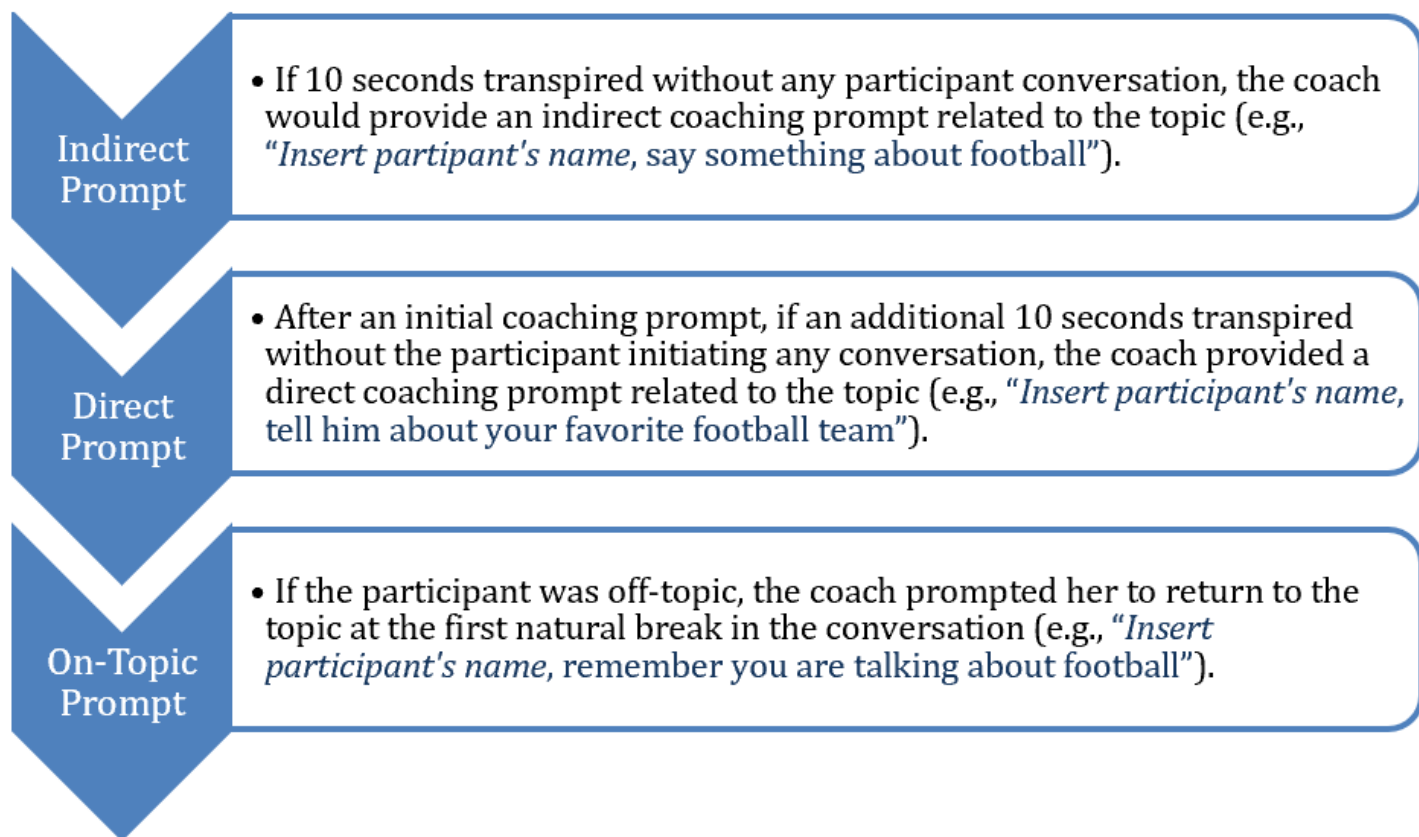
Individuals with intellectual and developmental disabilities (IDD) frequently have challenges engaging in social situations and with their communication skills due to a lack of availability and safe opportunities to practice these skills. The ability to successfully engage in small talk, or simple social conversational exchanges, can be beneficial in educational, professional, and social environments. Covert audio coaching (CAC) has been used to teach skills to individuals with IDD, but few studies have investigated CAC to teach social skills. In this study, a withdrawal design was used to examine the impact of CAC to teach a young woman with IDD to engage in small talk with a confederate on a university campus. Results demonstrated a functional relation between CAC and the student’s on-topic small talk conversational exchanges. Implications and future research are discussed.

RELEVANCE OF THE STUDY

It is relevant to target these skills when teaching in an inclusive postsecondary education (IPSE) program, and if you have learners who have difficulty with engaging in small talk with peers. This study has useful information regarding the use of a CAC intervention to teach small talk to students with IDD, which is a very important social skill to have that can be used across a variety of settings (school, work, etc.).

Key Intervention Components	
Definitions	<u>On-topic talk</u> : conversation is related to the topic provided by the coach
	<u>Off-topic talk</u> : conversation unrelated to the content of the topic provided by the coach, including repetitive topics idiosyncratic to the participant
	<u>Coaching prompts</u> : were marked as either an occurrence or non-occurrence within each interval
Dependent Variable	(a) prompted on-topic small talk exchanges with the confederate, (b) unprompted on-topic exchanges with the confederate, and (c) off-topic conversation exchanges
Independent Variable	Covert audio coaching (CAC)
Intervention	Beginning : The coach introduced a randomly selected conversation topic and a backup topic to the confederate prior to the session. Conversation topics were related to the participant’s college experience and leisure activities (i.e., taking college courses, attending activities on campus, listening to music, and eating at restaurants).
	During : The confederate did not prompt or ask questions of the participant. The confederate and participant both wore Apple AirPods and sat in the observation room while the coach and data collectors were unseen on the other side of the one-way mirror. All coaching statements were given to the participant using an Apple iPhone. The coach began each session with a suggestion that the participant talk about the pre-selected topic. Coaching prompts were delivered as needed.
	After : Confederate responses and feedback served as reinforcers. At the end of each session, the coach thanked the participant for her time, provided general verbal praise for her participation, and asked her to resume her scheduled activities.

PROMPTS USED DURING THE STUDY



LESSONS LEARNED

Researchers found a functional relation was demonstrated between the CAC intervention and the participant’s on-topic conversations. This is important because increasing small talk, along with other social-communication skills, can positively affect an individual’s quality of life. The ability to increase the engagement between an individual with IDD and his or her peers, coworkers, and supervisors in community and employment settings is a goal of educators and caregivers, and the current data represent one of the first attempts at understanding how CAC might contribute to the development of this skill set.



REFERENCE

Kearney, K. B., Brady, M. P., Joseph, B., Bennett, K. D., & Dukes, C. (2022). Using covert audio coaching to teach “Small Talk” to a college student with autism and intellectual disability. *Journal of Inclusive Postsecondary Education*, 3(2), 1-13. <https://doi.org/10.13021/jipe.2021.2928>

SELF-DETERMINATION DEVELOPMENT

AMONG COLLEGE STUDENTS WITH ID
SYNOPSIS WRITTEN BY ANGELICA DOWNEY

PURPOSE OF THE STUDY

Students with Intellectual Disabilities and Developmental Disabilities (IDD) attend inclusive postsecondary education (IPSE) programs to learn new skills, including living, social, and employability skills. A skill that is embedded within the curriculum of IPSE programs is self-determination. These skills would include choice making, goal setting, problem solving, and self-advocacy. There is a gap in the research on identifying the impact of IPSE programs on self-determination skills. The purpose of this study was to address that gap by using a longitudinal design to examine the changes in self-determination levels of students with IDD across 3 years in an IPSE program.

RELEVANCE OF THE STUDY

This research has important implications for students with IDD, their families, stakeholders, and professionals who work with individuals with IDD. Self-determination is essential to quality of life and because IPSE programs support the learning of self-determination skills it is suggested that IPSE programs become a standard part of transition programming for adults with IDD.

STRATEGY SPOTLIGHT

A longitudinal design was used in this study to examine the changes of self-determination levels of college students with IDD in an IPSE program for 23 participants. The measure that was used to collect data on self-determination levels was The American Institutes for Research Self-Determination Scale (AIR). Researchers completed 4 AIR assessments with each participant across 3 years which included 1 baseline data collection and 3 yearly data collections. A two-step analysis was used to analyze the data. First, the researchers used mean scores and descriptive statistics and second, the researchers performed the repeated measures analysis of variance (ANOVA). The results showed an overall significant difference in means and therefore the researchers used the Bonferroni post hoc pairwise comparison to determine the significance. The results showed that levels of self-determination increased significantly from baseline measures to year 3 measures.

LESSONS LEARNED

IPSE programs continue to have positive outcomes on self-determination levels for individuals with IDD. These increased levels of self-determination could assist students with IDD when obtaining and retaining employment and when transitioning to independent community living. Self-determination is part of the vocational rehabilitation (VR) process. Adults with IDD must make decisions about their career goals and advancements to be successful with VR providers. Adults with IDD can increase their self-determination skills through IPSE programs. Increasing access to IPSE programs is beneficial for adults with IDD to utilize their agency supports in the most effective ways. Lastly, as IPSE programs grow, IPSE staff can increase their longitudinal measures of various skills to help researchers understand the effects of these programs on adults with IDD.



REFERENCE

Torres, A., Kearney, K. B., Downey, A., & Tedesco, C. (2022). Self-determination development among college students with Intellectual and Developmental Disabilities: A longitudinal study. *Focus on Autism and Other Developmental Disabilities*, 0(0). <https://doi.org/10.1177/10883576221133491>

IMPROVING EMPLOYEE HANDBOOK COMPREHENSION

FOR COLLEGE STUDENTS WITH ID
SYNOPSIS WRITTEN BY KELLY KEARNEY

PURPOSE OF THE STUDY

Independent access to text is important to employment and critical for postsecondary success; however, literacy deficits make access to text challenging for individuals with intellectual disability (ID). Limited access to employment policies and procedures leaves many at a disadvantage. This single-case research design study examined the text comprehension of employee policies and procedures for four college students with ID through a universally-designed employee handbook, graphic organizers, and systematic instruction. Results indicate that participants improved in text comprehension and independent navigation of accessibility functions on iPads, an important skill in a technology-based culture. Recommendations and implications for practice and further research are also discussed.

RELEVANCE OF THE STUDY

Job coaches, professors, and teachers of transition-aged students would be interested in this article. In this study, young adults with ID learned employment policies and procedures via a universally-designed handbook presented on an iPad with a read aloud function. This strategy would be most useful for students who are working (or preparing to work soon) who have a difficult time reading and comprehending text.

STRATEGY SPOTLIGHT

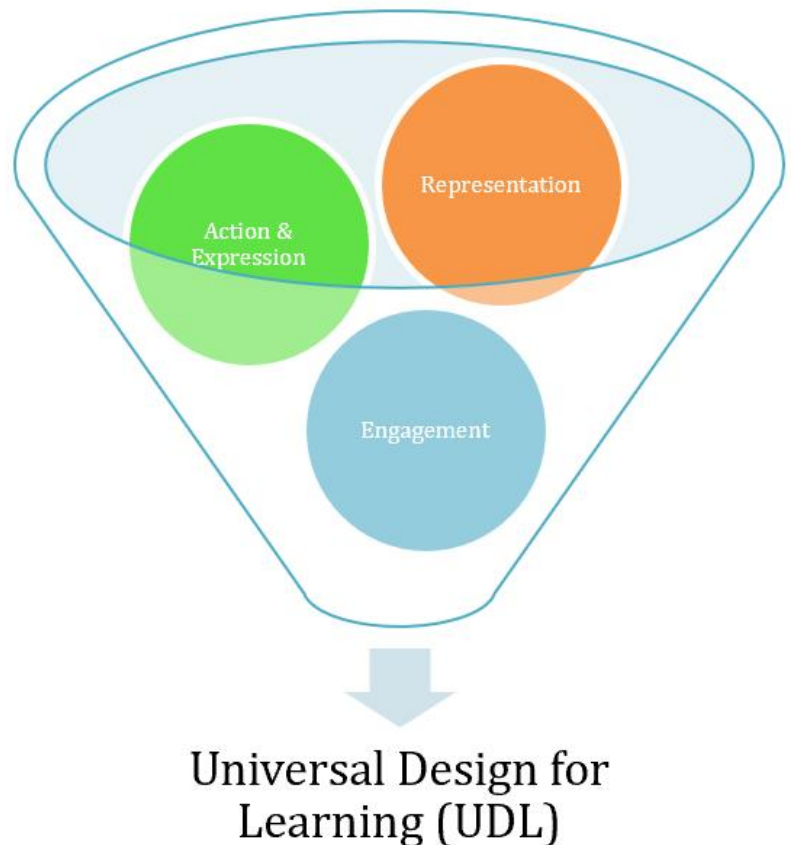
The employee handbook was universally-designed and presented as a multi-media shared story via an iPad. Universal design provides multiple means for representation, action & expression, and engagement for the learner. The multi-media shared story using text-to-speech technology improves the text comprehension skills of the learner.

LESSONS LEARNED

This research team discovered that the universally-designed employee handbook presented via an iPad with text-to-speech was an effective way to teach the policies and procedures of the employee handbook to young adults with ID.

REFERENCE

Devine, S. M., Baker, J. N., More, C. M., & Morgan, J. J. (2022). Improving employee handbook comprehension for college students with intellectual disability. *Journal of Inclusive Postsecondary Education*, 4(1), 1-23.



EXPERIENCES OF PROFESSORS TEACHING

STUDENTS WITH ID
SYNOPSIS WRITTEN BY BRIANNA MILLER

PURPOSE OF THE STUDY

The purpose of this study seeks to determine the strengths, needs, and supports for postsecondary education professors at Hispanic serving institutions (HSIs) to assist students with intellectual disabilities (ID) enrolled in transition and postsecondary programs for students with intellectual disabilities (TPSID).

The research questions were:

1. What are professors' previous experiences with students with disabilities in their courses?
2. How do professors perceive students with ID in higher education (before and after having them in their classes)?
3. What are the challenges and/or barriers as perceived by professors?
4. What are the specific challenges related to instruction?
5. What instructional or organizational strategies have been identified by professors to support students with ID?
6. What are observed or perceived successes of professors of students with ID?
7. What are professors' perceptions of the needs for being/becoming an effective instructor for students with ID?



The researchers interviewed six professors (n= 4 female; 2 male) from an HSI in south Texas. The professors were recruited based on the prerequisite inclusive courses taught, such as public speaking, fitness and wellness, and first-year seminar classes for undergraduate students. The TPSID program, TU CASA, provides universal design for learning (UDL) for all professors with program students enrolled in their courses. Trainings included any supports and modifications that can be used for all students in the course. Each professor taught a course with TU CASA students and other students within the university.

The interviews were conducted before and after the semester. Due to the coronavirus-19 (COVID -19), the interviews were completed online via Microsoft Teams and Zoom. Data were interpreted using qualitative design to disseminate the participants' experiences within the study. The researchers transcribed interviews containing definitions and themes that were concluded to 17 codes. An intercoder agreement was used to compare and interpret codes and themes. All interviews were double-coded, and five themes emerged; disability knowledge and experience; barriers to success; academic supports and strategies; successes; and recommendations for future planning.

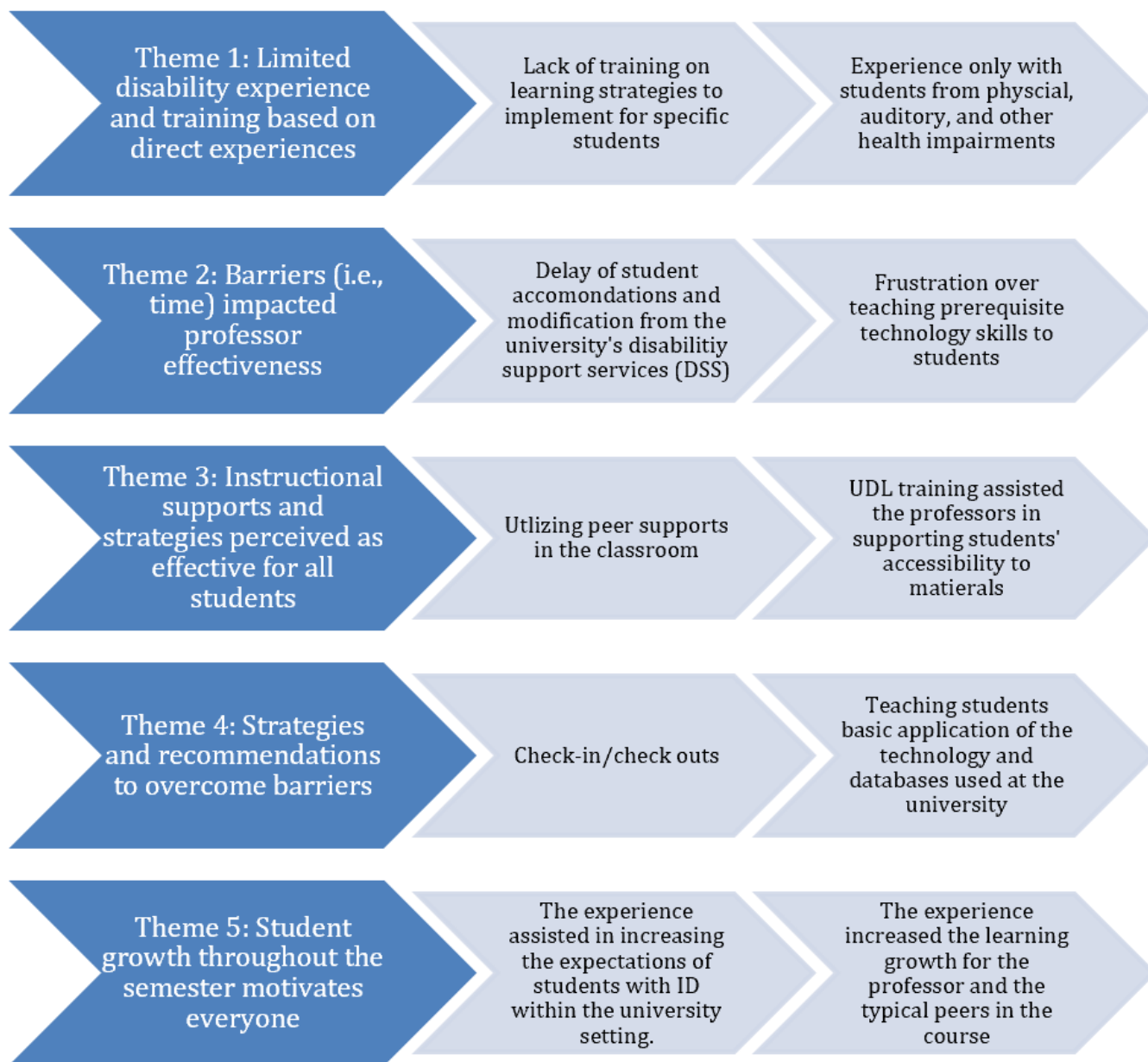
RELEVANCE OF THE STUDY

Collaboration of TPSID programs within the university is imperative for all stakeholders. Instructor trainings that embed UDL principles can help students with ID and their peers in the college setting. Supports and resources should be readily accessible for instructional personnel.

STRATEGY SPOTLIGHT

Program instructors and students need to be taught how to use technology in courses because the technology selected is meant to benefit all students and can be applied to various components within a course. The figure below depicts the themes that emerged from the qualitative study.

THEMES



LESSONS LEARNED

In addition to the five themes listed above, the researchers noted three main research to practice implications: (1) a need to increase training, (2) a need for instructional flexibility, and (3) the use of technology preparation for the students and instructional personnel. The primary lesson learned from the study was the need to bridge the technological gap between professors and students. Creating a database that houses resources and instructional videos on using the technology (e.g., logging in to the university's teaching platform, submitting assignments, etc.) can decrease some technology frustration for all.

REFERENCE

Watts, G. W., López, E. J., & Davis, M. T. (2023). "The change was as big as night and day": Experiences of professors teaching students with intellectual disabilities. *Journal of Intellectual Disabilities, 0*, 1-20. <https://doi.org/10.1177/174462952211487>

VOCATIONAL SKILLS THROUGH VIDEO PROMPTING

ACQUIRED BY YOUNG ADULTS WITH IDD
SYNOPSIS WRITTEN BY KALEY ADAMS

PURPOSE OF THE STUDY

Students with intellectual and developmental disabilities (IDD) often require substantial support to acquire the skills needed to secure work experience and paid employment. Prior findings suggest that video prompting is likely to be an effective and feasible strategy for establishing such skills. To evaluate this possibility in a special education transition program, researchers examined the effectiveness of a video prompting procedure in teaching 8 young adults with IDD to perform job-related tasks (doing laundry, checking in to work, vacuuming, stripping bed). The intervention was effective with all participants. The skills maintained over 3 months, and the participants performed the tasks accurately in a new setting with different materials. Participants were reportedly satisfied with the intervention and deemed it easy to use.

RELEVANCE OF THE STUDY

This article is relevant to stakeholders supporting adults with IDD in acquiring job related skills. These stakeholders may include postsecondary instructors, job coaches, guardians, and other vocational personnel.

STRATEGY SPOTLIGHT

The researchers developed video models of the task analysis steps for four different job-related tasks (hanging clean shirts, checking-in to work, stripping a bed, and vacuuming). Task analyses were developed in collaboration with other staff and the video models were filmed with a Board Certified Behavior Analyst who followed the exact steps of the task analyses. See the visual for steps to making the video prompts. During the intervention, researchers prompted the participants to view the videos and imitate the modeled skills.

LESSONS LEARNED

All eight participants consistently acquired the skills through the video prompts. The acquired skills were also maintained after the intervention was removed. Researchers noted that the procedure is practical and unobtrusive in that minimal staff attention is required in the error correction procedure and does not involve physical prompting.

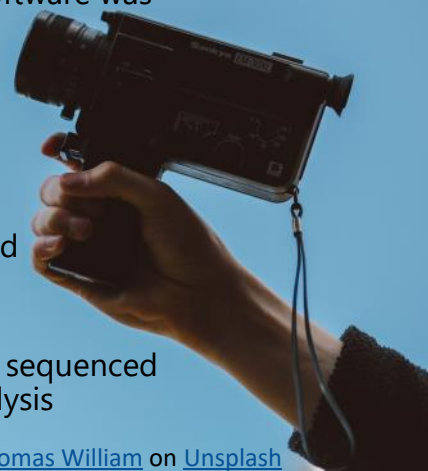
REFERENCE

Schroeder, C., Ragotzy, S., & Poling, A. (2023). Young adults with intellectual and other developmental disabilities acquire vocational skills with video prompting. *Journal of Applied Behavior Analysis, 56*(1), 181–200. <https://doi.org/10.1002/jaba.963>

Making the Video Prompts

1. Full-length videos of each skill were filmed
2. The Movavi Video Editor 15 software was used to extract video clips
3. Each video clip portrayed one step in the task analysis
4. Voice-overs were added to describe the step in the video
5. Video clips were then uploaded to an iPad and sorted into folders by task
6. In the folders, the videos were sequenced corresponding to the task analysis

Photo by [Thomas William](#) on [Unsplash](#)



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 APA 7th edition

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