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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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WORKING TO WORK

GAINING EMPLOYMENT AFTER IPSE
SYNOPSIS WRITTEN BY ANGELICA DOWNEY, PH.D.

PURPOSE OF THE STUDY

Individuals with intellectual disability (ID) in the United States have historically been underemployed due to societally constructed barriers. More individuals with ID have been attending Inclusive Postsecondary Education (IPSE) programs, which have contributed to improving their employment outcomes. This qualitative study analyzed the experiences of five graduates from one IPSE program who completed an internship during their program. Semi structured interviews were used to discuss their IPSE internship experiences, current employment and future goals. Transcripts were coded and analyzed inductively. At the time of the interviews, each participant had competitive employment. The findings illustrated two significant categories of resources used to gain employment postgraduation: internal university resources such as university staff, course content, work sites and networking groups; and external university resources, including parents, community service agencies and the Internet. Although external university resources were important to the participants in this study, they may be an area of inequity when considering the intersectionality of disability and other marginalized identities such as race and socioeconomic status. To combat any lack of external resources a student may have, IPSE programs should plan to address potential inequities programmatically.



RELEVANCE OF THE STUDY

This study is relevant to IPSEs who wish to support students with ID in obtaining and maintaining competitive employment. The findings of this study suggest a comprehensive system of internal and external supports. University job coaches can apply these strategies to their support protocol to ensure a higher success rate of competitive employment for individuals with ID.

STRATEGY SPOTLIGHT

The strategy used was a semi structured interview protocol, lasting 30 to 60 minutes via Zoom. The researchers asked the protocol questions and added probing questions after the student supplied their answer. The interviews were transcribed, coded, and analyzed.

LESSONS LEARNED

IPSE programs should focus on increasing their internal resources for students in their program. Example of internal resources are, mock interviews, internship experiences, course content, and support staff. IPSE programs should also engage and educate the community about employment for individuals with ID. External resources such as employer trainings, family, and the internet should not be limited. Additionally, IPSE programs should consider providing supports to students who are exiting the program.

REFERENCE

Ducett, K., Myers, B., & Shults, B. (2024). Working to work: Gaining employment after inclusive postsecondary education. *British Journal of Learning Disabilities*. <https://doi.org/10.1111/bld.12642>

HOW ARE IPSE PROGRAM COMPONENTS RELATED TO EMPLOYMENT?

SYNOPSIS WRITTEN BY ANGELICA DOWNEY, PH.D.

PURPOSE OF THE STUDY

This study examined components of inclusive postsecondary education (IPSE) programs for students with intellectual disability correlated with employment upon program exit, through secondary analyses of student-level data obtained from the Transition and Postsecondary Programs for Students with Intellectual Disability (TPSID) National Coordinating Center database of model demonstration sites in Florida. Variables investigated included participation in inclusive courses, career development experiences, and social activities. Inclusive course enrollment was found to have the strongest correlation with the outcome of paid, competitive employment upon exit. The implications of this finding and suggestions for future research and practice are discussed.

RELEVANCE OF THE STUDY

The results of this study are relevant to IPSE program staff and faculty who desire to improve employment outcomes for their students. The findings suggest a strong correlation with competitive employment upon exit and inclusive course access. Therefore, program staff should increase inclusive course access to assist with employment obtainment efforts.



STRATEGY SPOTLIGHT

The researchers used a secondary analysis of student-level data to determine if a correlation existed between employment upon exit and a set of variables including academic access, career development, and campus membership. Three IPSE programs in Florida made up the dataset. The analysis was effective in determining a positive correlation between having a paid job within 90 days of program exit and academic access. All other variables did not have any association with employment.

LESSONS LEARNED

Participating in an IPSE program results in more positive post-school outcomes such as employment. While the social and career development components are important factors for students' comprehensive skill sets, the most important factor for employment is access to inclusive coursework. In inclusive class settings, students must use self-determination skills and engage with peers without disabilities, therefore, inclusive coursework should be a key program component.

REFERENCE

Cobb-Roberts, L.D.D. & Dukes, L.L. (2024). Inclusive postsecondary education: Are there program components that predict employment? *Journal of Inclusive Postsecondary Education*, 5(2). <https://doi.org/10.13021/jipe.2024.3083>

TRAINING FOR FACULTY TEACHING

IPSE PROGRAM STUDENTS
SYNOPSIS WRITTEN BY GWENDOLYN CAREY, ED.D.

PURPOSE OF THE STUDY

The passage of the Higher Education Opportunity Act in 2008 triggered an increase in inclusive postsecondary education (IPSE) programs across the United States, giving students with intellectual and developmental disabilities (IDD) the opportunity to enroll in typical college courses. A multiple case study of IPSE programs at five institutions of higher education was conducted. Interviews of program directors and other program affiliates examined their roles in the development, components, and implementation of training programs, followed by observation of faculty development sessions and analysis of the documents used for training. Findings indicated no unified approach to faculty training, but similarities existed in the processes and resources used. Components included an introduction/overview of the program, inclusive instructional practices, and accommodations and modifications to course material.

RELEVANCE OF THE STUDY

The information provided in this article is beneficial for administration, directors, and program planners at institutions with IPSE programs. This information will support leaders in implementing appropriate training to faculty working with students with IDD.

STRATEGY SPOTLIGHT

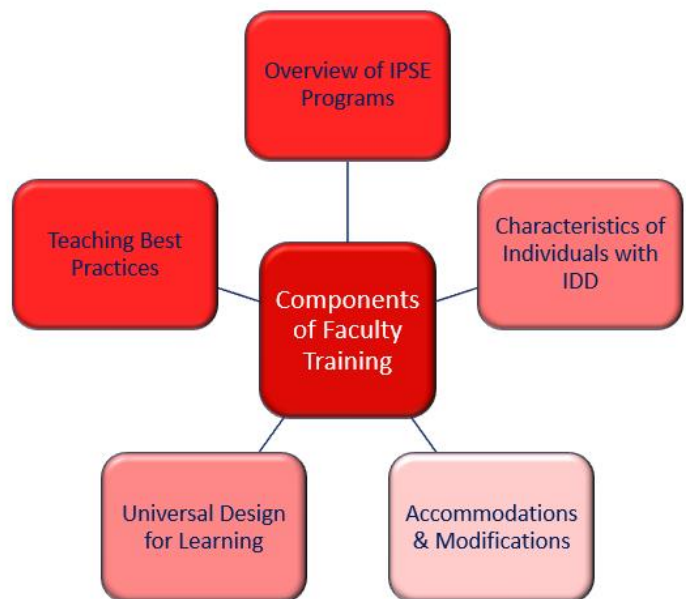
The diagram to the right includes components that are important to include in training for faculty who teach students with IDD.

LESSONS LEARNED

Higher education faculty are willing and excited to include students with IDD into their courses. However, many lack background knowledge regarding disability as well as general pedagogy skills. Training is often provided by staff from the IPSE program.

REFERENCE

Nkana, E., Moyher, R., Greulich, L., & Burton, L. (2025). Training for instructors teaching inclusive postsecondary education program students. *Journal of Inclusive Postsecondary Education*, 6(2). <https://doi.org/10.13021/jipe.2024.3561>



AR DELIVERED VIDEO PROMPTING

TO TEACH TRANSITION RELATED MATH TO ADULTS WITH ID
SYNOPSIS WRITTEN BY BRIANNA J. MILLER, ED.D.

PURPOSE OF THE STUDY

The purpose of this study was to find out whether using video prompting (VP) through an augmented reality app could help adults with intellectual disabilities (ID) learn important everyday math skills. These skills included adjusting recipes, calculating salaries, and figuring out unit prices. The VP intervention involved short videos that showed one step at a time, allowing participants to watch and then perform each step before moving on. The videos were accessed using an iPad app by hovering over a specific picture, which triggered the correct video. The study explored whether this method would improve how accurately participants completed each task, whether they would keep the skills over time, and whether they felt this type of instruction was useful and enjoyable.

RELEVANCE OF THE STUDY

This research is relevant to special educators, transition specialists, postsecondary education administrators, and job coaches working with adults with ID. The study discusses the instructional approach that focuses on building independent living skills through direct instruction, modeling, and guided practice. The instructional approach is especially beneficial in community-based settings, vocational training programs, and postsecondary education, where math-related life skills such as budgeting, shopping, and cooking are essential. The results support using augmented reality (AR) to promote autonomy and real-world application of academic skills.

STRATEGY SPOTLIGHT

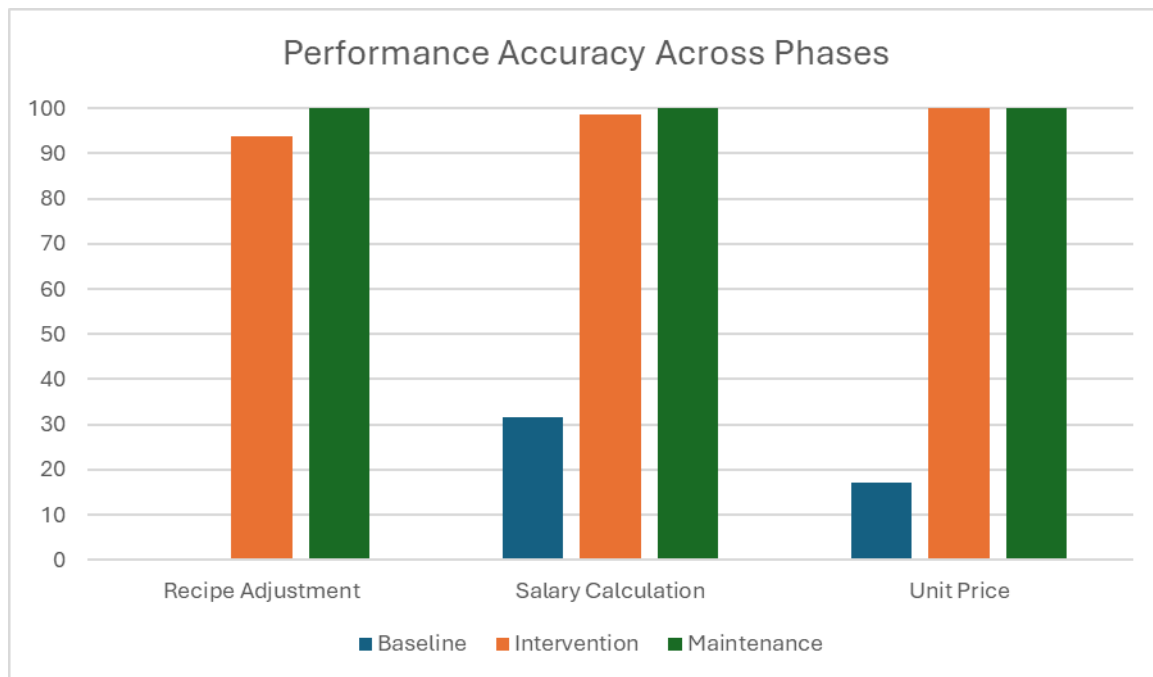
The strategy was VP delivered via AR on an iPad using the HP-Reveal app. HP Reveal was a free AR app that allowed users to bring images and printed materials to life with digital content. By scanning a trigger image with a smartphone or tablet, users could view interactive elements like videos, animations, or 3D models layered over the real world. Each task was broken into steps and paired with corresponding video segments and visual checklists. Participants scanned trigger images to access step-by-step video prompts to guide them in solving math problems related to real-life tasks. This method supported independence, visual learning, and self-paced instruction.

Participants demonstrated substantial learning gains: average baseline accuracy across tasks was just 16%, which increased to an average of 98% during the intervention phase. All participants maintained 100% accuracy during the follow-up maintenance phase without the use of the intervention materials. The strategy enabled learners to work at their own pace, reduced cognitive load, and supported independence and skill retention. The researchers also conducted a social validity measure. Participants reported high satisfaction with the approach, describing it as enjoyable, effective, and easier to follow than traditional instruction.

| Task | Baseline | Intervention | Maintenance |
|--------------------|----------|--------------|-------------|
| Recipe Adjustment | 0% | 93.7% | 100% |
| Salary Calculation | 31.7% | 98.7% | 100% |
| Unit Price | 17% | 100% | 100% |

LESSONS LEARNED

Key takeaways include the strong effectiveness of AR as a platform to deliver VP for functional skill instruction. Participants retained skills long after the intervention was removed, and they reported high satisfaction with the learning method. Practitioners are encouraged to explore VP and AR as scalable, engaging tools for teaching practical academics. The intervention's success was driven by its structured, visual, and individualized delivery, which allowed learners to proceed at their own pace and focus on each step without distraction. These findings suggest that VP delivered through AR can enhance task accuracy but also promote independence and long-term retention. As technology becomes increasingly accessible, integrating tools like VP and AR into instruction can offer meaningful, inclusive learning experiences for individuals with ID across various settings.



REFERENCE

Kellems, R. O., Cacciatore, G., Hansen, B. D., Sabey, C. V., Bussey, H. C., & Morris, J. R. (2020). Effectiveness of video prompting delivered via augmented reality for teaching transition-related math skills to adults with intellectual disabilities. *Journal of Special Education Technology, 36*(4), 258–270. <https://doi.org/10.1177/0162643420916879>

I CAN-B MONEY SAVVY

BST TO TEACH ADULTS WITH IDD TO MAKE ONLINE PURCHASING DECISIONS
SYNOPSIS WRITTEN BY KALEY ADAMS, PH.D., BCBA D

PURPOSE OF THE STUDY

Online shopping is a common feature of modern adult life and is made easy with targeted advertisements, a large buy now button, and pre-entered credit card information. However, these features do not support making purchasing decisions based on what is best for the individual. The study sought to answer this research question: (1) What are the effects of an intervention package—consisting of a mnemonic, task analysis, and behavior skills training (BST) when delivered remotely—on the acquisition of decision-making skills related to online purchases among adults with intellectual and developmental disabilities (IDD)? A multiple probe across participants design was conducted with three adults with IDD to answer the research question. Results of the study indicated a functional relation between the intervention package and the dependent variable. Furthermore, the decision-making skills maintained up to six weeks post intervention and generalized to novel online shopping websites. Participants, parents, and professionals viewed the intervention as socially significant as indicated by survey responses. This intervention package can be a feasible way to teach decision-making related to online shopping.



RELEVANCE OF THE STUDY

Decision making about finances is key to leading an independent life. This article is relevant to people with IDD and the professionals who support their efforts to develop independence including job coaches, inclusive postsecondary education (IPSE) program faculty and staff, transition specialists, and parents.



The figure to the left displays the mnemonic visual used in the study to help participants decide if they should buy a product on Amazon.

STRATEGY SPOTLIGHT

Researchers met with participants on Zoom to deliver the BST intervention which involved the interventionist explaining the procedure, modeling the steps of the decision-making task analysis (Table 1), having the participant practice and then providing feedback. The mnemonic device, CAN-B, reminded participants to consider these four questions when making decisions about a potential purchase: (a) How much does it cost?, (b) Can I afford it?, (c) Do I need it?, and (d) Is there a better or cheaper option? The task analysis involved viewing a product on Amazon, answering a series of questions, entering the cost of the item in their budget spreadsheet and determining if the item would be a good purchase.

LESSONS LEARNED

To improve self-determination and independence for individuals with IDD, educators and families should start early to maximize opportunities to build math fluency and a decision-making skills across daily life and financial activities. Using teaching strategies like mnemonics, technology, and BST can help these individuals acquire, maintain, and generalize financial literacy skills from childhood through post-secondary education.

REFERENCE

Adams, K., Ramasamy, R., Bennett, K., Finnegan, L., Kearney, K., & Downey, A. (2025). I CAN-B money savvy! Teaching adults with ID to make purchasing decisions online. *Journal of Autism and Developmental Disorders*. Advance online publication. <https://doi.org/10.1007/s10803-025-06899-5>

Table 1 CAN-B decision making task analysis

| Step | Task |
|------|---|
| 1 | Identify the cost |
| 2 | Open Excel Spreadsheet |
| 3 | Click on monthly living expenses |
| 4 | Enter item cost in correct cell |
| 5 | Click on summary sheet |
| 6 | Identify cash balance |
| 7 | Identify if I can afford the item |
| 8 | Identify if I need the item |
| 9 | Identify the customer rating |
| 10 | Identify the cost of related items |
| 11 | Identify if there is a cheaper item |
| 12 | Identify if it's the best option |
| 13 | Identify how many questions I said "No" to |
| 14 | Identify if the item would be a good purchase |

TEACHING TRAVEL WITH A RIDESHARE APP

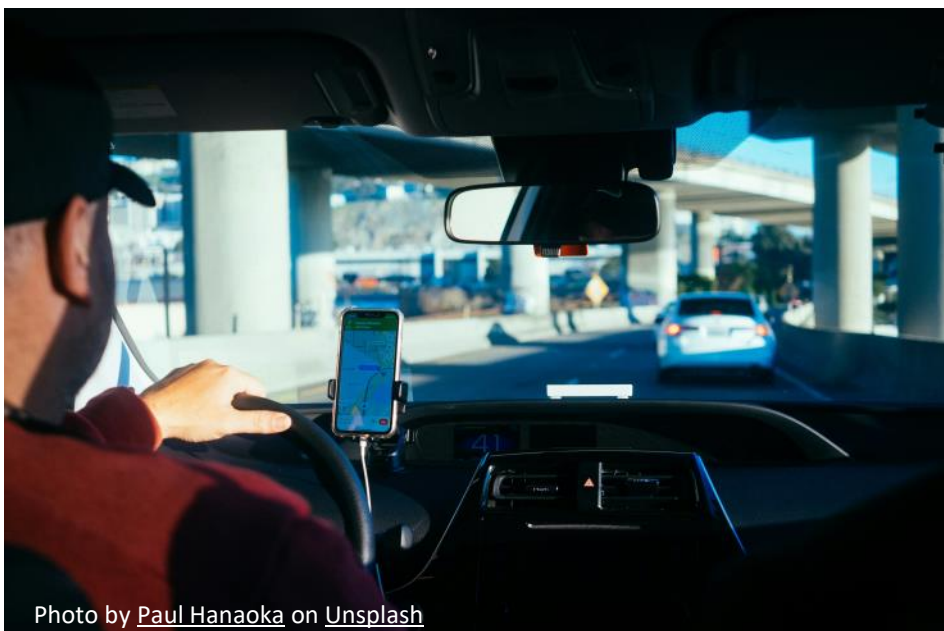
TO YOUNG ADULTS WITH IDD
SYNOPSIS WRITTEN BY KALEY ADAMS, PH.D., BCBA D

PURPOSE OF THE STUDY

Teaching travel skills is an important aspect of special education transition services to overcome barriers to community integration for young adults with intellectual and developmental disabilities (IDD). Ridesharing applications are a viable transportation option to consider to promote independence. In this study, four young adults with IDD, ages 20–22, used a ridesharing application to travel to community-based locations of their choice. We used a multiple baseline across participants design to evaluate the effects of classroom instruction and community-based instruction. The dependent variable was steps completed independently on a task analysis (TA) for a ridesharing application. Graphed data indicated an effect for two participants. The performance of two other participants showed ascending baseline trends, making it difficult to establish a functional relation. Implications and suggestions for future research related to travel skills for young adults with IDD are discussed.

RELEVANCE OF THE STUDY

This research is highly relevant to postsecondary programs, especially those focused on community inclusion, independent living, and career readiness. The study focuses on young adults with IDD and addresses a major barrier to post-program success: independent transportation. The findings are essential for IPSE administrators, program directors, job coaches, transition coordinators, and direct support staff who design curriculum for independent living and employment skills. From a programmatic standpoint, this training is directly useful in the employment readiness context as this skill helps ensure students can reliably travel to and from work placements and for community and social skills training, as independent travel is fundamental to broader community participation and accessing resources. Ultimately, mastering ridesharing skills can dramatically increase a student's autonomy, making this study a practical guide for curriculum development and goal setting across your entire program.



STRATEGY SPOTLIGHT

The core strategy employed in this study is a focused training package delivered via a TA. The TA breaks the complex skill of using a rideshare app into small, sequential, and observable steps (e.g., Step 1: Open the App; Step 5: Verify the Driver's Name and License Plate; Step 8: Exit the Vehicle). Instruction begins in a classroom setting with pre-teaching of safety rules, app navigation, and driver interaction through role-playing and social stories.












Photo by [Paul Hanaoka](#) on [Unsplash](#)

STRATEGY SPOTLIGHT CONTINUED

The classroom instruction is followed by Community-Based Instruction, where the TA is used in real-world scenarios, with instructors providing systematic prompting and reinforcement until the student achieves independent completion of each step. This structured, step-by-step method ensures that critical safety checks and procedural skills are taught explicitly and mastered before a student travels alone.

LESSONS LEARNED

The main takeaway is that teaching ridesharing is an effective and viable method for promoting independent travel and community access for young adults with IDD. The researchers emphasize that individualization is key: students will progress at different rates, and instruction must be adapted to meet those needs. For practitioners, this means recognizing that initial ascending trends suggest some students may need less intensive teaching, while others will require rigorous practice on safety steps like verifying the driver and vehicle identity. Furthermore, researchers want programs to ensure students have foundational technology literacy (basic smartphone operation) before starting this training. Ultimately, this study provides clear evidence that utilizing modern technology is a practical and powerful way to meet postsecondary goals for independence.

| | |
|--|---|
| <p>Step #1: Open the Lyft app on the smart phone</p>   | <p>Step #6: Check the license plate number of the car to make sure it's the same number given in the Lyft app (point to the license plate).</p>  |
| <p>Step #2: Type in the address where you want to go</p>  | <p>Step #7: Check the identity of the Lyft driver by saying "What's your name?"</p>  |
| <p>Step #3: Select the type of Lyft car you want (select a regular Lyft)</p>  | <p>Step #8: Greet the Lyft driver by saying a greeting phrase, such as "Hello, how are you today?"</p>  |
| <p>Step #4: Click on the purple "Select Lyft" button</p>  | <p>Step #9: Buckle your seat belt for safety!</p>  |
| <p>Step #5: When the Lyft arrives, check the car to make sure it has an official Lyft sticker (point to the sticker).</p>  | <p>Step #10: When you arrive to your destination, say "Thank you!" to the driver as you get out of the car.</p>  |

REFERENCE

Bross, L. A., Wood, C. L., Masud, A., Fredrick, D., & Vicchio, J. N. (2023). Teaching travel skills with a ridesharing application to young adults with intellectual and developmental disabilities. *Education and Training in Autism and Developmental Disabilities, 58*(4), 441–455. <https://doi.org/10.1177/215416472305800406>

Figure 1. Task Analysis Visual Support.

EXPERIENCE FITNESS ANYWHERE!

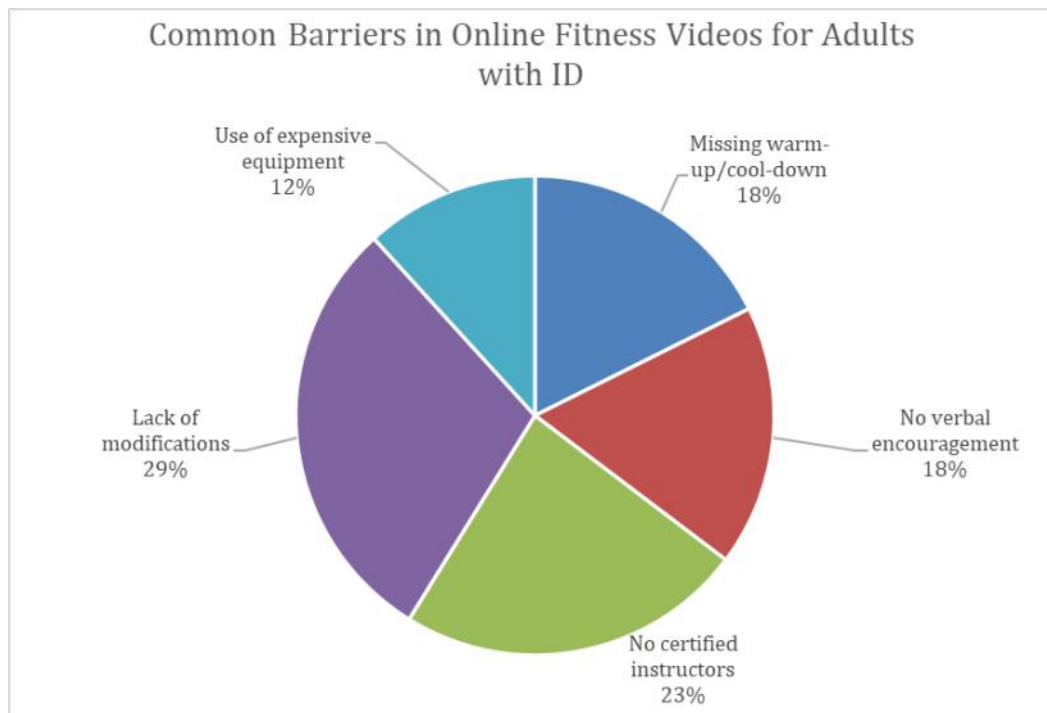
AT HOME VIRTUAL FITNESS FOR YOU ADULTS WITH ID
SYNOPSIS WRITTEN BY BRIANNA J. MILLER, ED.D.

PURPOSE OF THE STUDY

This article shares a practical framework for creating a virtual fitness program that supports young adults with intellectual disabilities (ID) in staying active at home. The program was developed in response to the challenges this group often faces in accessing physical activity, which became even more difficult during the COVID-19 pandemic. The article uses a real-life example, adapted into a vignette, to illustrate how an educator developed and refined a virtual fitness program by creating a video-modeled routine that students could easily follow. The article highlights the use of simple, familiar tools like Zoom and YouTube and stresses the value of building confidence and using clear, structured instruction to help students with ID engage in physical fitness regularly.

RELEVANCE OF THE STUDY

The article identifies several key barriers to virtual fitness participation for adults with ID. These include limited access to inclusive and adaptive workout videos, difficulty finding safe and appropriate online content, lack of modifications in available videos, and limited experience using technology platforms like Zoom or YouTube. Safety concerns, such as improper exercise form and unsafe workout spaces at home, also present challenges. Without guidance and support, these barriers can reduce motivation and participation in physical activity. By addressing common barriers to participation, such as limited access to content, lack of experience with technology, or safety concerns, the program helps adults with ID stay physically active, build confidence, and work toward better long-term health. This makes it a valuable resource for anyone working to build inclusive and health-focused learning environments.



STRATEGY SPOTLIGHT

The strategy centers on using video modeling alongside a virtual fitness checklist to help instructors select safe and effective workout videos for students with ID. The checklist ensures that videos feature certified instructors, clear demonstrations, movement modifications, visual timers, scheduled breaks, and positive verbal feedback. Zoom was used to host live workout sessions, and students were trained on virtual fitness expectations, including safety procedures and proper use of space and equipment at home.

To maintain student engagement, the program combined pre-recorded instructional videos, live guided workouts, and goal-setting activities. The article outlines how to design and implement an accessible fitness routine using free online tools like YouTube and Zoom. It offers step-by-step guidance for choosing inclusive, supportive videos and teaching students to navigate virtual platforms confidently and safely.

Beyond physical fitness, the program also promotes self-determination by encouraging students to set personal goals, track their progress, and build motivation for long-term wellness.

LESSONS LEARNED

Some key takeaways from this program include the importance of teaching

students how to use video conferencing tools before starting, using video modeling to help them learn new fitness skills, and including motivation throughout the sessions to keep them engaged. Teaching self-confidence, safety habits, and basic planning and organizing skills also played a big role in making the program successful. Practitioners should pay attention to how accessible the program is and listen to student feedback when designing virtual fitness routines. This helps to make sure the program works well in different places and lasts over time.

REFERENCE

Miller, B. J., Berlingo, L., & Kearney, K. B. (2024). Experience fitness anywhere! Developing an at-home virtual fitness program for young adults with intellectual disabilities. *Strategies*, 37(5), 13-21. <https://doi.org/10.1080/08924562.2024.2375975>

Name: _____ Date: _____

Directions:

1. Go on www.YouTube.com.
2. Type in "fitness workouts" in the YouTube browser box.
3. Press *Enter* on your keyboard.
4. Click on a video that you might be interested in.
5. Watch the video and answer the following questions below:

| Statements | Yes | No |
|--|-----|----|
| 1. Video-modeler is a certified fitness instructor (search video-modeler name). | | |
| 2. Requires designated fitness equipment to participate. | | |
| 3. Warm-up lasts 5-7 minutes. | | |
| 4. Targets 5 or more cardiorespiratory and muscular endurance movements. | | |
| 5. Targets 5 or more cardiorespiratory and muscular strength movements. | | |
| 6. Uses timers to depict the time for each movement or repetitions of each movement. | | |
| 7. Provides modifications for all movements. | | |
| 8. Incorporates breaks with a visual timer of 30 seconds or more. | | |
| 9. Incorporates general verbal motivation (e.g., <i>Keep going, you can do it!</i>) | | |
| 10. Cool-down lasts 5-7 minutes. | | |

Figure 1. Teacher virtual fitness checklist.

A FOCUS ON HEALTHY LIVING

NATURAL SUPPORTS AND COLLEGE STUDENTS WITH ID
SYNOPSIS WRITTEN BY GWENDOLYN CAREY, ED.D.

PURPOSE OF THE STUDY

College students with and without intellectual disability (ID) are challenged with maintaining healthy lifestyles since it may be their first time living away from home. Natural supports (or peer mentors) can work together to promote healthier options on college campuses. This article shares how one college program promoted healthier lifestyles across three areas (i.e., nutritional understanding, dietary intake, physical activity). Dietary intake and physical activity were monitored across a 6-month period. Preliminary findings indicated 9 of 10 students with ID increased nutritional knowledge, 10 of 10 increased servings of fruits and vegetables consumed, and 6 of 10 increased cardiovascular endurance.

RELEVANCE OF THE STUDY

The information provided in this article is beneficial for instructors, directors, and program planners at inclusive postsecondary education programs (IPSEs). This information will be highly useful to develop healthy routines for students in IPSEs, particularly at programs that include housing and peer mentors for their students.

STRATEGY SPOTLIGHT

Using the support of peers is an easy and effective way to provide ongoing instruction and prompting in the natural environment. Peer mentors may be formal matches, siblings, or friends who have acquired the targeted healthy behaviors. Peers may implement explicit instruction regarding healthy lifestyle choices and their benefits when nutrition and exercise choices are made in the home or community. Peers may engage alongside their mentee in photo journaling and/or daily progress self-monitoring checklists related to healthy lifestyle choices. The key takeaway of this strategy is that both the mentor and the mentee complete the tasks together and in natural settings.

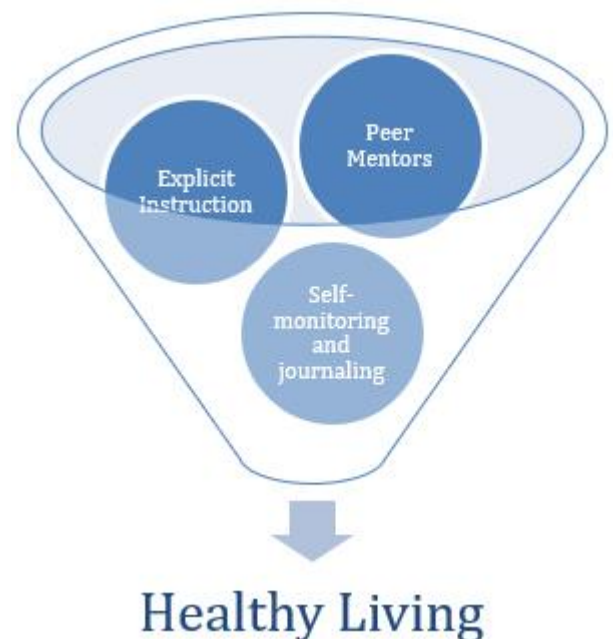
The visual to the right includes the methods that may help college students with ID improve their overall physical health by increasing nutrition and fitness knowledge and skills.

LESSONS LEARNED

College students with ID can make healthy choices and living a healthy lifestyle. However, they may have never been taught these skills before. Explicit instruction in nutrition and fitness followed by natural supports such as peer mentors and journaling can benefit the physical health of college students with ID.

REFERENCE

Morrison, M., Rockey, R., Becker, D., & Kelley, K. R. (2025). A focus on healthy living between natural supports and young adults with intellectual disability in college. *Journal of Inclusive Postsecondary Education*, 6 (2). <https://doi.org/10.13021/jipe.2024.4071>



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?

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- The Florida Center for Students with Unique Abilities



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