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FLORIDA ATLANTIC UNIVERSITY  
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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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# NO LESS WORTHY

TREATING ADULTS WITH IDD WITH DIGNITY  
SYNOPSIS WRITTEN BY KALEY ADAMS

## PURPOSE OF THE STUDY

In this article, the authors offer recommendations for behavior analysts on how to treat adults with intellectual and developmental disabilities (IDD) with dignity. Initially, the importance of treating adults with disabilities with dignity is emphasized in terms of the impact on people with IDD, their family members, behavior analysts and other service providers, and the behavior analysis field in general. The recommendations are based primarily on the authors' professional and personal experiences along with similar experiences of others involved either personally or professionally in the disability field. The focus is on ways in which behavior analysts speak and behave that reflect dignity versus the lack thereof as perceived by others and, where relevant, consensus opinion within the professional field of IDD. Ways for behavior analysts to acquire and maintain awareness of manners of speaking and behaving that reflect dignity within the local settings in which they work are also provided.

## RELEVANCE OF THE STUDY

This article was written primarily for behavior analysts. However, its contents are important for anyone working with adults with IDD or training others to work with these adults. More specifically, this article is relevant to inclusive postsecondary education (IPSE) program staff and administrators, job coaches, college instructors, employers, and parents.

## STRATEGY SPOTLIGHT

Authors organized their recommendations into two (2) major categories (1) speaking in ways that reflect dignity and (2) behaving in ways that reflect dignity.

Speaking *about*  
and *to* adults  
with IDD

- Refrain from speaking about people in front of them
- Refer to the person, not a behavioral characteristic
- Use people-first language, not pejorative terms (*i.e.* low functioning)
- Respect the adult status of the person (Ms., Mr., or Mrs.)

## Behaving in ways that reflect dignity

- Walk side by side, not in front of the person
- Push a wheelchair from the side not behind
- Use light contact, avoid pulling or tugging a person to physically prompt
- Sit among adults with disabilities rather than segregating them in the back of a vehicle or different table
- Refrain from eating or drinking if they do not have opportunities to eat or drink
- Support a dignified appearance

### LESSONS LEARNED

The authors stressed the importance of staying aware of current acceptable practices when working with adults with disabilities because norms and expectations evolve over time. By doing so, an individual avoids speaking and behaving in ways that could come off as disrespectful. They offered additional recommendations to stay current on these acceptable practices: act in accordance with the standards of the professional field, seek knowledge from professionals, behave in ways that reflect how adults in general treat each other, and use the “golden rule.”

### REFERENCE

Reid, D. H., Rosswurm, M., & Rotholz, D. A. (2018). No less worthy: Recommendations for behavior analysts treating adults with intellectual and developmental disabilities with dignity. *Behavior Analysis in Practice, 11*, 71-79. <https://doi.org/10.1007/s40617-017-0203-y>



Photo credit: [Jonathan Chng](#)



# IMPROVING STUDYING

FOR COLLEGE STUDENTS WITH EXECUTIVE FUNCTIONING CHALLENGES  
SYNOPSIS WRITTEN BY SAURYM QUEZADA

## **PURPOSE OF THE STUDY**

Over the past decade, there has been an increase in postsecondary programs seeking to meet the needs of students with high incidence disabilities (e.g., learning disability, attention deficit hyperactivity disorder (ADHD)). Many of these students experience difficulties with executive functioning (EF), that is, effectively applying problem-based strategies to set and obtain goals. There is limited research to enhance academic performance and retain this population throughout their college experience. This study investigated the use of a task analysis and goal setting intervention for improving the study skills and overall task completion by three college students with executive functioning challenges. Results demonstrated a functional relation between the intervention and dependent variables. Suggestions for future research and implications for practice are discussed.

## **RELEVANCE OF THE STUDY**

With the increase in programs designed to assist students with Learning Disabilities (LD), it is important to examine the evidence base of interventions that can be used to ensure success when transitioning from high school to higher education. This study provides evidence that systematic instructional strategies can be used to facilitate goal training for college students with EF challenges using task analyses, adapted versions of goal management training (GMT) and student self-monitoring of academic performance through self-graphing of their behavior. The study would be of interest to inclusive postsecondary education (IPSE) instructors, college professors, university tutors/mentors, and secondary transition teachers. The findings from this study should be applied in the college setting and/or secondary school setting prior to the start of the student's college career.

## **STRATEGY SPOTLIGHT**

Research has long supported the use of systematic instructional strategies for students with intellectual disabilities. This type of explicit and systemic instruction also proved beneficial to students with high incidence disabilities in higher education settings. The data showed that although students in this study had mentors to help them navigate their study sessions, their performance did not improve until the task analysis and goal setting intervention were added to their study sessions. Suggesting that mentors utilizing a task analysis to teach specific study skills, allowing students to organize their own study sessions, and having them reflect on their performance is more effective.

The strategic intervention sessions involved an 11-step student task analysis that helped students plan, monitor, and reflect on their study session. This, along with an iPod touch to keep track of time, an alarm to sound off at the mid-point of each study session, and a computer Excel file used to create graphs for visual monitoring of the individual performances (see step 10 in task analysis image below), were the key instruments in the study. Each student was trained in usage of the task analysis through modeling prior to the intervention sessions during their 1-hour study sessions. A single opportunity format presentation was used during baseline to prevent learning. During this process, once a student failed to complete a step in the task analysis, the session was terminated but the student was still allowed to continue the study session. During intervention, a total task presentation format was used to teach the sequence of steps in the task analysis.

Mentor: _____			
Date: _____			
Participant ID _____			
Student Steps	Completed (+) Not Completed (-)	Prompt needed to complete (I, V, VG, VM)	Notes
1. Write your objective(s)/how many tasks you plan to complete in your planner			
2. Identify which task you will start on in notes section			
3. Identify a mid-point for your selected task(s) in your notes section			
4. Identify a stopping/ending point for task(s) in notes section			
5. Begin working at your selected starting point			
6. Did you make it to your mid-point?			
7. Did you make it to your end point?			
8. Write down how many tasks you have completed today in notes section.			
9. Complete mini self-reflection: What did I do well, Did I meet my goals for today, What could I have done better?			
10. Graph the number of steps/tasks you have completed from this checklist in your excel file.			
11. Meet with mentor to write down and plan on what can be worked on for the next study session			
Mini Reflection			
What did I do well today during my study session?			
Did I meet my targeted goals? Did I complete all the tasks I set out to complete, why or why not?			
What could I have done better today during my study session?			
Key: I= Independent Response, V= Verbal Prompt, VG= Verbal + Gestural Prompt, VM= Verbal + Model Prompt			

**Figure 1.** Task analysis/student goal setting checklist.

### STRATEGY SPOTLIGHT CONTINUED

Students also participated in a mentoring program designed to assist them in organizing weekly tasks from their university courses prior to the study. The students met with a mentor at the beginning of each week and used a daily planner to prioritize these tasks. Once the study started, the mentors served as primary interventionists and assisted with observations and data collection. Additionally, mentors facilitated the development of goals for the study sessions. Students defined goals to be completed and used the task analysis and self-monitoring tools to help them stay on task and aid them in completing their goals. Through this process, students monitored their own behaviors and graphed their progress for further analysis and reflection (see "Mini Reflection"). If students failed to complete a specific task, a system of least to most prompts was used with prompts naturally faded over time. The mentors' assistance was not faded over time.

### LESSONS LEARNED

According to the authors, deficits in EF skills can greatly affect students' academic performance in postsecondary settings; yet few studies have examined how to improve skills that could alleviate these difficulties for students with disabilities in universities and colleges. The use of a task analysis has been used to teach self-determination skills to students with LD preparing to transition to postsecondary settings and can also be used to address college students' struggle with EF skills. Teaching students to set goals, systematically follow steps to improve study skills, and monitor their progress can improve their academic success in higher education and perhaps positively increase retention rates.

### REFERENCE

Rivera, C. J., Wood, C. L., James, M., & Williams, S. (2019). Improving study outcomes for college students with executive functioning challenges. *Career Development and Transition for Exceptional Individuals*, 42 (3), 139-147.

# VIRTUAL JOB INTERVIEW SKILLS

FOR COLLEGE STUDENTS WITH IDD USING LBBI  
SYNOPSIS WRITTEN BY DIANA M. VALLE-RIESTRA

## PURPOSE OF THE STUDY

College students with intellectual and developmental disabilities (IDD) face challenges searching for jobs, often lacking communication and social skills needed during formal interviews. The COVID-19 pandemic complicates interviews, forcing students to search online and attend virtual interviews. This study used a multiple probe design across participants to examine the acquisition of literacy-based behavioral interventions (LBBIs) on virtual job interviews. Using a video conference platform, students answered interview questions from researchers acting as employers. LBBIs were customized, incorporating students' input. Results indicated that LBBIs were effective for teaching and maintaining virtual job interview skills, and across novel employers. The findings have implications for using LBBIs to teach virtual job interview skills to students with IDD, and for researchers including these students in remote instruction.

## RELEVANCE OF THE STUDY

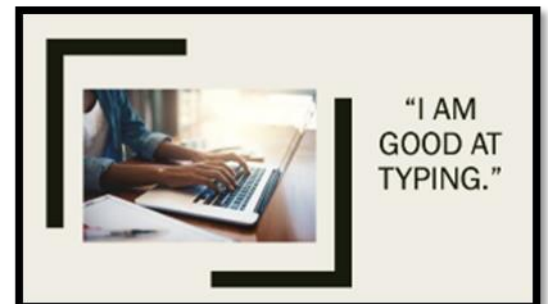
The purpose of this study was to enhance the virtual job interviewing skills of individuals with IDD who attended an inclusive postsecondary education (IPSE) program in preparation for competitive community employment. Participants (n=3) were taught virtual job interviewing skills using a customized LBBI to highlight their strengths and preferences during the interview. Research questions were: 1) What are the effects of a customized LBBI on the acquisition of virtual job interview skills for college students with IDD? 2) Will the skills learned through the intervention maintain once the LBBI is removed? and 3) Will the interview skills generalize across novel employers?

This article is relevant to the following stakeholder groups who play a role in the student's employment preparation and support: 1) university faculty and staff working with college students with IDD; 2) Vocational Rehabilitation (VR) counselors; 3) employment specialists/job coaches; 4) high school transition teachers; and 5) parents of college students with IDD. These individuals can create, teach, and support the use of LBBIs as an effective instructional strategy for teaching employment skills to prepare college students with IDD for general job interviews.

## STRATEGY SPOTLIGHT

### Literacy-Based Behavioral Interventions (LBBIs)

LBBIs are teaching interventions demonstrated to be effective in promoting learning and positive outcomes in children and adults (Hall Pistorio et al., 2018). It provides a storytelling approach using print and pictures and paired with rehearsal routines (Kearney et al., 2018). LBBIs can be used to teach a variety of skills and can be delivered in multiple formats (e.g., print-base paper book, e-book, etc.).



**Table 1.** Virtual Job Interview Steps and Task Analysis.

Greeting

The interviewer will say, "Hello, nice to see you today"

1. I keep eye contact and say "Hello"

Answering interview questions

The interviewer will ask, "Tell me about yourself"

2. I respond, "My name is . . ."

3. "I live in . . ."

4. "I am a student at [author university]"

The interviewer will ask, "What are your professional skills?"

5. I respond, "I am always . . ."

6. "I have skills in . . ."

7. "I work best when . . ."

The interviewer will ask, "Why should we hire you?"

8. I respond, "I have an interest in . . ."

9. "My goal is . . ."

The interviewer will ask, "Do you have any questions?"

10. I ask a question, "When will I hear from you next?"

11. I provide an eye contact and listen to the interviewer's answer

Closing

The interviewer will say, "Thank you for coming"

12. I say, "Goodbye"

## Virtual Job Interview Task Analysis

Participants were taught how to participate in a general purpose job interview (Rosales & Whitlow, 2019) focusing on three (3) broad interview categories: 1) greet the employer; 2) respond to topics asked by the employer via four interview questions; and 3) provide a closing statement. The job interview task analysis involved a maximum of 12 steps. See Table 1.

### **LESSONS LEARNED**

College students with IDD are being challenged to increase their mastery of virtual skills especially during the COVID-19 pandemic and to adapt to the use of remote practices in accessing both school and employment. This study found that the use of a customized LBBI e-book was effective in increasing the students' acquisition of virtual job interview skills. All participants (n=3) increased their accuracy in performing virtual job interview skills and all showed mastery-level performance of skills at intervention, follow-up, and generalization phases.

### **REFERENCE**

Downey, A., Torres, A., Kearney, K. B., Brady, M. P., & Katz, J. (2021). Teaching virtual job interview skills to college students with IDD using literacy-based behavioral interventions. *Career Development and Transition for Exceptional Individuals*, 00(0), 1-13. <https://doi.org/10.1177/216514342198940>



# MOTIVATIONS AND EXPECTATIONS

OF PEER MENTORS WITHIN IPSE PROGRAMS FOR STUDENTS WITH ID  
SYNOPSIS WRITTEN BY BRIANNA JOSEPH-MILLER

## PURPOSE OF THE STUDY

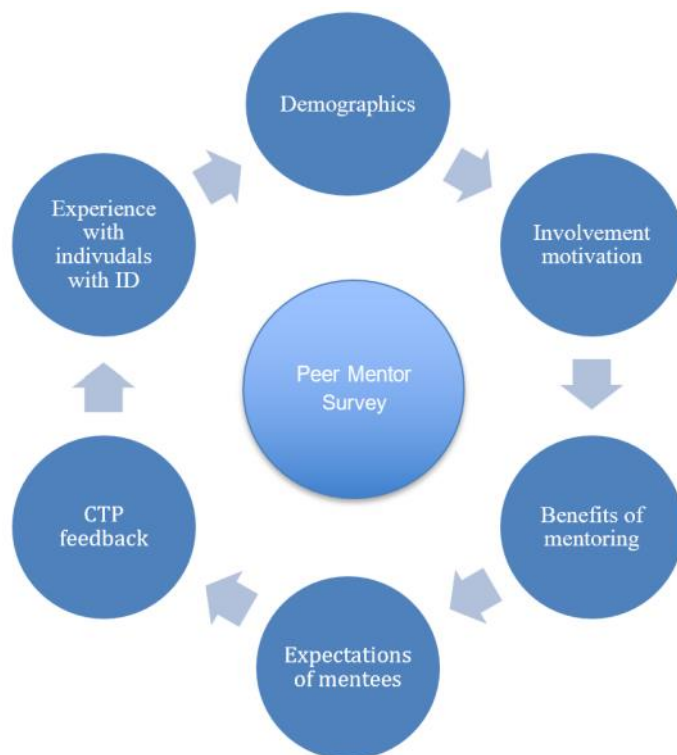
Although peer mentors play a prominent role in supporting higher education experiences for people with intellectual disabilities (ID), little is known about these college students and the factors leading to their decision to become involved in this particular experience. The researchers developed a 5-point Likert scale survey to measure the motivations, experiences, and expectations of 250 peer mentors attending five diverse universities offering inclusive postsecondary (IPSE) programs for students with ID. Nearly all (93.7%) of the entering peer mentors had prior disability-related experiences and almost all identified a combination of personal and professional reasons for involvement. Peer mentors anticipated an array of personal benefits as a result of their participation, although beliefs about some areas of potential impact were more mixed (e.g., improvements in grades, study skills, social status). Views regarding the extent to which students with ID can participate in different aspects of campus life reflected high expectations; predictions about these students' postgraduation experiences were more modest and mixed.

## RELEVANCE OF THE STUDY

The article is relevant to IPSE program staff and researchers. Although peer mentorship is an important part of IPSEs, more factors should be considered when recruiting and pairing mentors with mentees. Programs may need to reevaluate their rationale of inclusion of their peer mentors and identify ways to increase participation across various backgrounds, experiences, and disciplines.

## STRATEGY SPOTLIGHT

Descriptive statistics showed the importance of the rationale of being a peer mentor, the degree of discipline relatability to the mentee, and the expectations of inclusion. Implications suggested the need to recruit a diversified pool of peer mentors, emphasizing mentor experience rather than volunteer experience, and collaboration in the institution with the college of education and non-related disciplines.



## LESSONS LEARNED

Utilizing various avenues within the university to diversify peer mentors is needed to increase the inclusion of individuals with ID throughout the campus. Mentorship can also make an impact on mentors that have no prior experience with this population. The learning process from this perspective can provide impactful and reflective outcomes. Future research should emphasize developing and implementing an effective peer mentorship program for college students with ID.

## REFERENCE

Carter, E. W., Gustafson, J. R., Mackay, M. M., Martin, K. P., Parsley, M. V., Graves, J., Day, T. L., McCabe, L. E., Lazarz, H., McMillian, E. D., Schiro-Geist, C., William, M., Beeson, T., & Cayton, J. (2019). Motivations and expectations of peer mentors within inclusive higher education programs for students with intellectual disability. *Career Development and Transition for Exceptional Individuals*, 42(3), 168-178. <https://doi.org/10.1177/2165143418779989>

# VIDEO MODELING IN EMPLOYMENT

FOR YOUNG ADULTS WITH AUTISM  
SYNOPSIS WRITTEN BY KELLY KEARNEY

## PURPOSE OF THE STUDY

This single case design study evaluated the effects of a video modeling (VM) intervention on the customer service skills of five young adults with autism spectrum disorder (ASD). Verbalization of greeting, service, and closing phrases contextualized to community employment settings were the target behaviors. A systematic approach to visual analysis indicated the presence of a functional relation for all participants. Coworkers, job coaches, and supervisors successfully applied the VM intervention during the generalization condition. Maintenance probes conducted at 2 and 4 weeks indicated that most customer service skills were maintained. Results indicated VM was also effective in enhancing the quality of interactions with customers. Implications for research and practice related to the competitive employment of young adults with ASD are discussed.

## RELEVANCE OF THE STUDY

Job coaches, professors, and teachers of transition-aged students would be interested in this study. In this study, young adults with autism and intellectual disability learned via VM explicit customer service phrases for an employment setting. This strategy would be most useful for students with disabilities learning to work in a customer service industry, or this strategy could be used to teach more general social skills to youth and young adults with intellectual and developmental disabilities (IDD).

## STRATEGY SPOTLIGHT

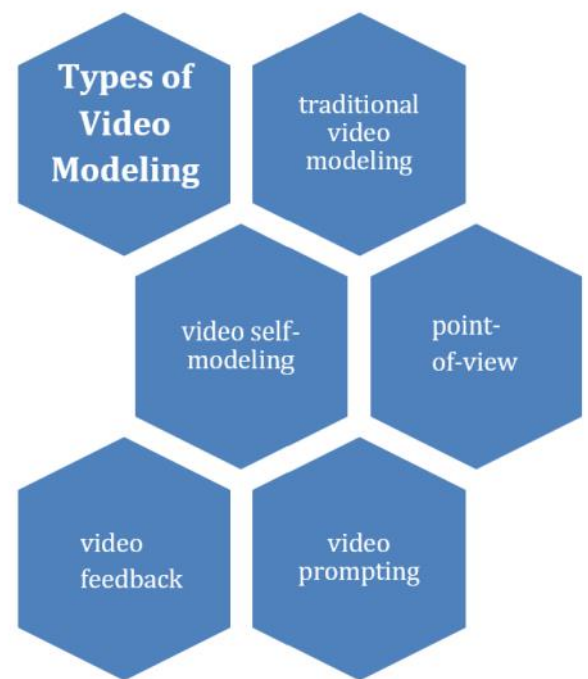
VM is an evidence-based practice that has been used to teach children and adults with IDD numerous skills. VM involves the learner watching the video(s) and then imitating the skill demonstrated in the video(s).

## LESSONS LEARNED

The researchers in this study found that VM was effective in increasing verbalization of relevant customer service phrases of young adults with autism working in community employment settings. The young adults in the study also reported high satisfaction with the intervention.

## REFERENCE

Bross, L. A., Travers, J. C., Willis, H. P., Huffman, J. M., Watson, E. K., Morningstar, M. E., & Boyd, B. A. (2020). Effects of video modeling for young adults with autism in community employment settings. *Career Development and Transition for Exceptional Individuals*, 43(4), 209-225.



# WHERE ARE YOU?

CALLING AND TEXTING LOCATION FOLLOWING VIDEO MODELING INSTRUCTION  
SYNOPSIS WRITTEN BY KELLY KEARNEY

## PURPOSE OF THE STUDY

The purpose of this study was to evaluate the effects of using video modeling (VM) to teach three young adults with autism spectrum disorder (ASD) and intellectual disability (ID) to independently communicate their physical location via text and phone call. Researchers used a multiple-probe research design across behaviors to evaluate the effects of the intervention. Data indicated most participants required noncontrolling prompts in addition to the VM to acquire and perform the task analysis (TA) steps with accuracy. Refer to Table 1. Yet once participants reached criterion, they independently performed the multistep skills and the newly learned behaviors were generalized and maintained 6 weeks posttreatment. These results extend the potential utility of VM instruction. Implications for research and practical application are discussed.

## RELEVANCE OF THE STUDY

Job coaches, professors, and teachers of transition-aged students would be interested in this study. In this study, young adults with autism and intellectual disability learned to communicate their location on a college campus through text messaging and phone calls to program staff. This strategy would be most useful to transition-aged students on a college campus or in the community who need to communicate their whereabouts with trusted adults.

**Table 1.** Task Analyses Across Behaviors.

Steps	Description
<b>Behavior 1: Receiving a Phone Call</b>	
1	Touch green "accept" button on mobile device in response to an incoming call
2	Hold mobile device with correct orientation within 6 inches of ear
3	Verbally greet the incoming caller (e.g., Hi; Hello; Hi, Miss Ellen)
4	Verbally identify correct room location (e.g., 143, Room 143) when asked, "Where are you?"
5	Verbally end the conversation (e.g., Bye, Goodbye, Later)
6	Touch red "end call" button on mobile device
<b>Behavior 2: Responding to a Text Message</b>	
1	Push "Home" button to unlock mobile device when it makes text alert sound
2	Touch text message app with finger to open
3	Open the text conversation with Teacher
4	Touch text bubble, making the keyboard appear
5	Touch blue arrow, making the numbers appear
6	Type correct location as a text message (e.g., 143, Room 143)
7	Push "Send" button
<b>Behavior 3: Initiating a Phone Call</b>	
1	Push "home" button to unlock mobile device
2	Touch "FaceTime" app with finger
3	Select Teacher's name from contacts to make phone call
4	Hold mobile device with correct orientation within 6 inches of ear
5	Verbally greet Teacher when she answers (e.g., Hi; Hello; Hi, Miss Ellen)
6	Verbally identify correct room location (e.g., 143, Room 143) when asked "Where are you?"
7	Verbally end the conversation (e.g., Bye, Goodbye, Later)
8	Touch red "end call" button on mobile device

## STRATEGY SPOTLIGHT

This study taught the skills through VM on an iPod. The videos were created by the researchers using the camera app on the iPod. They were then uploaded into a purchased app (iModeling) to turn them into short video segments that can be watched in combination. The videos were taken from a first-person perspective, so when the student viewed the video, it was a similar display to what they would see when they completed the task.



## iModeling – Video Modeling

### LESSONS LEARNED

The researchers in this study found that VM was effective in teaching students how to identify their location on campus by texting or calling staff members. However, there were a few instances where students needed prompts (verbal or gestural) in addition to the video model to complete the step in the task analysis correctly, but these additional prompts were faded quickly. These skills maintained after 6 weeks post-intervention.

### REFERENCE

Horn, A. L., Jayden, S. J., & Bobzien, J. L. (2021). Where are you? Young adults with autism calling and texting location following video modeling instruction. *Career Development and Transition for Exceptional Individuals*, 44(1), 17-27.



# Journals Reviewed for the Dissemination

<i>Education and Training in Autism &amp; Developmental Disabilities (ETADD)</i>	<i>Journal of Inclusive Post Secondary Education (JIPSE)</i>
<i>Focus on Autism &amp; 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 &amp; 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 7<sup>th</sup> edition

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