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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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INCLUSION OF STUDENTS WITH ID IN UNIVERSITY COURSES

FACULTY PERCEPTIONS
SYNOPSIS WRITTEN BY DIANA VALLE-RIESTRA

PURPOSE OF THE STUDY

Researchers established that inclusive postsecondary education programs are beneficial for students with and without disabilities. However, research regarding faculty perspectives of these programs and faculty-perceived benefits and challenges is limited. This qualitative study interviewed faculty members (n=8) at a university in the southeastern United States who included university students with an intellectual disability (ID) in their general courses. The purpose of this study was to explore the perceptions of university faculty regarding the benefits and challenges of including students with ID in their courses, as well as gaining their recommendations for faculty members who may include students with ID in future courses.

The study was guided by three (3) research questions: 1) What are the perceived benefits to faculty when students with ID are included in their university classes?; 2) What challenges do faculty face when including students with ID in general university classes?; and 3) What suggestions do faculty have for improving the experience of future faculty working with students with ID? A total of eight (8) faculty participated and were interviewed using a semi-structured interview composed of 11 questions (e.g., *What stands out the most to you about having a student with ID in your class?; How would you improve the experience of including a student with ID in the future?; Would you include students with ID in your future courses?*).

Key findings included higher levels of inclusivity, increased awareness of disability, increased engagement, and a focus on improving teaching skills. Challenges were identified in the areas of awareness, worrying about making mistakes, and practical concerns. Recommendations for future instructors included being prepared with strong pedagogy, having structured classroom management plans, and being provided the opportunity to meet students with ID prior to future inclusive courses.

RELEVANCE OF THE STUDY

Over 300 inclusive postsecondary programs provide opportunities for students with ID to enroll in and have a college experience. This experience includes taking coursework, interacting with peers and faculty, and participating in the social life of college via clubs and extracurricular activities.

This article is relevant to the following stakeholder groups who play a role in supporting students with ID on college campuses: 1) higher education faculty and 2) higher education administrators (e.g., deans, department chairs).



STRATEGY SPOTLIGHT

- I. Benefits of Including Students with ID in University Courses
 - a. Inclusivity was the most common theme that emerged from the data and was reported as “... *an active process in which all must be engaged.*”
 - b. Increased levels of awareness as a result of including students with ID in courses for both faculty as well as other students in class.
 - c. Increased levels of engagement among students with and without disability by participating and collaborating during class time.
 - d. Improved faculty teaching reported by participants who shared that they had “...*a renewed sense of focus on utilizing strong pedagogy and classroom management skills.*”
- II. Challenges Experienced by Faculty
 - a. Faculty shared concerns about their level of preparedness to instruct students with ID. Some of these concerns centered around grading expectations and providing feedback.
 - b. Faculty reported concerns and worries about making mistakes during instruction, student with ID feeling left out during class, and saying something to the student that may be perceived as offensive.

LESSONS LEARNED

University faculty report that there is a positive impact to including students with ID in their courses which leads to increased awareness of individuals with disabilities, meaningful levels of engagement, more student-centered classrooms, and establishment of inclusive communities on college campuses. In this study, “*faculty uniformly expressed the positive impact students had on their pedagogy skills, content discussions, and overall classroom climate.*”

Implications of this study include the need to provide faculty with training regarding disability and meeting the needs of students with disabilities on inclusive college campuses.

REFERENCE

Carey, G.C., Downey, A.R., & Kearney, K.B. (2022). Faculty perceptions regarding the inclusion of students with intellectual disability in university courses. *Inclusion, 10*(3), 201-212. DOI: 10.1352/2326-6988-10.3.201

VIDEO SELF-MODELING

A JOB SKILLS INTERVENTION
SYNOPSIS WRITTEN BY KELLY KEARNEY

PURPOSE OF THE STUDY

The purpose of this study was to explore the effectiveness of video self-modeling (VSM) to teach chained job tasks to individuals with intellectual disability (ID) in community-based employment settings. Initial empirical evaluations have demonstrated that VSM, when used in combination with other instructional strategies, is an effective method to teach chained tasks to individuals with ID. However, no study has investigated the effectiveness of VSM as a stand-alone intervention to teach chained tasks. In this study, the effectiveness of VSM alone to teach chained job tasks was first evaluated before the addition of other instructional strategies (i.e., instructor feedback and practice) to the VSM intervention package. Three adults with ID participated in this study. A within participant multiple probe design across targeted job tasks, replicated across the three participants, was used to evaluate the effectiveness of VSM in this study. All of the participants demonstrated increased task acquisition with the VSM intervention; however, the effectiveness of VSM alone, or in combination with feedback and practice, varied across participants and job tasks. Limitations of the study and implications for future research were discussed.

RELEVANCE OF THE STUDY

Instructors and teachers of transition-age students and adults with ID would be interested in this article. The purpose of this article was to explore how effective VSM is to teach chained job tasks to individuals with ID in community-based employment settings. Practitioners may benefit from using the VSM strategy, as outlined in the study, as a method to fade support from additional personnel (i.e., job coaches) during job training.

STRATEGY SPOTLIGHT

VSM allows the user to view repeated observations of oneself on edited videos that depict desired behaviors. VSM has a long history of being effective to teach a variety of skills and is rooted in Bandura's social learning theory and social cognitive theory.

LESSONS LEARNED

This article demonstrated that VSM is effective to teach targeted, chained job tasks (e.g., shoe cleaning, paper shredding, etc.) to adults with ID.

REFERENCE

Goh, A. E., & Bambara, L. M. (2013). Video self-modeling: A job skills intervention with individuals with intellectual disability in employment settings. *Education and Training in Autism and Developmental Disabilities, 48* (1), 103–119. <http://www.jstor.org/stable/23879890>

	Video Self-Modeling Steps
1	Develop a task analysis with each step in the chained task.
2	Film the learner completing each step in a task analysis. (A prompt for each step will likely be needed)
3	Film multiple takes of each step so that you can select the best quality demonstration of each step.
4	Edit the video to display each step consecutively using a video editor such as iMovie.
5	Cut out any extraneous vocalizations or steps.
6	Have someone else view the video to make sure each step is clear. Make changes as needed.
7	In the training setting, display the completed video to the learner.
8	Direct the learner to complete the chained task immediately after viewing the video.

SEXUAL HEALTH EDUCATION

A MISSING PIECE IN TRANSITION SERVICES
SYNOPSIS WRITTEN BY BRIANNA J. MILLER

PURPOSE OF THE STUDY

This practitioner piece provides considerations for teaching sex education to young adults with intellectual and developmental disabilities (IDD). Although there is much debate in the United States surrounding the topic, sex education is taught in several states at the secondary education level. However, this important content is not always exposed to young adults with IDD. They often do not learn about developing romantic relationships or intimacy. When young adults with IDD are taught about sex education, the content usually refers to abstinence and sex-negative information. According to the authors, peers without IDD are more exposed to sex-positive information and gray areas within sex education than young adults with IDD. The authors mention qualitative studies that demonstrate wants, needs, and desires for romance and intimacy of young adults with IDD. They explain why sex education is important for all to learn.

RELEVANCE OF THE STUDY

The gap between young adults with IDD and those without IDD, who have opportunities to be exposed to this content, is widening when it should be decreasing. Young adults with IDD learning about sex should not be seen as an area that is "taboo" or "too much," but rather a right that should be taught without judgment or parameters. This article is relevant to educators, caregivers, and medical practitioners who work with adults with IDD.

STRATEGY SPOTLIGHT

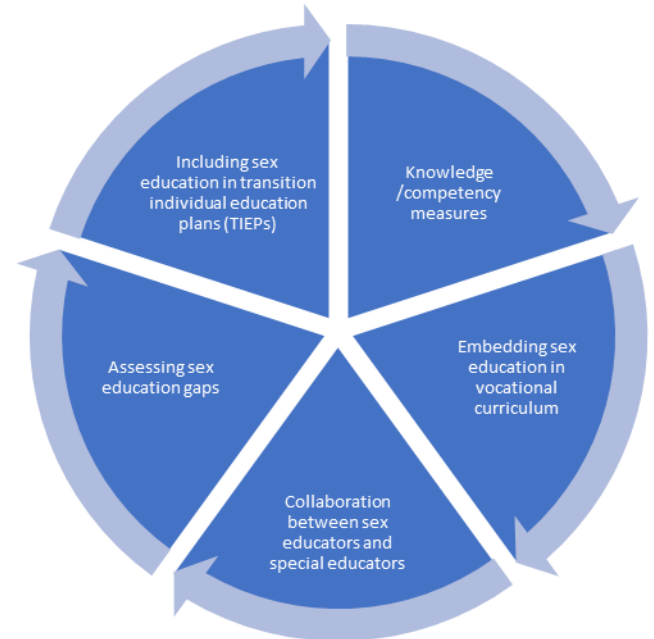
Implications to readers were provided such as intimacy assessments, Medicaid Home and Community-Based Service waivers, increasing sex educators who support young adults with IDD, and dissecting gray content to be taught through activities, video modeling, and implementing contrived situations.

LESSONS LEARNED

Young adults with IDD have sexual desires like their typical peers. They should be taught sex education to increase their knowledge and safety. Sex education should not be tailored to the stigmatization of this population, but to the overall quality of life outcomes that individuals with IDD strive to have. Barriers to sex education for this population, identified in the literature, include restriction of access, societal presumptions, lack of "real life" sex education curriculum and materials, and the uncomfortableness of educators teaching this content. Key personnel should consider having an open-minded discussion with caregivers on this topic, limiting barriers to education around this topic, and avoiding assumptions about the sexuality of these individuals.

REFERENCE

McDaniels, B. W., & Fleming, A. R. (2018). Sexual health education: A missing piece in transition services for youth with intellectual and developmental disabilities? *The Journal of Rehabilitation*, 84(3), 28-39.



PREPARING JOB COACHES TO TEACH VOCATIONAL TASKS

USING SYSTEMATIC INSTRUCTIONAL STRATEGIES
SYNOPSIS WRITTEN BY KALEY ADAMS

PURPOSE OF THE STUDY

Job coaches are not typically trained to implement systematic instructional strategies to teach vocational skills to students with intellectual and developmental disabilities (IDD). This study replicated and expanded the evaluation of a job coach behavioral skills training program designed by Brock et al. (2016) to teach participants to implement task analysis, simultaneous prompting, and system of least prompts to teach vocational tasks to students with IDD. The researchers used a multiple probe design with probe conditions across strategies, for three participants, to assess acquisition and generalization. Participants demonstrated mastery of the three instructional strategies in simulated assessments with actors and generalized use of the strategies to teach novel vocational tasks to student interns with IDD. Implications for future research and practice are discussed.

RELEVANCE OF THE STUDY

Job coaching is a common component to transition programs as it is a program that provides the support needed to explicitly teach job skills to people with IDD. However, an untrained job coach puts the potential employee at risk of limited skill development. This article is relevant to those involved in training current and future job coaches and students with IDD who are transitioning from school to employment.

STRATEGY SPOTLIGHT

Behavioral skills training (BST) was used to teach the three strategies (task analysis, simultaneous prompts, and system of least prompts) to the participants. BST involves a description and explanation of steps to be taught, modeling, rehearsal, and feedback on the steps. For more information on the use of BST in the current study, see the visual on the next page. The following criteria were used to determine mastery of each skill.

Task Analysis

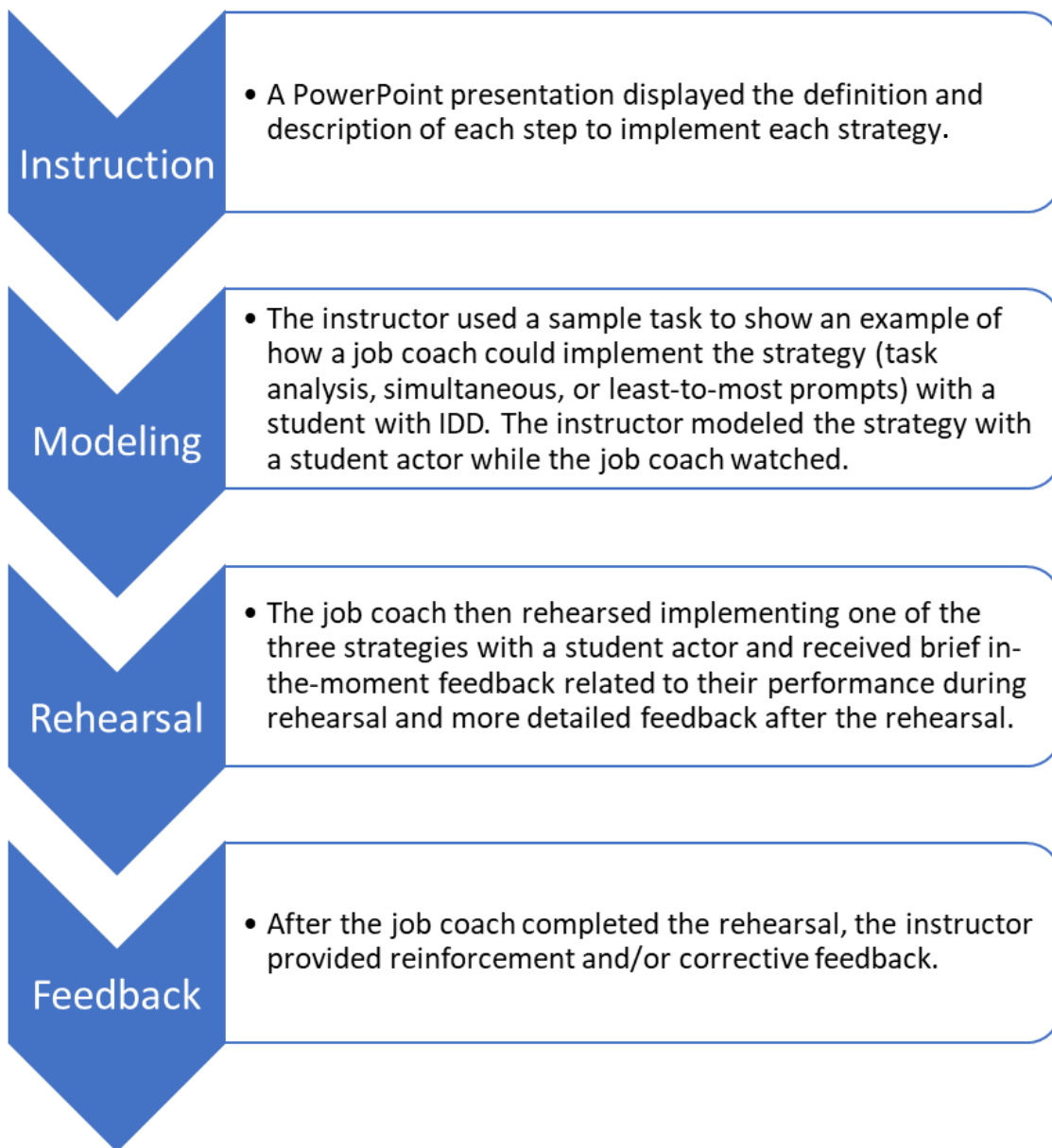
1. Each step was a broken-down part of the larger skill.
2. The steps were listed in an order where the task could be completed correctly.
3. The steps were written specifically enough to be followed correctly.
4. The steps were written concisely in direct language.
5. Extraneous steps were not included.

Simultaneous Prompting

1. The job coach gave the initial vocal task direction to begin the task.
2. He or she provided a prompt within 1s of the task direction or completion of the previous step.
3. The job coach provided immediate reinforcement (e.g., praise) within 1s after completion of each step.
4. He or she provided specific reinforcement for completion of the entire task.

System of Least Prompts

1. The job coach gave the initial task direction.
2. He or she waited 5 to 7s without providing prompts or reinforcement for the student to respond after providing the task direction.
3. The job coach gave a gestural prompt toward the required item(s) for that step (e.g., pointing to the milk) if the student did not respond or responded incorrectly.
4. The job coach gave a vocal verbal prompt (e.g., "Pour the milk in the measuring cup up to the red line") if the student did not respond within 5 to 7s or responded incorrectly.
5. The job coach gave a model prompt (e.g., saying "like this" and pretending to pour milk) if the student did not respond within 5 to 7s or responded incorrectly.
6. The job coach provided specific vocal praise after the student completed each step in the task analysis.
7. The job coach delivered specific reinforcement for completing the overall task (e.g., "Great, you made a milkshake!").



LESSONS LEARNED

All three job coaches were able to acquire the strategies and generalize them to teaching student interns with ID. The authors recommend future research examine whether job coaches can be taught to use the strategies in situ, or in the natural setting, with students with IDD rather than in simulations first. These findings have important implications for organizations providing training to job coaches and indicate that practicing instructional strategies with a variety of different stimuli and tasks may help improve the ability of job coaches to implement these strategies with various vocational tasks.

REFERENCE

Wenzel, J. D., Fisher, M. H., & Brodhead, M. T. (2022). Preparing job coaches to implement systematic instructional strategies to teach vocational tasks. *Career Development and Transition for Exceptional Individuals*, 45(2), 71–85. <https://doi.org/10.1177/21651434211041918>

MEAL PLANNER APP

TO INCREASE INDEPENDENT MEAL PLANNING
SYNOPSIS WRITTEN BY DIANA VALLE-RIESTRA

PURPOSE OF THE STUDY

Assistive technology (AT) has been shown to be a promising method for supporting individuals with intellectual disability (ID) attaining a higher degree of independence both at home and in the work place. Portable devices such as smart phones and tablets can assist individuals with ID in completing a variety of tasks including meal preparation. The purpose of this alternating-treatment single-case research design study was to compare the effectiveness of three methods for generating grocery lists by participants with ID (n=2 male; n=2 female), while evaluating the social validity of the AT. Specifically, the study was guided by two research questions: 1) Which method (a) note application, (b) written list, or (c) meal planning application is more effective in generating a grocery list for a given meal? and 2) Which method did students use more effectively to recall items needed to purchase at a later time? Findings indicate that the Meal Planner App was the most successful for individuals with ID, resulting in a 99.45% success rate for generating a shopping list across four participants. Based on social validity measures, all participants enjoyed using the app and thought it was easy to use.

RELEVANCE OF THE STUDY

Individuals with ID often struggle with independent living skills. Common challenges include limitations in accomplishing practical skills such as shopping, banking, and meal planning to name a few. However, overcoming these barriers in daily living skills is critical to promoting increased levels of independence and self-determination. This article is relevant to the following stakeholder groups who play a role in supporting individuals with ID: 1) K-12 teachers, 2) postsecondary faculty/staff, and 3) families.

STRATEGY SPOTLIGHT

Meal Planner App This app is an iOS application created by the university postsecondary education program from which the participants in the study were recruited. Meal Planner is free from the Apple store. It allows an administrator like a teacher or a parent to create meals by selecting foods and ingredients needed to prepare the meal. A pantry inventory option is available which can generate a grocery list of what is needed. The Meal Planner app "is structured by providing sequenced tasks and choice options to assist with decision making..."

LESSONS LEARNED

Study results indicated that the Meal Planner app was the most successful tool used by all four participants for creating correct grocery shopping lists (99.45%) compared to the written list (46.3%) and Notes app (45.58%). The app allowed the participants to create grocery lists and identify correct ingredients independently for a total of nine meals. Furthermore, all participants shared that they enjoyed using the Meal Planner app and felt it was easy to use. The results of this study are consistent with previous studies supporting the use of AT and supporting that the Meal Planner app is a promising intervention for individuals with ID who want to increase their independent living skills.

REFERENCE

Randall, K.N., Ryan, J.B., Walters, S.M., & Stierle, J.N. (2021). Meal planner application efficacy for increasing meal planning independence in individuals with intellectual disability. *Education and Training in Autism and Developmental Disabilities*, 56(2), 225-239.

AUGMENTED REALITY

TEACHING DAILY LIVING SKILLS TO ADULTS WITH ID
SYNOPSIS WRITTEN BY BRIANNA J. MILLER

PURPOSE OF THE STUDY

This study aimed to increase the daily living skills of college students with intellectual and developmental disabilities (IDD) using augmented reality (AR). The study was guided by this research question: Does the use of AR increase the percentage of steps completed independently for individuals with IDD in completing daily living tasks? Participants (n=3) were from a 9-week postsecondary education program at an institution for higher education (IHE). To illustrate the results, the researchers used a multiple-baseline across participants and behaviors design.

RELEVANCE OF THE STUDY

Independent living skills for individuals with IDD are important to practice, maintain and generalize across settings and people. The dormitory allows the participants to complete daily living tasks in a new setting without the assistance and familiarity of an environment that can benefit the individual.

STRATEGY SPOTLIGHT

Inclusion criteria to participate in the study included illustrating the need to increase and master daily living skills, operating an iPad proficiently, and verbally indicating independent goals. The study occurred in a dormitory at an IHE in the United States. Videos were recorded using a video camera and edited using iMovie's video editing software. Videos indicated each step written with every action of the behavior. The researchers developed the task analysis on the following behaviors: ironing, making a bed, and setting the alarm. An app called HP Reveal was downloaded on three iPads. If the participant made an error during the intervention phase, a least-to-most prompt correction procedure was implemented. Use of the iPad app was faded once each participant reached 100% accuracy for three consecutive trials. Still, the participants were able to use the iPad if needed (i.e., forgetting a step). After the fading phase, participants were asked to complete a 6-item questionnaire as a social validity procedure to determine the usefulness of the intervention based on participant opinion.

LESSONS LEARNED

Teaching daily living skills is vital to one's quality of life. Video modeling use has increased since the early 2000s due to social media. Social media platforms such as YouTube are often used by individuals without IDD to complete simple to intricate tasks. Video platforms such as YouTube can also be helpful for all individuals, including those with IDD. As technology evolves, research-to-practice interventions should also assist with independence for all.

Video modeling is useful and practical in teaching functional independent living skills. Using a video app on an iPad can be generalized in various environments, is less stigmatizing, and is a natural environment support that is used by peers without IDD.

REFERENCE

Bridges, S. A., Robinson, O. P., Stewart, E. W., Kwon, D., & Mutua, K. (2020). Augmented reality: Teaching daily living skills to adults with intellectual disabilities. *Journal of Special Education Technology, 35*(1), 3-14. <https://doi.org/10.1177/0162643419836411>

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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