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.

TABLE OF CONTENTS

ELECTRONIC LBBI TO TEACH EMPLOYABILITY SKILLS

COLLEGE STUDENTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES
SYNOPSIS WRITTEN BY KELLY KEARNEY

PURPOSE OF THE STUDY

Employability skills, such as successfully completing a job interview, are needed by individuals with intellectual and developmental disabilities (IDD) to obtain, and maintain, integrated employment. Since the COVID-19 pandemic, employment processes, such as job interviewing, have shifted to more flexible and remote options. However, this makes direct teaching of the skill even more complicated. This article describes the use of an electronic literacy-based behavioral intervention (LBBI) as an intervention to teach employability skills, such as job interviewing. A vignette was created to demonstrate how an electronic LBBI can be produced and used in the classroom.

RELEVANCE OF THE STUDY

Instructors and teachers of transition-age students and adults with IDD would be interested in this article. The purpose of this article was to review how Electronic LBBIs can be used to teach employability skills, such as job interviewing, to adults with IDD seeking employment.

STRATEGY SPOTLIGHT

An LBBI is a task analysis of a skill combined with visuals. The facilitator of the LBBI uses a pause-point-practice-praise technique. Electronic LBBIs have been used remotely via Zoom or similar videoconferencing technology to teach employability skills to adults with IDD virtually.

LESSONS LEARNED

This article provides step-by-step instructions to the reader on how to create an Electronic LBBI that can be tailored to the individual needs of the student. Educators who want to learn how to create an Electronic LBBI would benefit from reading this article.

REFERENCE

Kearney, K. B. & Torres, A. (2022). Using electronic literacy-based behavioral interventions to teach employability skills to college students with intellectual and developmental disabilities. *DADD Online Journal, 9(*1), 44-52.
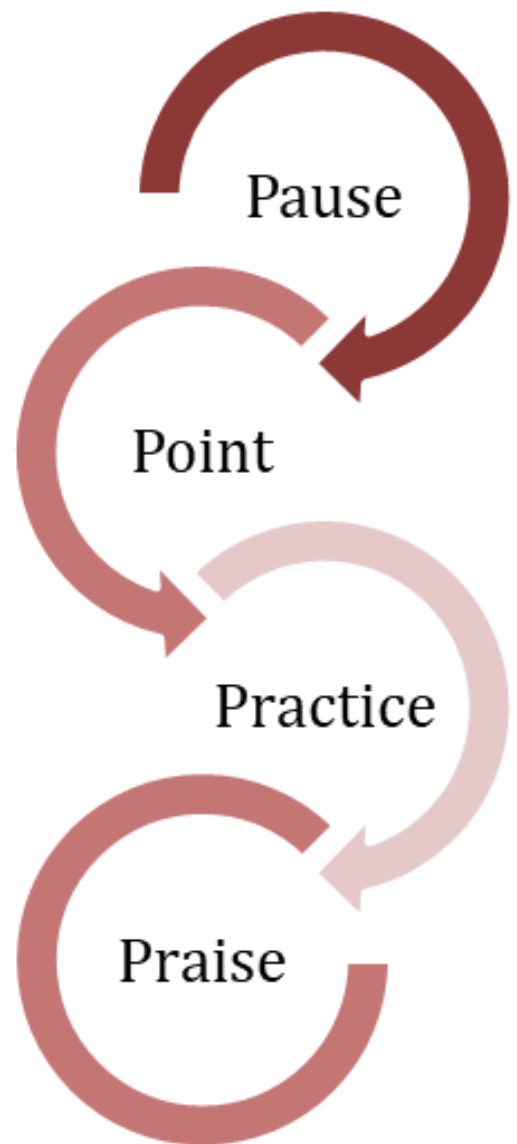
TYPOLOGY OF COLLEGE TRANSITION AND SUPPORT PROGRAMS

SYNOPSIS WRITTEN BY BRIANNA J. MILLER

PURPOSE OF THE STUDY

The purpose of this study was to illustrate a way to design a college transition and support program using typology, similarities, and differences within programs to determine support and needs for students on campus and in their courses. The authors reviewed previous literature for typology by finding frameworks and models that programs found helpful and added to student success. The authors mentioned the importance of including transfer students. Transfer students are a percentage demographic within the general population and therefore, the authors wanted to include programs that have similar university student enrollment. Any program that did not include this population was excluded from the typology. Various programs were included: summer, first semester, one-year, two-year, full-college, and post-college. Programs were scaffolded based on student needs, focus, timing, and duration. See Table 1 below for further information.

**Table 1.** College Transition and Support Program Typology.

	Summer and precollege	First semester	One-year	Two-year	Full-college	Postcollege
Student needs	Addressing potential challenges before transitioning to college	Transitioning to the college campus culture and expectations	Transition to campus culture plus programs allow for support after the first-semester grades get posted	Students are not settled in the campus after the first year of college; after first summer break; second-year slump	Some groups of students may need support all the way through college	Supporting students through graduation, postcollege models work from the assumption that the transition to a career and life after college is also important
Focus	Exposure to campus context and resources; preparing students for potential challenges within their major; potentially addressing academic remediation needs	Advising support; exposure to campus resources; guidance in navigating key transition items—financial aid employment; peer mentoring	Academic, social, and personal supports on campus (e.g., writing center, involvement office, and counseling services)	First-year programming plus programs can also help students find internships and other professional development opportunities during the second year as well as planning for additional opportunities during the final years of college	Navigating a major, choosing internships, interviewing for a job, and other important transition points that happen during the final years of college	Internships the summer after schools and programs focused on increasing participation in specific graduate school programs provide transitional support in being successful as they start a masters or professional degree program
Timing and duration	The time frame preceding the first semester of college as students transition from high school or another postsecondary institution; typically, range from a few days to several weeks	A semester-long program during a key transition point; often, the first semester at the postsecondary institution	A yearlong program that focuses on a key transition point; often, the first year attending the postsecondary institution and the programming may be connected with summer programming	These programs address the issues discussed in a 1-year program description, and also include support in the second year of college	Organized around transition points that occur throughout a student's collegiate experience	Postcollege models extend beyond the point of graduation

RELEVANCE OF THE STUDY

Effective structure of post secondary transition programs is vital to the success and longevity of sustainment in the institution. Program coordinators, faculty, and staff should consider the demographic, institution culture, policies, and major stakeholders needed to sustain and advance the program for future years and therefore would benefit from reading this article.

After evaluating the various programs, the researchers created a 2-year structure model for an upcoming program at the University of Nebraska. The model supports students from underrepresented populations and includes financial aid support, transition supports throughout each year, university and community support, and course implementation. See the visual below as it depicts the 2-year model.
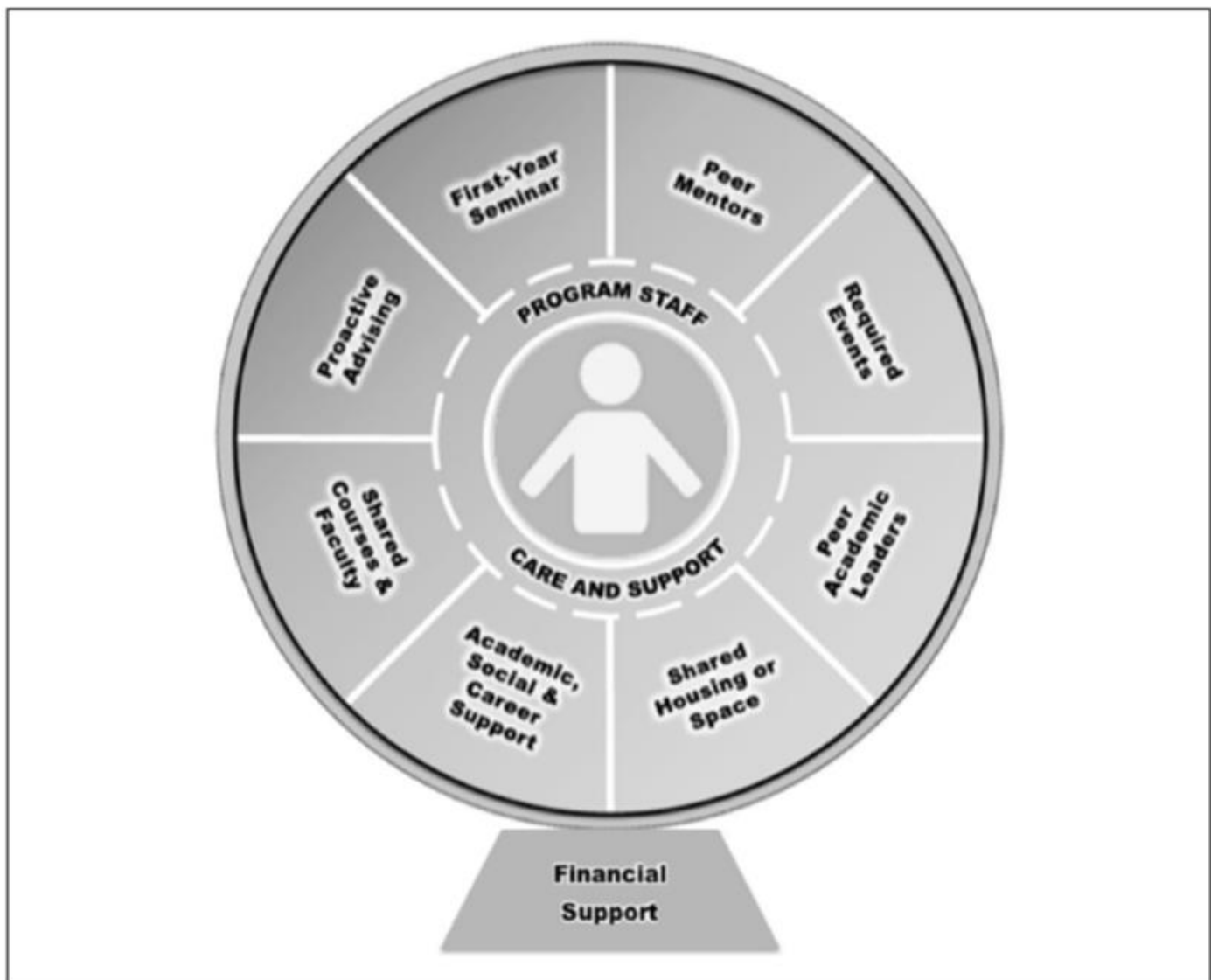
LESSONS LEARNED

Before programs are established, faculty and staff who are developing the program need to consider the span of the program along with financial, transition, and community supports. During the development phase of establishing a transition program, faculty should consider setting up research opportunities and allowing research to guide the design of the program components. Furthermore, the authors mentioned other areas to consider, such as the student population within the university and the community, barriers to addressing needs, pre-existing supports and networks in the institution, and analyzing the cost and benefits of implementing supports and needs for students and families.

REFERENCE

Hallett, R. E., Kezar, A., Perez, R. J., & Kitchen, J. A. (2020). A typology of college transition and support programs: Situating a 2-year comprehensive college transition program within college access. *American Behavioral Scientist, 64*(3), 230-252. https://doi.org/10.1177/0002764219869410

COSTS AND BENEFITS OF MENTORING

COLLEGE STUDENTS WITH ID
SYNOPSIS WRITTEN BY DIANA VALLE-RIESTRA

PURPOSE OF THE STUDY

According to the stereotype content model, individuals with intellectual disability (ID) are perceived as having greater warmth-related traits (e.g., sociable and humorous) and fewer competence-related traits (e.g., independence and intelligence). Researchers examined college students' perceived costs and benefits of mentoring peers with ID on stereotype-consistent (i.e., socially oriented) or inconsistent (i.e., academically oriented) tasks. Participants read about peer mentoring programs that helped college students with or without ID on socially or academically oriented tasks before reporting their perceived costs and benefits of peer mentoring. Mentoring students with ID was associated with greater benefits (i.e., connectedness between mentors and students, student utility and mentor benefits) on academically oriented tasks but greater costs for mentors on socially oriented tasks. Additionally, participants reported that they would experience greater positive feelings if they were to mentor a student with ID. However, the perceived benefits and costs to the student (i.e., discomfort and paternalism) were not influenced by whether the student had ID and the type of mentoring task. Results indicate individuals find greater rewards working with individuals with ID on stereotype-inconsistent tasks and offer suggestions for postsecondary education peer mentoring programs.

RELEVANCE OF THE STUDY

Surveys of traditional college students reveal that these students report positive attitudes toward the inclusion of students with ID on college campuses (Griffin et al. 2012). This finding is important since many postsecondary transition programs support students with ID by recruiting traditional college students to serve as peer mentors.

The purpose of this study was to examine college students' willingness to mentor their peers with ID and to examine the conditions under which mentoring is perceived as either costly or beneficial based on stereotype-consistent tasks (e.g., warmth based and socially oriented) or stereotype-inconsistent tasks (e.g., competence based and academically oriented). Researchers' predictions were grounded in the Social Exchange Theory (Homans, 1961; Kelley & Thibaut, 1980) which outlines that an individual's decisions will be driven by a desire to maximize rewards while minimizing costs. "*Following social exchange theory, we further predicted that individuals would be more willing to become a peer mentor for a student with an ID when mentoring involved socially oriented tasks rather than academically oriented tasks.*"

This article is relevant to the following stakeholder groups who play a role in supporting students with ID on college campuses: 1) postsecondary faculty/staff and 2) peer mentors.
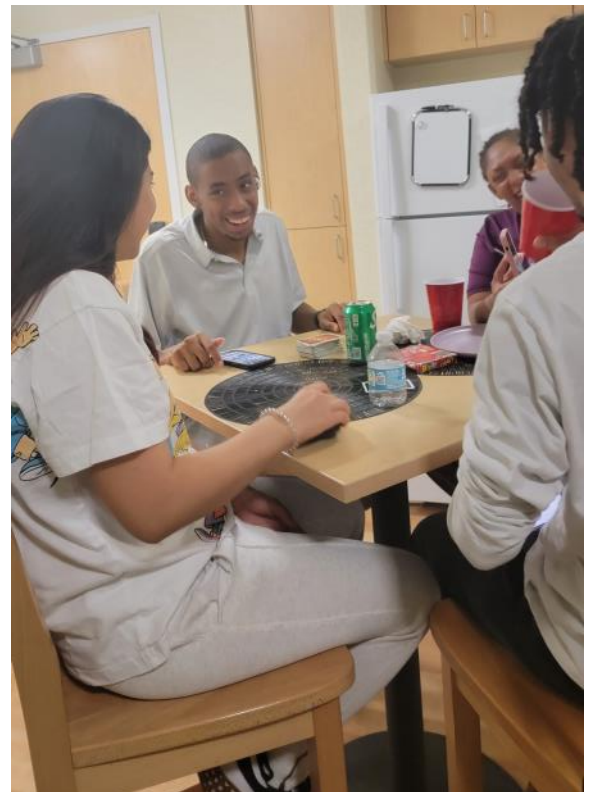
Benefit of Mentoring

The greatest perceived benefit reported by participants was related to mentoring a student with ID on academically oriented tasks (stereotype-inconsistent).

Cost of Mentoring

The greatest perceived cost reported by participants was related to mentoring a student with ID on socially oriented tasks (stereotype-consistent).

LESSONS LEARNED

Photo by KOBU Agency on Unsplash

The results of the study contradicted the researchers' initial predictions about mentoring students with ID since they expected that the most perceived benefits would be related to social tasks or stereotype-consistent conditions. In general, participants were able to report that mentoring a student with ID would be rewarding as well as challenging, "...*especially when the tasks are academically oriented and require greater reliance on traits related to competence.*"

Results of this study can assist inclusive postsecondary education programs, that rely on peer mentoring support, to implement effective strategies to recruit mentors such as having mentors talk to other potential students about their experiences or sharing videos and photos of students with ID and mentors engaged in a variety of activities. Furthermore, students with ID can share their own experiences and what they have learned from their peer mentor.

REFERENCE

McManus, J.L., Reed, C., & Saucier, D.A. (2022). The perceived costs and benefits of mentoring college students with intellectual disability on stereotype consistent and inconsistent tasks. *Journal of Intellectual Disability Research, 66*(8-9), 704-716. https://doi.org/10.1111/jir.12960

TABLET-BASED VIDEO MODELING

IN THE WORKPLACE FOR INDIVIDUALS WITH AUTISM
SYNOPSIS WRITTEN BY KELLY KEARNEY

PURPOSE OF THE STUDY

The current study involved a preliminary job-site testing of computer software, *VideoTote*, delivered via a computer tablet and designed to provide users with video modeling and prompting for use by young adults with an autism spectrum disorder (ASD) across a range of employment settings. A multiple baseline design was used to assess changes in rates of completion with a complex, 104-step shipping task by four participants diagnosed with ASD. Baseline data were collected on accuracy of task completion after exposure to typical job-training involving instruction, modeling, and practice. The intervention involved video modeling and prompting with a 13 minute video depicting an individual completing job responsibilities that entailed checking to make sure materials were in working order, replacing defective items, packing materials in a container, entering information into a computer, and attaching a label to a container. Results suggested that video modeling and prompting were effective in helping individuals with ASD complete a multi-step shipping task. Participants and their parents gave the device and software high ratings as an acceptable treatment for adults with ASD to use in the workplace and intervention that complies with universal design principles. Implications for competitive job opportunities for individuals with ASD are discussed.

RELEVANCE OF THE STUDY

Teachers and job coaches who work with individuals with intellectual and developmental disabilities would be interested in this study. Students in this study learned how to use the computer software program *VideoTote* via a tablet. *VideoTote* provided participants with video modeling, video prompting, and feedback to enhance job training in the employment setting. The job task in this study was a packing and shipping task at a warehouse.

STRATEGY SPOTLIGHT

The computer program, *VideoTote*, is an Android-based program and available on a tablet. This program was funded by the U.S. Department of Education & National Institute of Rehabilitation Research grant and developed as part of a Small Business Innovation Research grant. This *VideoTote* allowed participants to use a tablet as a training device to review the modeling video both before a session and as an on-the-job training device while completing the task. Universal Design for Learning (UDL) features are incorporated into the computer program.

LESSONS LEARNED

This multiple baseline across participants design demonstrated the video modeling provided via *VideoTote* was beneficial for the participants in this study to learn the packing and shipping task. Both the participants and their guardians gave the *VideoTote* software high ratings.

REFERENCE

Burke, R., V., Allen, K. D., Howard, M. R., Downey, D., Matz, M. G., & Bowen, S. L. (2013). Tablet-based video modeling and prompting in the workplace for individuals with autism. *Journal of Vocational Rehabilitation, 38,* 1-14. https://doi.org/10.3233/JVR-120616

The UDL Lens of Access, Engage and Express™

Access by transforming information into useable knowledge through:
• digital media
• print
• touch
• audio
• visual media

Engage with content and concepts using:
• interactives
• problem-solving
• designing
• video
• graphics
• collaborating
• reflection

Express my understanding through:
• writing
• presenting
• storytelling
• multimedia
• building/making
• making sense of learning

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SUPPORTING ACTIVE AGING ACROSS THE LIFE COURSE

FOR PERSONS WITH SEVERE DISABILITIES AND THEIR FAMILIES
SYNOPSIS WRITTEN BY BRIANNA J. MILLER

PURPOSE OF THE STUDY

This practitioner article aimed to increase knowledge on providing aging information to individuals with disabilities and their families. The authors mentioned the importance of discussing aging and creating a support plan for caregivers and their family members with disabilities. Dr. Michelle Reynolds and colleagues from the University of Missouri-Kansas City created Charting the Life Course (CtLC) trainings for families to increase sustainability as aging increases. The framework of this training emphasizes the rights for all, including living, loving, working, playing, and pursuing life aspirations. Within CtLC, person-centered planning addresses individual family needs and multiple intersections extensively for families with loved ones with disabilities. The CtLC is offered online and in-person, meeting the needs of families who participated.

RELEVANCE OF THE STUDY

Aging is an inevitable part of life. Planning for the future is vital, especially for individuals with disabilities and families. Addressing concerns and changes as a result of aging is often reactionary and not thought of until the individual with the disability and their family have had a traumatic life event or until aging has already begun. This article is important because it provides a proactive way to create and continue working towards a plan that will be beneficial for all.

STRATEGY SPOTLIGHT

The training covers several domains: community living, social, spirituality, safety, security, self-determination, and advocacy. Planning tools include a trajectory worksheet that allows families to create pathways and find aging gaps. These aging gaps include Social Security, transitioning living options, and Medicaid and Medicare health support. The integrated supports Star tool assists families in organizing support areas (i.e., services and community resources). A vision tool is used for families to explore their information and determine if the supports correlate with the retrospective vision for the family in the future. To motivate continuous planning, the CtLC created three graphic organizers: (1) discover and navigate, (2) connect and network, and (3) and goods and services.

LESSONS LEARNED

The CtLC is one way to increase knowledge about aging for families and individuals with disabilities.

Discover and Navigate
- Acessing services
- Intergrated services

Connect and Network
- Collboration of stakeholders
- Ongoing supports

Goods and Services
- Respite
- Financial assistance
- Guardianship

Aging will happen; planning for it before it happens may decrease stress and worry for families. More research should be conducted on end-of-life planning to promote more training.

REFERENCE

Reynolds, M. C., Palmer, S. B., & Barton, K. N. (2019). Supporting active aging for persons with severe disabilities and their families across the life course. *Research and Practice for Persons with Severe Disabilities, 44*(4), 211-223. https://doi.org/10.1177/1540796919880561

IPAD VIDEO PROMPTING FOR INDEPENDENT LIVING

TO TEACH YOUNG ADULTS WITH DISABILITIES
SYNOPSIS WRITTEN BY KELLY KEARNEY

PURPOSE OF THE STUDY

The purpose of this study was to evaluate the effectiveness of an iPad® as a prompting device for teaching daily living skills to three young adults with intellectual and developmental disabilities (IDD). Identified target tasks were (a) making spaghetti, (b) cleaning the dining room, (c) making macaroni and cheese, (d) cleaning the front porch, (e) cleaning the back porch, (f) cleaning the living room, and (g) mailing a letter. A multiple probe across behaviors design demonstrated use of the iPad® was associated with immediate and significant gains in the percentage of steps completed correctly for each identified target task. All participants were able to maintain task acquisition without the use of the iPad®.

RELEVANCE OF THE STUDY

Teachers, job coaches, and other professionals who work with adults with IDD would be interested in this study. Adults with IDD learned how to complete identified independent living skills through the use of an iPad® as a video prompting device. This study examined if the skills would maintain after the iPad® was removed.

STRATEGY SPOTLIGHT

The iPad® was used to deliver video prompting. The videos were short, edited clips of each step in the task

Photo by Francois Hoang on Unsplash

analysis of the pre-determined independent living skill. Video prompting has shown to be an effective way to teach both children and adults with disabilities a variety of skills. All videos were filmed from a third-person perspective, and when appropriate, the model would also verbally explain the step they were performing.

LESSONS LEARNED

This multiple probe across behaviors design demonstrated that video prompting delivered via an iPad® was an effective way to teach independent living skills to adults with disabilities. The new independent living skills were also maintained up to 70 days after the intervention was removed.

REFERENCE

Kellems, R. O., Rickard, T. H., Okray, D. A., Sauer-Sagiv, L., & Washburn, B. (2018). iPad® video prompting to teach young adults with disabilities independent living skills: A maintenance study. *Career Development and Transition for Exceptional Individuals, 41*(3), 175-184. https://doi.org/10.1177/265143417719078078
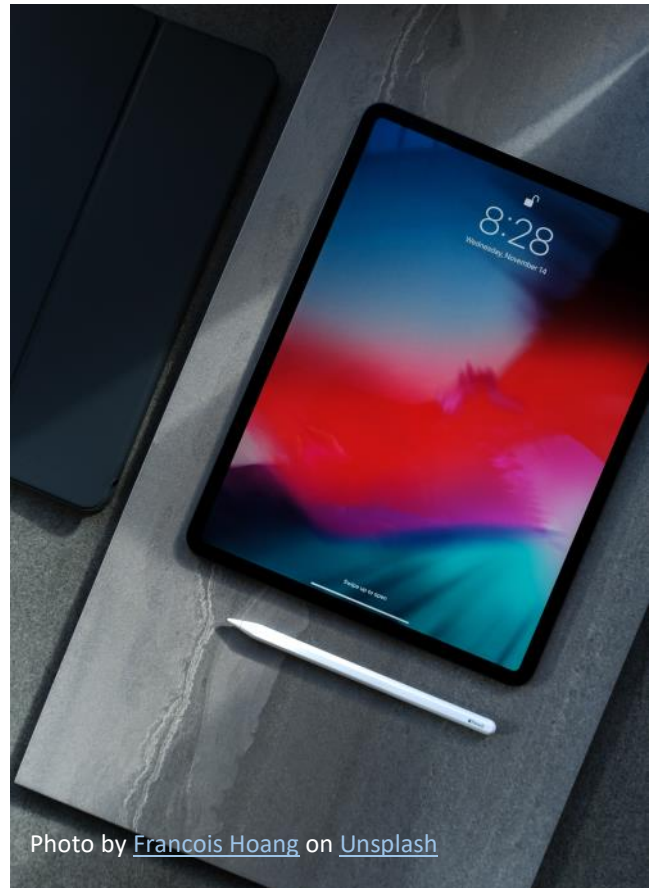
Journals Reviewed for the Dissemination

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

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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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Photo credit: Markus Spiske