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

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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ADDRESSING ALCOHOL AWARENESS

WITH COLLEGE STUDENTS WITH ID
SYNOPSIS WRITTEN BY DIANA M. VALLE-RIESTRA

PURPOSE OF THE STUDY

As a growing number of colleges and universities establish inclusive postsecondary education (IPSE) programs for students with intellectual disability (ID), new questions arise about how to best support their full participation in all aspects of campus life. One issue that has received limited attention in the literature is alcohol use among adults with ID. This qualitative study explored how seven IPSE programs addressed alcohol education and the complexities of this important endeavor. Specifically, the study was guided by three (3) research questions: 1) What are the alcohol policies of IPSE programs?; 2) How is alcohol education currently being

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addressed for students with ID?; and 3) What are issues that programs face when addressing alcohol education? Individual interviews with program staff identified program policies, examined how programs are addressing alcohol education, and revealed a myriad of challenges in doing this well. Practical recommendations for IPSE programs and areas for future research on this overlooked aspect of college life are offered.

RELEVANCE OF THE STUDY

Opportunities for students with ID have broadened, especially on college campuses, through IPSE programs. Part of the college experience is participation in social events that may increase a student's exposure to alcohol use. A total of seven (7) programs were selected to participate in the study via a semi-structured interview with a staff member in a leadership position. Individual interviews were held via Zoom, audio-recorded, and transcribed. The interview protocol included background questions (e.g., *Tell me a little about your program and the students you serve.*), program questions (e.g., *What barriers are presented when trying to address alcohol education?*), and wrap-up questions (e.g., *What is the most important advice you could give to a program trying to navigate this issue?*). Data were coded and thematically analyzed until consensus was reached by the research team on a framework.

This article is relevant to the following stakeholder groups who play a role in supporting students with ID in IPSEs programs: 1) postsecondary faculty and staff; 2) university administrators (e.g., Student Health, Residential); and 3) families.

STRATEGY SPOTLIGHT

Alcohol Policies for IPSE Programs

Some of the IPSE programs that participated in the study indicated that they followed their university's current policy on alcohol since they wanted the same standards set across all student groups. Staff interviewed "...*felt as though students with ID should not be treated differently than any other student*" (p. 5); thus, the emphasis on the alignment of a single policy and following the student code of conduct for the university. In contrast, other programs had program-specific policies ranging from a zero-tolerance policy to referring to the family for deciding on alcohol consumption to allowing students 21 or older to drink under certain conditions.

Alcohol Education

Each participating program shared how they addressed alcohol education for their students. Some relied on university programming such as the mandatory freshman orientation while others implemented more program-specific efforts such as using peer mentors and delivering supplemental or authentic instruction. Furthermore, some programs turned to families to address alcohol education with their student.

Related Issues

Participants shared a variety of issues that need to be considered when trying to address alcohol education with students with ID in IPSE programs. Some of the issues discussed included students with ID having limited prior knowledge of alcohol use; dignity of risk which is connected to allowing students with disabilities to make choices that might lead to a mistake; health concerns due to medications and side effects; family barriers including guardianship; and the need for curricula to guide IPSE programs in teaching about alcohol use and effects. Having *"...a curriculum developed specifically for these students would ensure that there are embedded adaptations and supports"* (p. 15).

Table 2

Summary of Recommendations from Participants

Area	Recommendations
Curriculum Presentation	• Understand students' background knowledge • Develop goals to help collect data • Incorporate repetition of content • More through content at a different pace • Teach safety (e.g., taking rideshares after drinking, talking with law enforcement) • Represent content visually, tactile, and verbally • Use explicit instruction
Developing Policy	• Collaborate with risk management team • Collaborate with the University • Honor local, federal, and state laws • Collaborate with parents/caretakers • Allow students to be autonomous and self-determined • Communicate with community partners

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LESSONS LEARNED

Alcohol education is an important and relevant topic that should be provided to all students on college campuses including students with ID. IPSE programs should utilize what the university already has in place via orientations and trainings, but there is also a need for research-based curricula on alcohol education specifically designed for students with ID. Participants in the study provided tips that are outlined in the table above.

REFERENCE

Ferrell, M.A. & Carter, E.W. (2022). Addressing alcohol awareness with college students with intellectual disability. *Journal of Inclusive Postsecondary Education, 4(*1), 1-24. https://doi.org/10.13021/jipe.2022.3065

INCEPTION OF A CPT PROGRAM

THE SOARING EAGLE ACADEMY
SYNOPSIS WRITTEN BY BRIANNA J. MILLER

PURPOSE OF THE STUDY

This study determined supports and resources for a comprehensive transition program (CTP) in the Southwest region of Florida. The study discussed the importance of inclusion and the needs for post-secondary education (PSE) programs to be specialized based on the needs of the students and their families. Some of these needs included course content, socialization with typical peers on campus, mental health needs, and increasing independence. Researchers emphasized the importance of increasing the rate of students gaining paid employment during and after the program. The researchers found that students with intellectual disabilities (ID) need opportunities to achieve quality of life outcomes related to employment. Opportunities are created through an effective, credentialed PSE program.

A qualitative design was used to synthesize the data that comprised of interviews, field notes, documents, and artifacts from various CTP programs and revealed three (3) themes; collaborative team, top-down support, and life-changing program. See the visual below.

RELEVANCE OF THE STUDY

For adults with ID, CTP programs increase access and opportunities for continuing education that are provided to typical peers. Collaboration and cooperation with the campus is necessary for this to be successful. This article provides an outline of services, supports, and resources for students, families, and staff within IPSE programs.

STRATEGY SPOTLIGHT

Researchers emphasized the importance of finding strengths and gaps to creating an effective and sustainable CTP program on college and university campuses.

LESSONS LEARNED

Two (2) helpful factors that contributed to the success of CTP programs:

- The Florida Postsecondary Comprehensive Transition Program (FPCTP) Act was established in 2016 by the Florida Center for Students with Unique Abilities (FCSUA) to assist CTPs within higher education in Florida. FCSUA provides support and resources that are individualized for programs to assist their students and families.

- Essential components to increase community collaboration and willingness to integrate the program within the campus: collaboration and alignment of goals, needs, improvements, and retention, and sustainability within the college/university's philosophies.

REFERENCE

Halpern, C., Carothers, D., & Aydin, H. (2022). The Soaring Eagle Academy: The inception of a comprehensive post-secondary transition program for individuals with intellectual disability in Southwest Florida. *Journal of Disability Studies in Education*, 1(aop), 1-23. https://doi.org/10.1163/25888803-bja10018

Collborative Team
- Choosing team members that will benefit the program.
- Variety of skill levels, knowledge, and experience.
- Diverse professional backgrounds.

Top-down Support
- Integration within the university.
- Including campus stakeholders in various components of the program.

Life-changing Program
- Implementing and evaluating quality of life components within the program.
- Providing a impactful community environment for students and their families.

TEACHING THE CALENDAR APP

TO YOUNG ADULTS WITH IDD

SYNOPSIS WRITTEN BY DIANA M. VALLE-RIESTRA

PURPOSE OF THE STUDY

Individuals with intellectual and developmental disabilities (IDD) often have difficulties with self-management skills such as scheduling daily tasks for educational, vocational, and leisure purposes. In this study, a multiple probe across participant design was used to evaluate the effects of constant time delay (CTD) in teaching young adults with IDD the necessary steps to schedule events and set reminders using the Calendar application (app). Specifically, the study was guided by the following research questions: Will young adults with IDD learn the steps to use the Calendar app with CTD in order to set up and schedule events on campus? Three (3) students (2 male; 1 female) with IDD enrolled in a 2-year postsecondary education program participated in this study and acquired the steps required for programming events and their reminders in the Calendar app. In addition, two (2) participants independently attended the scheduled events without additional reminders from adults. Limitations, future research, and practical implications are discussed.

RELEVANCE OF THE STUDY

Self-management has been defined as the ability to "self-monitor, self-evaluate and self-instruct" (p.1). Students who self-manage can complete tasks, stay on task, and schedule and organize tasks with little to no assistance from others. Teaching young adults with IDD the self-management skills needed to be independent and not rely on others is critical for their success and impacts their performance in a variety of areas – learning, living, and working. Mastering the skills needed to arrange their daily schedules, record assignments and due dates, meet deadlines, attend meetings and events, and manage their time allows students with IDD to experience success and increase their independence.

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This article is relevant to the following stakeholder groups who play a role in preparing and teaching students with IDD for postsecondary education programs: 1) secondary teachers and 2) postsecondary faculty and staff.

STRATEGY SPOTLIGHT

Participants were selected because they lacked scheduling skills and had to be reminded by others to attend program-related events. A total of 24 one-on-one sessions were conducted by two (2) instructors with each participant twice a week. Sessions included baseline, CTD instruction, and a post instruction with generalization and attendance probes.

1. Keyword Mnemonic Device

Explicit, systematic, and research-based instruction was used to teach the steps needed to schedule and set reminders for events on the Calendar app. The researchers created a keyword mnemonic device, CALENDAR, to cue students on the eight (8) steps to follow. Refer to Table 1, pulled from the article, below.

Table 1. CALENDAR Steps and Corresponding Definitions to Schedule Events and Reminders.

CALENDAR Steps	Definitions
Step 1—Calendar app	Locate and press the Calendar app.
Step 2—Add event	Locate and press the "+" on top right corner of the Calendar app.
Step 3—Log title	Enter event title where it says "Title."
Step 4—Enter location	Enter location where it says "Location."
Step 5—Note the start	Locate and press "Starts."
Step 6—Date and time	Scroll and enter date and time of event.
Step 7—Alert	Locate and press "Alert."
Step 8—Remind 30 min and save	Locate and press "30 min before," click on "New Event" on top left corner, and press "Add" to save the event.

2. Event Cards

A total of 40 event cards were prepared to help students practice scheduling events in the Calendar app. Each card contained the name of the event, date and time, and campus location. For example, "advising meeting at 2 p.m. on September 23 in Stanley Hall." The final card was an actual event used during the generalization and attendance probes.

LESSONS LEARNED

Results indicated that all students increased their performance as they entered the post instruction phase and learned the steps to schedule events. Furthermore, during the generalization probe, all participants completed all the steps needed to schedule an event and reminder using their Calendar app on their personal phones. During the attendance probe, two (2) out of the three (3) students showed up to the advising meeting. These results highlight the potential use of mobile technologies to teach students with IDD self-management skills which must be used with "*systematic instruction using research-based strategies to teach these apps...to maximize the potential benefits of technology in the lives of individuals with disabilities*" (p.17).

REFERENCE

Balint-Langel, K., Yuan, C., & Hua, Y. (2022). Teaching the calendar application on a mobile device to young adults with intellectual and developmental disabilities. *Journal of Special Education Technology*, *37*(1), 11-21. DOI: 10.1177/0162643420933575

VIDEO MODELING TO TEACH SOCIAL SKILLS

FOR EMPLOYMENT TO YOUTH WITH ID
SYNOPSIS WRITTEN BY KELLY KEARNEY

PURPOSE OF THE STUDY

Video modeling is an effective teaching method for supporting individuals with disabilities to learn various skills. Yet, limited research explores the use of video modeling to teach social skills for employment. The purpose of this study was to examine the effect of video modeling, alone and in conjunction with the system of least prompts, to teach three (3) young adults with intellectual disability to perform three (3) social skills: offering assistance, responding appropriately to feedback, and asking clarification for unclear instruction. A multiple probe design across behaviors was used to evaluate participants' accuracy in verbally responding to the scenario. All participants demonstrated an improvement in acquisition of targeted skills from baseline to intervention, yet all struggled with the response generalization.

RELEVANCE OF THE STUDY

Job coaches, instructors, and teachers of transition-aged students would be interested in this study. In this study, young adults with intellectual disability learned via video modeling three (3) different social skills the authors identified for successful employment: offering assistance, responding appropriately to constructive feedback, and requesting clarification for unclear instructions. This strategy could also be used to teach other social skills to youth and young adults with intellectual and developmental disabilities.
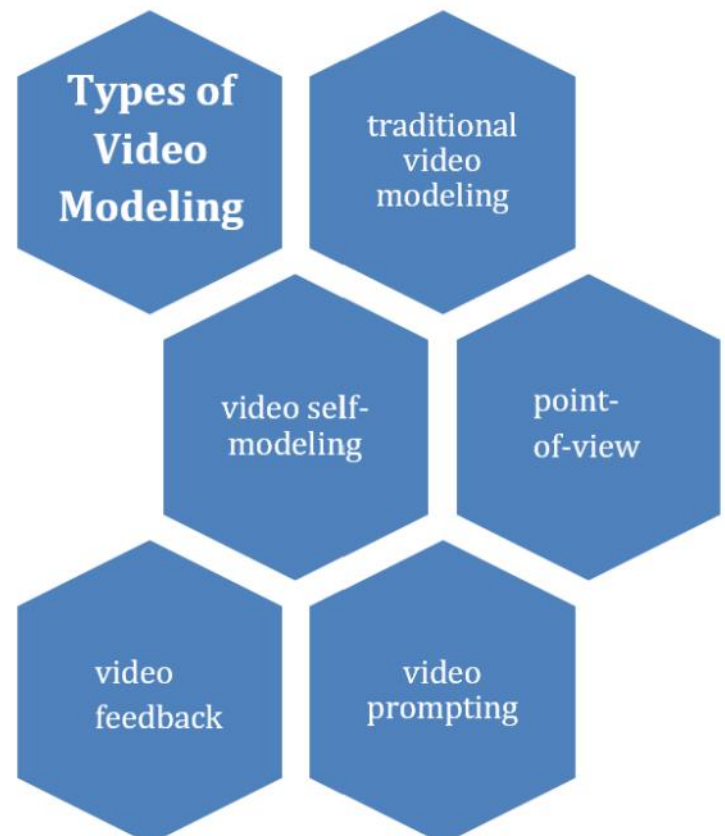
STRATEGY SPOTLIGHT

Video modeling is an evidence-based practice that has been used to teach children and adults with intellectual and developmental disabilities numerous skills. Video modeling involves the learner watching the video(s) and then imitating the skill demonstrated in the video(s). See the visual for types of video modeling.

LESSONS LEARNED

The researchers in this study found that video modeling was effective in increasing the identified social skills needed in employment settings. The young adults in the study also reported high satisfaction with the intervention.

REFERENCE

Park, J., Bouck, E. C., & Duenas, A. (2020). Using video modeling to teach social skills for employment to youth with intellectual disability. *Career Development and Transition for Exceptional Individuals*, 43(1), 40-52.

Types of Video Modeling

- traditional video modeling
- point-of-view
- video prompting
- video feedback
- video self-modeling

PARTICIPATION IN HIGHER ED

AND LIFE OUTCOMES FOR STUDENTS WITH ID
SYNOPSIS WRITTEN BY LAUREN BERLINGO

PURPOSE OF THE STUDY

There has been a great migration of students with intellectual disability (ID) into the college world. The Higher Education Opportunities Act of 2008 (HEOA) has opened the door to postsecondary education to a previously untapped market of students. As a result, programs for students with ID have been developed around the country to support this historic system change (Lee, 2009). Along with improved job prospects as one important measure of success, college participation also brings opportunity for personal and social development. With seven (7) years passing since the HEOA, it is prudent to assess outcomes for those students who are choosing to

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continue their education beyond high school. The National Core Indicators (NCI) provide a unique opportunity to assess impact of higher education across life domains; historically used to determine developmental disability service system quality of life outcomes. Here, we discuss higher education and outcomes around employment, health, relationships, and medications. Students who completed at least two (2) semesters of college in Kentucky were surveyed about life outcomes using the NCI Adult Consumer Survey (ACS). Findings on health, medications, employment, and relationships are reported. Participation in higher education can positively impact life outcomes across a variety of domains. This research represents a first step in utilizing a nationally recognized instrument that takes a holistic view of outcomes for adults with ID to assess impact of participation in higher education. While the results are promising, further studies using larger samples are needed.

RELEVANCE OF THE STUDY

This study is relevant for adults with ID and their families. Information in this study can also be utilized by transition personnel, inclusive postsecondary education (IPSE) program administrators, and professors. The information in this article would be useful for health, employment, and relationship outcomes for adults with ID after attending an IPSE program. Adults with ID are presented with more opportunities to obtain competitive employment, as well as personal and social development, therefore, it is important to continue to educate and promote postsecondary education for this population to ensure every chance at achieving positive life outcomes.

STRATEGY SPOTLIGHT

Using the NCI ACS (National Core Indicators, n.d.), students who completed at least two (2) semesters of college in Kentucky were surveyed. Analysis included results of the NCI ACS and the background section of the survey were compared to the state's ACS results to see if there were any differences in life outcomes for adults with ID who attended a college or university versus those who did not.

Nineteen (19) students represented the student group and the non-student group consisted of 158 people between the ages of 18-30 who were randomly selected to participate in NCI from the university of the people receiving state funding in the most recent data cycle (2013-2014) at the time of this study. Researchers generated descriptive and inferential statistics to measure differences between the two (2) groups on life outcomes within health, medications, employment, and relationships. Health outcomes that were measured included self-report questions about whether respondents exercised and how they rated their overall health. Medication outcomes looked at the number of psychotropic medication respondents were taking. Employment outcomes included current employment of the respondent, respondent's desire for employment, and if they took part in volunteer work within the community. Relationship outcomes included self-report of whether or not respondents had friends to talk to or do things with, if respondents experienced loneliness, and if they had opportunities to help others.

LESSONS LEARNED

Researchers found that higher education contributes to the likelihood of adults with ID obtaining community-based competitive employment. Additionally, they found that student participants were at an advantage in terms of psychotropic medications, health and exercise, the ability to help others, and opportunities to volunteer. However, it was also found that students were just as lonely as non-students, therefore, researchers and practitioners should consider the opportunities that students have to develop genuine friendships. Although students are included in integrated and inclusive higher education settings, true inclusion may not be taking place based on the loneliness outcomes. Results from the study are shown in Figure 1, below.

Figure 1

Results
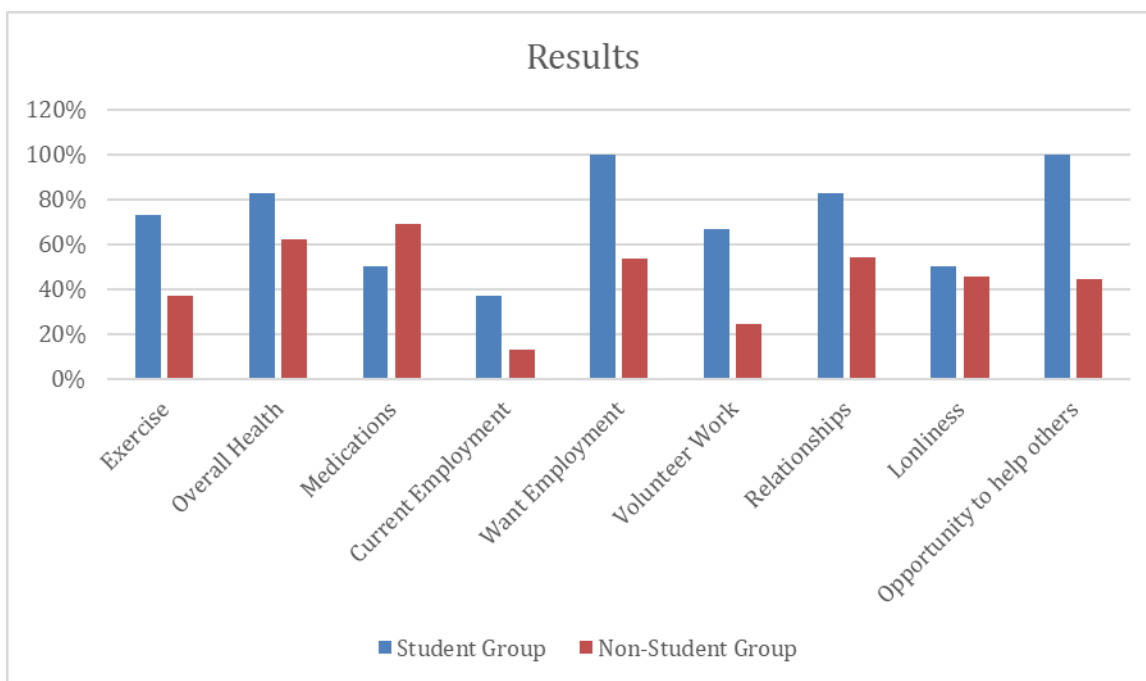
REFERENCE

Butler, L. N., Sheppart-Jones, K., Whaley, B., Harrison, B., & Osness, M. (2015). Does participation in higher education make a difference in life outcomes for students with intellectual disability? *Journal of Vocational Rehabilitation*, 44, 295-298.

MAKING EMPLOYMENT DECISIONS

USING MNEMONICS, REMOTE COACHING, AND THE RAGE-BOUND CHANGING CRITERION DESIGN
SYNOPSIS WRITTEN BY KALEY ADAMS

PURPOSE OF THE STUDY

Adults with intellectual and developmental disability (IDD) increasingly are accessing inclusive college programs to gain academic and employment preparation for future community living. Decision making and self-determination are two inter-related skills taught in these programs. In this study, researchers investigated an intervention that combined remote audio coaching (RAC) and a mnemonic strategy to teach employment decision making skills to three (3) college students with IDD. The intervention was evaluated using the range-bound changing criterion design to assess students' stepwise progress. All students substantially increased their employment decision-making skills, generalized those skills to a novel job coach who was not part of the intervention, and maintained the skills after the intervention was removed. Implications of the procedures and results of this decision making intervention are discussed, as well as the goodness-of-fit of the experimental design for evaluating controlled, gradual skill increases.

RELEVANCE OF THE STUDY

Adults with IDD can be autonomous, self-determined, and productive members of society. Decision making is a foundational component to having an active role in a community. This article is relevant to anyone looking to support the development of decision making skills for adults with IDD who has the time and resources to provide long-term nuanced interventions.

STRATEGY SPOTLIGHT

The researchers defined employment decision-making skills as "the number of reasons stated by a student why a potential job would be a good employment fit" (p. 307). During the intervention, researchers used RAC to teach participants to use a mnemonic, *ELSE*, that provided the structure for students to state reasons why the job might fit a student's circumstances, and to state the reasons during an assessment or a job interview. Each letter of the *ELSE* mnemonic represented a different category of reasons for fit:

E: Is the EDUCATION level required for this job a good fit for me?

L: Do I LIKE the particular job responsibilities?

S: Do I have the SKILLS needed for this job?

E: Am I satisfied with the EARNINGS in this job?

LESSONS LEARNED

Participants learned to assess whether preferred jobs were a good fit, and to provide multiple reasons for their decisions. Participants provided reasons to a novel job coach and did so after the intervention was removed. Researchers noted the following after analyzing their results:

⇒ Range-bound changing criterion design helped participants learn at a reasonable pace and provided structured-but-flexible performance expectations.

⇒ During baseline, students provided no more than one reason for their employment decisions that lacked depth and specificity.

⇒ It is not clear what "dose" of each intervention component is needed.

⇒ Students of other programs may need more or less opportunities to learn from these interventions (mnemonics, RAC, and range bound criterion designs).

REFERENCE

Brady, M. P., Kearney, K. B., Downey, A., Torres, A., & McDougall, D. (2022). Using mnemonics, remote coaching, and the range-bound changing criterion design to teach college students with IDD to make employment decisions. *Education and Training in Autism and Developmental Disabilities, 57*(3), 303-319.

FACILITATORS AND BARRIERS

TO POSTSECONDARY EDUCATION PROGRAMS FOR STUDENTS WITH ID
SYNOPSIS WRITTEN BY LAUREN BERLINGO

PURPOSE OF THE STUDY

Financial, legislative, and philosophical support for postsecondary education (PSE) programs for individuals with intellectual disability (ID) has resulted in increases in the number of such programs across the country. Directors of new PSE programs have few research-based guidelines to provide direction for integrating programs within colleges or universities. In this study, researchers surveyed administrators of PSE programs for individuals with ID across the United States in order to identify perceptions of supports and barriers encountered during program development. They also investigated if these supports or barriers changed over time or varied according to type of program. Results suggest that most perceived barriers and supports, with the exception of funding issues, improved over time. Further, there was a significant difference in perceived support from six (6) of the nine (9) identified institutions of higher education (IHE) collaborative partners from the inception of the program to the present time.

RELEVANCE OF THE STUDY

PSE programs provide a postsecondary experience designed for students who have exited their high school programs but need more support. This study is relevant for PSE institutions that are interested in developing an inclusive program for students with ID and directors of new PSE programs. The information obtained from this study is useful for the planning and overall success of PSE programs.

STRATEGY SPOTLIGHT

For this study, researchers developed a survey instrument using the current literature base, creating questions by reviewing multiple studies that reported barriers and supports experienced by new programs (Folk et al., 2012; Getzel, 2008; Hafner et al., 2011; Neubert & Redd, 2008; O'Connor et al., 2012; Plotner & Marshall, 2014; Stodden & Whelley, 2004; Thoma, 2013; Thoma et al., 2011). The survey consisted of four (4) sections, which included program demographics, supportiveness of IHE, program barriers, and student safety. There was a total of 56 questions.

LESSONS LEARNED

Researchers found substantially lower ratings of support during program development than once the program was established, but support grew over time. All barriers (i.e., liability issues, student safety concerns, funding issues, faculty burden, and the compromise rigor of the institution) were deemed less significant as the PSE programs were around longer. However, student safety concerns, funding issues, and faculty burden were still consequential obstacles at the time of the survey; over 50% of respondents indicated that these were hurdles in their programs. Most programs surveyed accepted students who are not their own legal guardians. Ninety percent (90%) of respondents indicated that they discussed campus safety with students often and 50% of the respondents revealed that they have multiple courses for students that infuse student safety at least some of the time, whereas 40% indicated that this never occurs. Nearly half of the respondents do not think their program could place more emphasis on student safety. Researchers found that potential college or university-related sources of support were perceived as more supportive now than at the program's inception. This data support what is already known about inclusion at all levels: familiarity reduces both fear and resistance.

REFERENCE

Potner, A. J. & Marshall, K. J. (2015). Postsecondary education programs for students with an intellectual disability: Facilitators and barriers to implementation. *Intellectual and Developmental Disabilities, 53* (1), 58-69.

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*

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 7ʰ edition*

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