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3

FLORIDA ATLANTIC UNIVERSITY  
**ACADEMY FOR  
COMMUNITY INCLUSION**

*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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# IPSE PROGRAMS OF STUDY

FOR STUDENTS WITH INTELLECTUAL DISABILITY  
SYNOPSIS WRITTEN BY ANGELICA DOWNEY

## PURPOSE OF THE STUDY

Eleven of Florida's Inclusive Postsecondary Education (IPSE) programs were explored by researchers during the 2016-2017 academic year to understand the nature of academic success and the programs of studies available to students with Intellectual Disability (ID). Most IPSE programs in this study are housed at three universities, three community and state colleges, and two career technical colleges. The eight programs allowed for students to be enrolled in two or more inclusive courses per semester. Other elements examined in this study included coursework progressions, choice of study, service learning, co-curricular requirements, and the diversity and similarities between the programs. The researchers emphasized the need to explore diversity of IPSE programs, the impact of credentials offered by the program, and the need to further examine specific elements of each IPSE.

## RELEVANCE OF THE STUDY

This study is relevant to IPSE administrators, staff, and researchers of IPSE programs. The findings are useful in multiple settings but mainly in academic and recruitment settings. The results of this study can inform professionals in the field, who would like to develop IPSE programs, on how to develop successful programs of study for students with ID at their institutions. Additionally, the results inform IPSE administrators and staff on the type of access to inclusive coursework that is beneficial for students with ID. Authors also provided a rationale for revisions or improvements to current IPSE programs that do not provide the appropriate access to inclusive academics for their students.

## STRATEGY SPOTLIGHT

The methodology used in this study was ethnographic research. The researchers explored the various IPSE cultures through the perspective of the IPSE staff. The researchers also used other sources of information such as site visits, interviews, and program documents, to explore the patterns among the IPSE programs. From this, the researchers triangulated the data and strengthened their findings.

## LESSONS LEARNED

Academic access is evident throughout IPSE programs but needs to be defined further, specifically regarding engagement within inclusive coursework. While requiring co-curricular activities and presence in inclusive coursework is beneficial, they do not measure academic access. The measures of academic access include **academic engagement, success, self-determination, and intentional access strategies and provided support**. As researchers, we should explore engagement and support for students with ID in general college courses and co-curricular activities. The researchers discovered diversity among the IPSE programs. Career Technical programs provided the most opportunities of academic access for course enrollment alongside peers without disabilities. However, Transitional programs did not reflect as many opportunities for academic access but did focus more on evidence-based practices and predictors of post-school success. This diversity shows that IPSE programs should explore valid measures of student engagement and learning in postsecondary education. The authors imply that program staff should do this by measuring progress in the course content and strengthening access to inclusive coursework.

## REFERENCE

Becht, K., Roberts-Dahm, D.L., Meyer, A., Giarrusso, D., & Still-Richardson, E. (2020). Inclusive postsecondary education programs of study for students with Intellectual Disability. *Journal of Postsecondary Education and Disability*, 33(1), 63-79.

# PROBLEM-SOLVING USING FLOWCHARTS

IN A SIMULATED VOCATIONAL SETTING  
SYNOPSIS WRITTEN BY KALEY ADAMS

## PURPOSE OF THE STUDY

Teaching job-related problem-solving skills may increase the likelihood that individuals with developmental disabilities (DD) obtain and maintain employment. In this study, the researchers evaluated the use of electronic-based flowcharts on an iPod Touch as a form of self-instruction to increase problem-solving skills with two (2) men diagnosed with DD. An instructor implemented Behavioral Skills Training (BST) to teach the participants how to use an electronic flowchart to solve one problem and then evaluated

the participants' use of electronic flowcharts to solve other types of problems.

## RELEVANCE OF THE STUDY

This study can be useful to individuals who play a role in improving employment outcomes for people with DD. Such individuals include post-secondary program staff, high school transition teachers, job coaches, supervisors, and employers. The use of flowcharts to teach problem-solving is relevant in classroom settings in which job tasks can be simulated, in vocational settings, and for research purposes.

**Table 1**

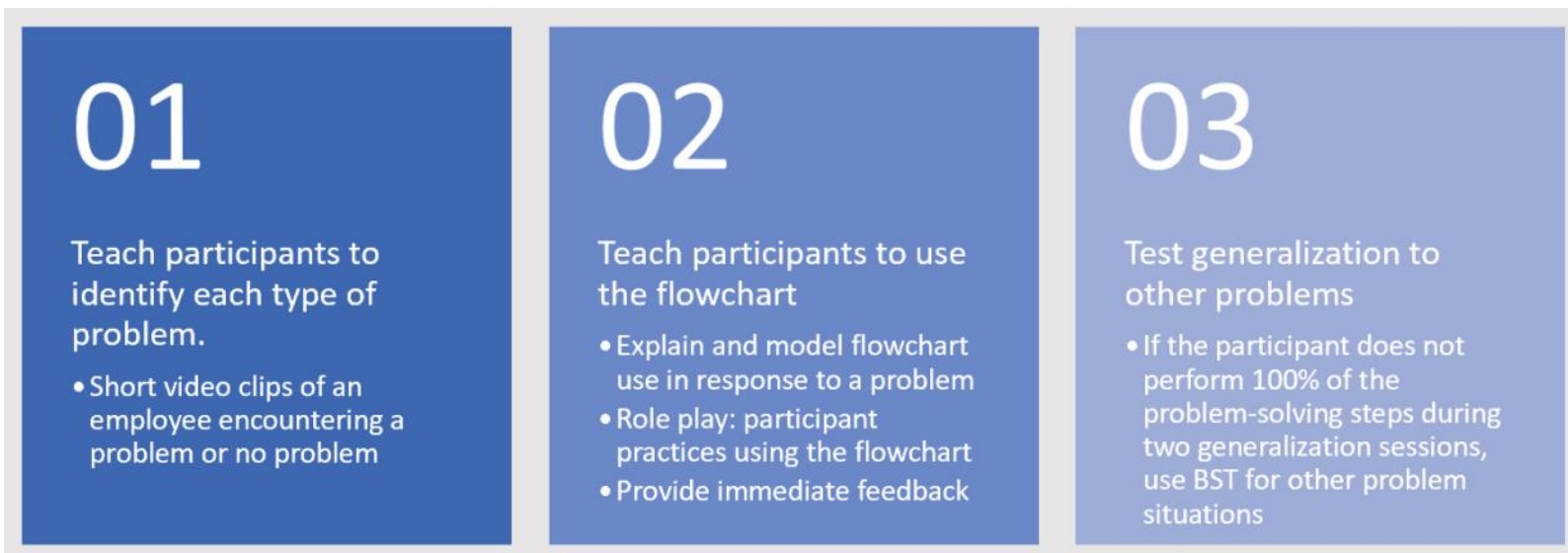
*Problem Situations and Problem Solving Steps*

Problem Situation		Problem Solving Steps
Materials Needed	Materials needed to complete the task correctly are broken, missing, or of insufficient quantity; extra materials are sometimes available in the supply cabinet	<ol style="list-style-type: none"> <li>1. Searches for the materials in the supply cabinet within 1 min of encountering the problem</li> <li>2. Searches for the supervisors within 3 min of encountering the problem or not finding necessary materials <sup>a</sup></li> <li>3. Provides a statement that describes the needed materials (e.g., "I need more staples" "The bags are broken") or requests help <sup>a</sup></li> </ol>
Unfamiliar Task	Supervisor delivers vague instructions for a novel task; task instructions can sometimes be found in the video library	<ol style="list-style-type: none"> <li>1. Searches for task instructions in the video library on a laptop computer within 3 min of the supervisor leaving the workroom <sup>*</sup></li> <li>2. Searches for the supervisor within 3 min of encountering the problem or not finding the necessary instructions <sup>*</sup></li> <li>3. Provides a statement that describes the needed instructions (e.g., "I don't know how to sort the books" "The instructions weren't on the computer") or requests help</li> </ol>
Task Completed	Participant completes the task in its entirety and does not know what to do next	<ol style="list-style-type: none"> <li>1. Searches for the supervisor within 1 min of task completion</li> <li>2. Provides a statement of task completion (e.g., "Done" or "I'm finished")</li> </ol>
Supervisor Unavailable	Participant needs supervisor to solve current problem situation (Zeke) or to notify supervisor of completion of a break (Blake)	<ol style="list-style-type: none"> <li>1. Returns to the workroom within 1 min</li> <li>2. Sets a timer for 3 min within 2 min of returning to the workroom</li> <li>3. Begins another available task in room within 1 min of returning to the workroom</li> <li>4. Searches for the supervisor again within 4 min of returning to the workroom or setting the timer (if it occurred)</li> </ol>

<sup>\*</sup> Scored as "no opportunity" if participant found needed materials or instructions.

## STRATEGY SPOTLIGHT

The following image displays the BST steps implemented to teach the use of the electronic flowchart.



## LESSONS LEARNED

Results suggested that the use of electronic flowcharts as a form of self-instruction could increase independent problem-solving skills in vocational settings. Results showed increases in problem-solving skills across at least two (2) problems that were not associated with BST and increases across all problem exemplars with verbal reminders and feedback. These findings have important implications for increasing independence on the job and decreasing intrusive and costly supports for those with disabilities. Problem-solving steps were maintained in nearly all of the problem situations once the flowcharts were removed as a result of the intervention.

A benefit of this type of intervention is that it is inexpensive. The authors used a \$200 iPod Touch and Google Forms, which are free. Authors also reported that the participants only required 65-210 minutes of BST to reach mastery criterion across all problem situations.

Authors discussed requisite skills for successful problem-solving that were revealed as barriers to the participants during the research:

1. A problem should reliably evoke problem-solving on the job. In other words, when the participant encounters a problem, he or she should notice it, stop the task sequence, and solve the problem, rather than completing the task incorrectly.
2. Participants need to understand the statements on the flowchart for it to be useful.

## REFERENCE

Villante, N., Lerman, D., Som, S., & Hunt, J. (2021). Teaching adults with developmental disabilities to problem-solve using electronic flowcharts in a simulated vocational setting. *Journal of Applied Behavior Analysis*, 54(1), 1199-1219.

# REQUEST CLASSROOM ACCOMODATIONS

USING LBBI TO TEACH COLLEGE STUDENTS WITH ID  
SYNOPSIS WRITTEN BY KELLY KEARNEY

## PURPOSE OF THE STUDY

Many individuals with intellectual and developmental disabilities (IDD) are attending postsecondary education programs, yet they are not always proficient in using self-advocacy skills, such as requesting an academic accommodation. Access to these accommodations is vital for success in postsecondary settings. Literacy Based Behavioral Interventions (LBBIs) use a combination of print, visuals, and rehearsal and are an effective tool for teaching a range of skills including job skills to this population, but have not been investigated with a self-advocacy skill. In this study, a pre-service teacher was taught to deliver an LBBI to postsecondary students with IDD so they would learn to request and use a free online tool to record class lectures. Results showed that students were able to master the skill when the pre-service teacher delivered LBBI and maintain the skill after removal of the LBBI.

## RELEVANCE OF THE STUDY

Teachers and professors would be interested in this study. Students with IDD in this study learned how to request a classroom accommodation and use a type of assistive technology (otter.ai) for notetaking purposes. This assistive technology would be most useful for students in university courses or professional development trainings.

## STRATEGY SPOTLIGHT

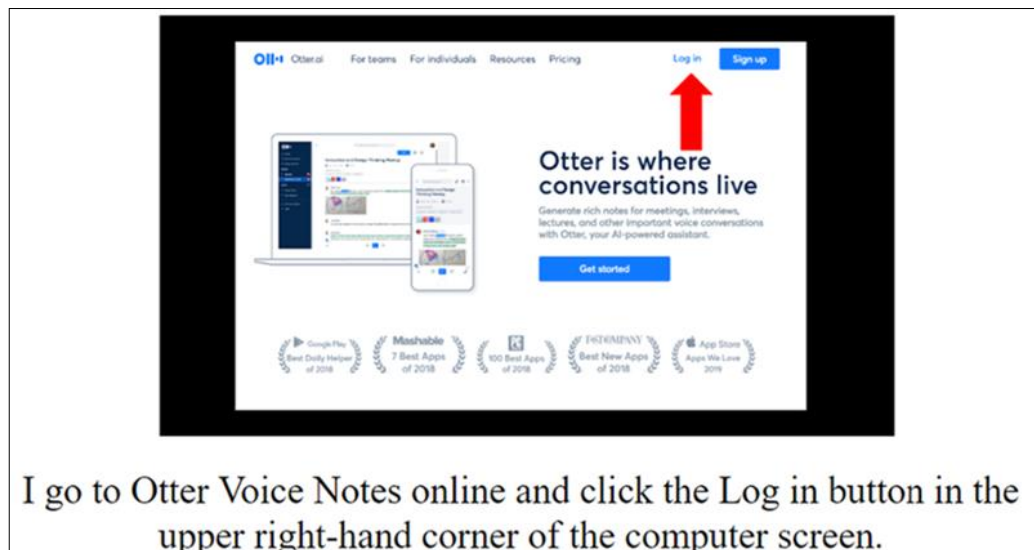
This study taught the skills through the use of a LBBI. LBBIs are a class of interventions that use print, visuals, and behavioral rehearsal in a storybook format to teach new skills and routines. A pre-service teacher implemented the LBBI with the college students.

## LESSONS LEARNED

The pre-service teacher effectively used the LBBI to teach the students how to request a classroom accommodation and use a type of assistive technology for notetaking purposes during a class lecture.

## REFERENCE

Hall Pistorio, K., Kearney, K. B., Eshman, S., Thomas, K., & Carey, G. (2021). Using a literacy based behavioral intervention to teach college students with an intellectual disability to request a classroom accommodation. *Behavior Modification*, 45(2), 349-369. <https://doi.org/10.1177/0145445520982978>



# ARE PARENTS READY?

A FACTOR ANALYSIS STUDY FOR POSTSECONDARY EDUCATION

SYNOPSIS WRITTEN BY DIANA M. VALLE-RIESTRA

## PURPOSE OF THE STUDY

Inclusive postsecondary education (IPSE) programs can provide young adults with intellectual and developmental disabilities (IDD) opportunities for training and experiences in continuing academic instruction, transition goals, independent living, and employment. Parent readiness is an important aspect of having young adults embrace their increasing independence. While the prospective student must be ready to attend the institution, understanding the “readiness” of parents will help guide the development of additional parent-related materials that can help them with the transition process. It was with this intent that the Graff Parent



Readiness Scales (GPRS) were developed. The purpose of this study is to conduct an exploratory factor analysis on the GPRS in order to establish construct validity of the instrument. Results showed a six-factor solution. The implications for IPSE programs are clear; by addressing parental concerns and forging an alliance with the institution, students with IDD will have greater success.

## RELEVANCE OF THE STUDY

The study’s methodology included scale development with feedback from an expert panel (n=8); a pilot study with 19 families completing a survey; and a large-scale study collecting data from parents of students applying to five (5) IPSE programs located in institutes of higher education predominately in the states of Virginia (66%), Georgia (28%), Utah (14%), and Maryland (5.6%).

This article is relevant to the following stakeholder groups who play a role in supporting students with IDD and their families in a postsecondary educational environment: 1) program directors, administrators, and staff; 2) university faculty; 3) admissions staff; 4) family consultants or advocates; and 5) parents/families of students with IDD.

## STRATEGY SPOTLIGHT

### Role of Parents/Families in Inclusive Higher Education

Parents/Families of students with IDD continue to play a role in their student’s life in college and have an impact of their student’s level of success and ability to achieve positive outcomes. According to Schultz (2013), a parent’s/family’s perceptions of the skills and potential of their young adult will influence their post-school opportunities. The transition to college for students with IDD and their parents/families requires an understanding of new and changing roles. For parents/families in particular that means transitioning from being the student’s “voice” to taking on more of an “advisor” role. IPSE programs would benefit from assessing parents’/families’ level of “readiness” and identifying those that may need more training to support their students reaching higher levels of adult independence.

### Graff Parent Readiness Scales (GPRS)

This instrument was developed, pilot tested, and revised to determine parents'/families' readiness for the student with an IDD to attend a postsecondary program. A primary purpose was to establish stronger program/family alliances that can lead to better student outcomes (e.g., increase levels of independence).

The scale consists of 20 items that are rated on a Likert-type scale (1=I Strongly Agree; 5=I Strongly Disagree) across six (6) components or common themes: 1) Family Expectations; 2) Family Beliefs; 3) Day to Day Knowledge; 4) Student Abilities; 5) Opportunities; and 6) Student Judgment. Sample statements include: "I expect to know everything my student does at the university"; "I need to know the homework assignment for each class"; "I would like to speak with my student's support staff"; "I would like to attend classes to see my student interact with others"; "My student has the ability to seek assistance"; and "I know what is best for my student."

The intent of the scale is to better support those parents/families of students with IDD entering college who are more hesitant and concerned about the transition to this new inclusive learning environment. Programs can use the information gathered to develop parent-related materials and trainings (e.g., workshops, online webinars, incorporate into student-centered planning meetings, etc.) to better support parents/families by forging stronger partnerships that promote better outcomes for students especially in furthering their independence.

"Knowing the 'readiness' and expectations of parents can provide postsecondary programs the information necessary to provide adequate supports for both students with disabilities and their parents during this time of transition."

### **LESSONS LEARNED**

Even in college the role of parents/families is impactful especially when working with students with IDD. Some parents/families are more ready for this transition than others and expectations are varied. Using a valid instrument to gather the needs of parents/families and develop the necessary supports is beneficial to inclusive postsecondary education programs who value establishing alliances and partnerships with parents/families. "From a social-educational perspective, by assisting the families, we are in essence helping the students to be successful, independent adults with IDD, far beyond graduation."

### **REFERENCE**

Graff, H. J., LeSueur, R., & Brigham, F. J. (2019). Are parents ready? A factor analysis study for postsecondary education. *Journal of Inclusive Postsecondary Education*, 1(2), 1-18. <https://doi.org/10.13021/jipe.2019.2463>



# REAL-WORLD EXECUTIVE FUNCTIONS

FOR ADULTS WITH AUTISM SPECTRUM DISORDER

SYNOPSIS WRITTEN BY LAUREN BERLINGO

## **PURPOSE OF THE STUDY**

Although executive functioning (EF) difficulties are well documented among children and adolescents with Autism Spectrum Disorder (ASD), little is known about real-world measures of EF among adults with ASD. Therefore, this study examined parent-reported real-world EF problems among 35 adults with ASD without intellectual disability and their correlations with adaptive functioning and comorbid anxiety and depression symptomatology. A variable EF profile was found with prominent deficits occurring in flexibility and metacognition. Flexibility problems were associated with anxiety-related symptoms while metacognition difficulties were associated with depression symptoms and impaired adaptive functioning (though the metacognition-adaptive functioning relationship was moderated by ADHD symptoms). These persistent EF problems are predictors of broader functioning and therefore remain an important treatment target among adults with ASD.

## **RELEVANCE OF THE STUDY**

This study is relevant for adults with ASD and can be utilized by IPSE administrators, professors, and job coaches. The information obtained from this study would be useful for academic success in a post-secondary academic setting, in employment settings, and within social settings. EF difficulties are prominent in individuals with autism and can be detrimental in the real-world, therefore, it is important to assess deficits and intervene accordingly.

## **STRATEGY SPOTLIGHT**

Three measures were used to gather data, including the Behavior Rating Inventory of Executive Functioning-Adult Version (BRIEF-A; Roth et al., 2005), the Adaptive Behavior Assessment System-Second Edition (ABAS-II; Harrison & Oakland, 2003), and the Adult Behavior Checklist (ABCL; Achenback & Rescorla, 2003). Each had their own purpose to assess participants and collect data in different areas of interest.

- The BRIEF-A informant version was used to assess real-world EF.
- The ABAS-II (adult form) was used to assess adaptive behavior.
- The ABCL was used to measure co-morbid internalizing psychopathology designated for ages 18-59 years.

These instruments were used to analyze data from parent or guardian reports. Researchers sought to find whether there were correlations between adaptive EF problems, adaptive functioning, and co-morbid anxiety and depression symptomatology.

### Behavior Rating Inventory of Executive Functioning-Adult Version

The BRIEF-A is a standard rating scale composed of 75 items and it assesses the frequency of problems ('often,' 'sometimes,' or 'never') related to EF that have occurred within the last month. Results of the BRIEF-A are broken into two index scores, the Behavioral Regulation Index (BRI) and the Metacognition Index (MCI). Both the BRI and MCI include subscales that are areas of EF.

- ⇒ The BRI consists of inhibition, shifting, emotional control, and self-monitoring.
- ⇒ The MCI consists of initiating, working memory, planning/organizing, task monitoring, and organizing materials.

### Adaptive Behavior Assessment System-Second Edition

The ABAS-II informant report adult version was used for this study. It provides information in 3 areas, consisting of Conceptual, Social, and Practical.

- ⇒ Conceptual information includes communication, functional academics, and self-direction.
- ⇒ Social information includes leisure skills.
- ⇒ Practical information includes community use, home living, health and safety, and self-care skills.

### Adult Behavior Checklist

This ABCL is a 118 item scale consisting of behavioral statements with options to select, such as 'not true,' 'somewhat or sometimes true,' and 'very true.' The ABCL is filled out by parents and guardians and contains two DSM-oriented subscales, measuring anxiety problems and depression problems. Attention Deficit/Hyperactivity Deficit (ADHD) problems were also measured, however, this was used as a nuisance variable (not of immediate interest to the researchers).

### LESSONS LEARNED

The researchers found that adults with ASD (without intellectual disability) exhibited various EF difficulties with more elevated scores on the MCI than the BRI. Particular difficulties in flexibility from the BRI and planning and organization from the MCI of the BRIEF-A were found. Additionally, it was found that real-world EF deficits in adult independence among the participants were associated with two key factors: adaptive functioning and internalizing behavior symptoms.

These findings of real-world EF problems and the link between EF impairments and both adaptive functioning and co-morbid internalizing psychopathology shows that EF is an important target for intervention. EF deficits could have a cascading effect on other major areas of functioning among adults with ASD.

### REFERENCE

Wallace, G. L., Kenworthy, L., Pugliese, C. E., Popal, H. S., White, E. I., Brodsky, E., & Martin, A. (2015). Real-world executive functions in adults with autism spectrum disorder: Profiles of impairment and associations with adaptive functioning and co-morbid anxiety and depression. *Journal of Autism and Developmental Disorders*, 46, 1071-1083.

# “MORE DYNAMIC, MORE ENGAGED”

FACULTY PERSPECTIVES ON INSTRUCTING STUDENTS WITH DISABILITIES IN INCLUSIVE COURSES

SYNOPSIS WRITTEN BY GWENDOLYN CAREY

## PURPOSE OF THE STUDY

The knowledge and attitudes of faculty and instructors greatly influence the experiences of all college students, including college students with Intellectual Disability (ID). As the number of institutions of higher education enrolling students with ID grows, faculty and staff must be prepared to support the learning needs of all of these college students. This study explored the experiences of higher education faculty who included students with ID in their courses. The focus was on the benefits and challenges of the experience. Researchers also aimed to learn what could be done to improve these inclusive teaching experiences. To gain this knowledge, the researchers interviewed 10 instructors at seven colleges and universities across the U.S.

## RELEVANCE OF THE STUDY

As the number of students with ID attending inclusive postsecondary education (IPSE) programs continue to grow, it is important to understand the perspectives and needs of the university faculty who are teaching these students. This article is relevant for faculty at universities who have students with ID attending, as well as for staff of IPSE programs.



## STRATEGY SPOTLIGHT

Faculty teaching students with ID in their general university courses shared that they would benefit from training regarding teaching strategies for those with ID, detailed information regarding the needs of specific students, and the removal of barriers created by systems within the institutions of higher education.

- Prepare faculty prior to the start of the course
- Provide ongoing support
- Coordinate with the institution to eliminate barriers

## LESSONS LEARNED

The vast majority of faculty members who participated in this study reported that including students with ID in class was a positive experience for all involved. There were benefits to students with ID, to other students and the classroom environment, and to faculty.

Faculty discussed challenges including understanding how students were enrolled and what their responsibilities were. Ongoing support is needed from those with expertise in the field of disability education such as, preparing faculty before they teach, provide ongoing support, and remove barriers.

## REFERENCE

Taylor, A., Domin, D., Papay, C., & Grigal, M. (2021). “More dynamic, more engaged”: Faculty perspectives on instructing students with intellectual disability in inclusive courses. *Journal of Inclusive Postsecondary Education*, 3(1). <https://doi.org/10.13021/jipe.2021.2924>

# USING CHECK-IN/CHECK-OUT IN VOCATIONAL TRAINING

FOR YOUNG ADULTS WITH ID  
SYNOPSIS WRITTEN BY LAUREN BERLINGO

## **PURPOSE OF THE STUDY**

Few transition studies have involved training supervisors on interacting and relaying feedback to individuals with intellectual disability (ID) during vocational training. The researchers used a multiple baseline across participants design to examine the efficacy of an adaptive check-in/check-out (CICO) intervention for increasing the rate of performance feedback statements given by a supervisor to an intern with an intellectual disability during vocational training. The CICO intervention was effective at increasing the rate of performance feedback statements given by each supervisor. They recommend research and practice focused on training supervisors to use the CICO intervention to assist in helping foster natural job supports.

## **RELEVANCE OF THE STUDY**

This study was conducted to determine the efficacy of an adapted CICO intervention on the rate of performance feedback statements from a supervisor to an intern with an ID in an integrated employment setting. Research tends to focus on changing the behavior of the individuals with disabilities to make for a successful work experience and environment, however, work environments include many different people, including coworkers and supervisors that might need some assistance. This study is relevant for workplace personnel that might employ or plan to employ individuals with ID, vocational training sites, Inclusive Postsecondary Education (IPSE) programs, job coaches, transition teachers, or anyone that might work with young adults with disabilities. Utilizing CICO can create more positive work settings and more employment opportunities for people with disabilities.

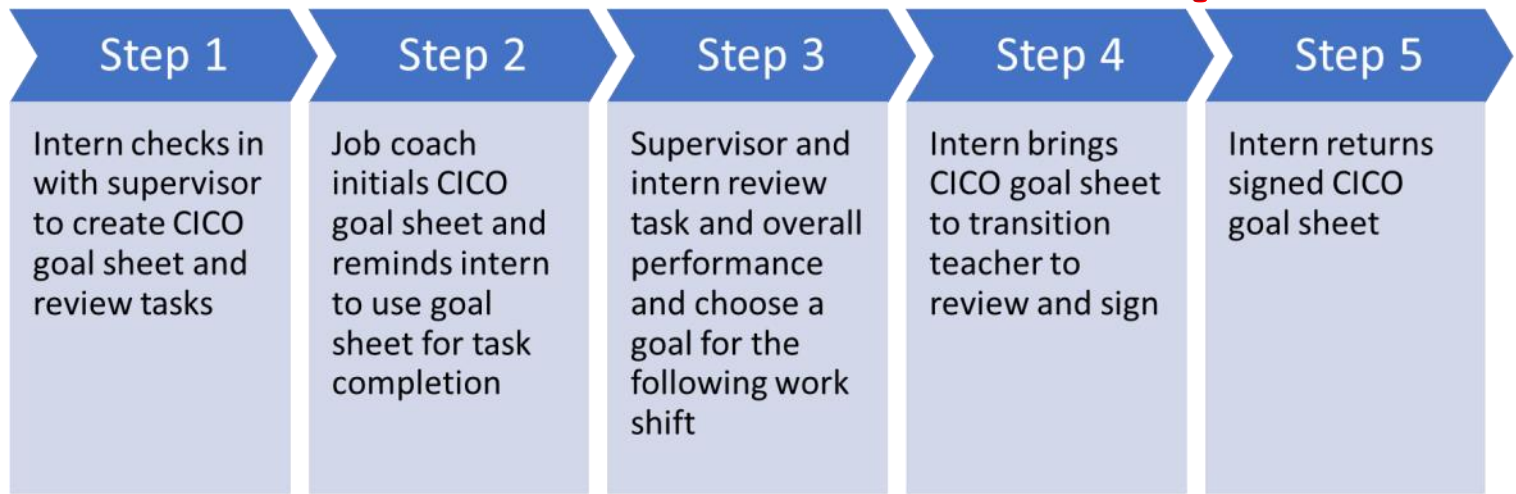
## **STRATEGY SPOTLIGHT**

CICO is an evidence-based practice that is grounded in the core principals of positive behavioral interventions and supports (PBIS) and applied behavior analysis (ABA). It consists of five (5) steps which include:

1. Checking in with a facilitator,
2. Using a goal sheet to monitor behavior,
3. Checking out with a facilitator,
4. Sending the goal sheet home for a signature from a parent or guardian, and
5. Returning the signed sheet.

For this study, the researchers implemented CICO utilizing each step with some adaptations to accommodate the vocational setting. The steps used in the study are displayed in the visual on page 13.

# Check-In/Check-Out Steps



## LESSONS LEARNED

Performance feedback from supervisors is a vital part of the work experience for individuals with ID. Takeaways from this study indicate the importance of consistent communication regarding work performance and goal setting, as well as nonwork-related conversations to help build a work relationship and build natural supports in the work environment. Results provided strong evidence of a functional relation between the CICO intervention and the rate of performance feedback statements per minute given by a supervisor. This study illustrates that CICO can be a useful tool in facilitating feedback.

## REFERENCE

Hester, O. R., & Swoszowski, N. C. (2021). Using check-in/check-out in vocational training for young adults with intellectual disability. *Career Development and Transition for Exceptional Individuals*. Advance online publication. <https://doi.org/10.1177/21651434211041913>

# 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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