THE BRADY BULLETIN

CTP Trends: Research to Practice in Postsecondary Transition Programs

Florida Atlantic University Academy for Community Inclusion (ACI)
In Partnership with Southeast Post Secondary Education Alliance (SEPSEA)

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ABOUT THIS BULLETIN

For Postsecondary Comprehensive Transition Programs (CTPs)

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 working to develop, expand, and sustain these programs.

The professionals at the Academy for Community Inclusion (ACI) at Florida Atlantic University (FAU), a Florida Postsecondary Comprehensive Transition Program (FPCTP), and Southeast Post Secondary Education Alliance (SEPSEA) regularly review over 30 peer-reviewed journals to identify promising practices and research findings. Each selected article is summarized to report major findings and provide pragmatic recommendations for college programs.

We hope you enjoy this issue. Please provide feedback to improve our effort. If you see an article that may be helpful to others, use the Article Template at the end of this bulletin to summarize it and send it to us.

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Admissions Practices in Inclusive Postsecondary Education

PURPOSE OF THE STUDY

Researchers examined eligibility requirements and admissions processes used by Inclusive Postsecondary Education (IPSE) programs in the United States. The goal was to understand how admissions criteria may create barriers to college access for students with intellectual disability.



RELEVANCE OF THE STUDY

This study is especially useful for IPSE directors, admissions teams, transition professionals, and program planners. It encourages programs to look closely at their admissions requirements and consider whether each requirement is truly necessary for determining whether a student can benefit from the college experience. The study also reminds practitioners that requirements that may seem routine can create additional barriers for students with intellectual disability.

STRATEGY SPOTLIGHT

- Review admissions requirements for unnecessary barriers
- Clearly explain documentation and eligibility expectations
- Examine financial and academic requirements for their impact on access
- Consider whether behavioral criteria are being used as barriers rather than opportunities to identify needed supports

LESSONS LEARNED

There is no single approach to admissions across IPSE programs. The researchers identified 222 distinct admissions requirements, including requirements related to guardianship, disability documentation, finances, academics, and behavior. Some requirements may unintentionally make college access more difficult for students with intellectual disability. For practitioners, the key takeaway is to regularly review admissions practices and ask whether each requirement supports student access or creates an unnecessary hurdle. The study also points to the need for continued research and greater attention to the experiences of students and the ways admissions practices affect who has an opportunity to participate in IPSE programs.

REFERENCE

Myers, B., & Ducett, K. (2026). Admissions practices in inclusive postsecondary education. *Journal of Postsecondary Education & Disability, 39*(1), 35–56.

CONTRIBUTOR

Gwen Carey, EdD

Addressing the Challenging Behavior of College Students with Intellectual Disability in IPSE Programs

PURPOSE OF THE STUDY

There is limited research surrounding the way in which inclusive postsecondary education (IPSE) programs address student challenging behavior of prospective and enrolled students. In this exploratory survey study, we surveyed 46 IPSE program directors from various geographic areas across the country to discover how programs addressed student challenging behavior. We first asked directors to answer survey questions related to how student challenging behavior impacted the admissions. Next, directors answered questions related to how their program plans and implements individualized behavior supports for students who exhibit challenging behavior. Our results indicated that admissions decisions for IPSEs vary widely, and only some programs reported planning for and implementing behavior supports for their students. We discuss key findings, limitations, future research avenues, and implications for practice.

RELEVANCE OF THE STUDY

IPSE admissions teams, program staff, and behavior analysts would find this study relevant. It is especially useful for programs reviewing admissions criteria or deciding how to support students who show challenging behavior after they enroll.

STRATEGY SPOTLIGHT

Before admission, directors most often reviewed the student's most recent individualized education program (IEP) (95.7%) and behavior intervention plan (71.7%). They also reviewed family reports (69.6%) and observed students directly (58.7%). Programs that provide individualized supports reported a similar process.

- Assessments: Programs used preference assessments (77.3%) and functional behavior assessments (FBAs) (63.6%). Programs that conducted FBAs used interviews and nearly always used direct observation (92.9%).
- Behavior Plan: Over half (54.6%) have formal behavior support plans. Supports included antecedent strategies (scheduled breaks, visual supports), consequence strategies (positive reinforcement), and adult-mediated supports (peer mentoring, one-on-one coaching).
- Training: Supports were implemented by students and program staff in every program, and sometimes faculty (68.2%) and families (59.1%). Written materials and one-on-one coaching were used to train.
- Progress Monitoring: Most programs tracked fidelity (90.5%) and effectiveness (71.4%).

LESSONS LEARNED

Planning for challenging behavior is one way to keep college accessible for all students. Admissions decisions vary widely. Eligibility "depends" for students with a history of challenging behavior, according to 43.5% of directors, and physical aggression (80.4%) was named most often as a reason for denial. Directors weighed intensity and interference with participation more consistently than the type of behavior. The authors note that denying admission because of challenging behavior may not fit the intent of the ADA, which focuses on access. No individualized supports are provided in 39.1% of programs, and IDEA protections end after high school while the ADA emphasizes access over entitlement to services, which may leave a gap in support. The authors recommend vertical teaming with K-12 schools, involving families, and drawing on BCBAs or PBIS professionals. Behavior specialists were involved in only 27.3% of programs that provide supports. Collecting data on fidelity and effectiveness shows whether a support is working and whether it is being carried out as written.

REFERENCE

Masud, A., Kwiatek, S. M., Walker, V. L., Hunter, J., & Haycock, B. (2026). Addressing the challenging behavior of college students with intellectual disability in inclusive postsecondary education programs. *Journal of Inclusive Postsecondary Education, 7*(1). https://doi.org/10.13021/jipe.2026.4503

CONTRIBUTOR

Kaley Adams, PhD, BCBA-D

Virtual Reality Intervention for Incoming College Students with Intellectual and/or Developmental Disabilities: Surveying Behaviors and Intentions of Administrative Support Staff

PURPOSE OF THE STUDY

With over 300 inclusive postsecondary education (IPSE) programs that serve college students with intellectual and/or developmental disabilities (IDD), as well as a nine-and-a-half percent increase in prevalence of IDD among children in the U.S. between 2009–2017, the number of college students with IDD who have unique needs when entering into a college environment will continue to grow. Participatory research with college students with IDD identified a variety of health and wellness needs and produced several prototype ideas that involved technological and computer-based interventions, like virtual reality (VR), to assist in solving these health and wellness related problems. A recent systematic literature review revealed that VR can be used with individuals with IDD to increase skills, is motivational, and is suitable and accessible. Although VR has not yet been established as a recreational therapy (RT) evidence-based practice with individuals with IDD, recent research has suggested that IPSE program administrators support the need for hiring CTRSs within IPSE programs to provide RT services to college students with IDD. To explore feasibility of testing and implementing a VR RT intervention for incoming college students with IDD to increase skills that contribute to readiness for college, an exploratory quantitative research design using the Theory of Planned Behavior was used to survey administrative staff within IPSE programs and campus offices of disability support across the U.S. Results revealed positive behaviors and intentions of administrative staff in regard to adoption and implementation of a VR RT intervention. Results also revealed several implications for the therapeutic recreation profession, as well as need for future research that engages college students with IDD as co-researchers to assist in developing, implementing, and testing feasibility and efficacy of a VR RT intervention.

RELEVANCE OF THE STUDY

This article would be relevant to IPSE program staff who are considering the use of VR in their research, specifically in teaching health and wellness skills.

STRATEGY SPOTLIGHT

The researchers used a Qualtrics survey to assess the perceptions of IPSE and support staff regarding the feasibility of testing and implementing a VR recreational therapy intervention for college students with IDD. The survey questions were designed by the researchers using best practices including: identifying topics to be covered, ensuring relevancy of each question, and collaborating with other faculty members. The survey underwent an informal pilot study to assess item readability, clarity, and completion time. The survey collected descriptive data versus scale-based data, and therefore internal consistency reliability was not measured.

LESSONS LEARNED

Overall, staff perceived the VR recreational therapy intervention as most likely to support key functional outcomes for students with ID, particularly critical thinking, quality of life, language skills, and social skills. IPSE programs could be well positioned to lead the research designs, implementation, and evaluation of VR recreational therapy. The results revealed a high belief that the VR RT intervention would positively impact various skills among college students with IDD. Blending this type of technology into interventions for college students with IDD might be feasible for IPSE program staff to implement.

REFERENCE

Oakes, L., Hickerson, B., & Massaad, C. (2026). Virtual Reality Intervention for Incoming College Students with Intellectual and/or Developmental Disabilities: Exploring Behaviors and Intentions of Administrative Support Staff. *Journal of Inclusive Postsecondary Education, 7*(1).

CONTRIBUTOR

Angelica Downey, PhD

A Scoping Review of Study Skills Programs Implemented in Secondary and Postsecondary Settings

PURPOSE OF THE STUDY

The study reviewed 24 studies about study-skills programs for students with disabilities or students at risk for disabilities. The researchers looked at which skills were taught and how the programs were delivered. Common skills included self-regulation, test preparation, time management, note-taking, and organization.

RELEVANCE OF THE STUDY

This article is useful for special education teachers, transition coordinators, IPSE staff, college support staff, tutors, parents, and job coaches. It is especially relevant for students with learning disabilities, ADHD, autism, and other disabilities who need support to become more independent.

STRATEGY SPOTLIGHT

The main strategy is small-group study skills instruction. Groups were generally small, often eight or fewer students, and met regularly.

Practitioners can teach students to:

- Set goals
- Manage their time
- Organize materials
- Prepare for tests
- Take notes
- Monitor their progress

A simple strategy is:



LESSONS LEARNED

The main takeaway is that study skills need to be explicitly taught. Students should not be expected to automatically know how to manage their time, organize work, or prepare for tests.

Practitioners should provide ongoing practice and feedback and help students become more independent over time. The research also shows that more studies are needed to determine which study-skills programs work best.

REFERENCE

Kittelman, A., Olsen, A. A., Day, J., Augustine, J. J., Hirni, M., Light, N., Stephen, T., & Alexander, R. L. (2026). A scoping review of study skills programs implemented in secondary and postsecondary settings. *Career Development and Transition for Exceptional Individuals, 49*(3), 160–173. https://doi.org/10.1177/21651434251364748

CONTRIBUTOR

Gwen Carey, EdD

Teaching Financial Literacy Skills to College Students with Intellectual and Developmental Disabilities

PURPOSE OF THE STUDY

This study looked at whether college students with intellectual and developmental disabilities (IDD) could learn to make the same amount of money in more than one way. Three students enrolled in a college program for students with IDD participated. Before the study began, all three students could identify and count money, so the focus was on building a more advanced money skill that they could use when making purchases. The students were given different purchase amounts ranging from $15.50 to $199.99 and used replica bills and coins to make each amount. They were also taught how to make the same amount using a different combination of bills and coins. For example, instead of learning only one way to make $27.96, students practiced finding another combination that would still equal $27.96.

Lessons were taught through Zoom three times a week. The instructor first showed the student how to complete the task, then practiced the skill with the student, and finally gave the student a chance to complete it independently. When a student made a mistake, the instructor provided correction and another opportunity to practice.

All three students were able to make the requested amounts more accurately and learned that there can be several ways to make the same amount of money. Students continued to do well when the skill was checked again during follow up sessions. The students reported that they enjoyed participating, felt more confident working with money, and were interested in learning additional money skills.

RELEVANCE OF THE STUDY

This type of instruction can be used in many settings. Inclusive postsecondary education (IPSE) instructors, special education teachers, transition specialists, job coaches, employment specialists, and other support staff can use a similar approach when teaching students how to manage money. It can easily be added to a financial literacy class, employment course, independent living lesson, or individual support session. A job coach might use it with someone preparing for a job that involves handling money. An IPSE instructor might use it before taking students into the community to shop. A transition teacher could also use it when working on independent living and community skills.

The lessons in this study were taught through Zoom, which is also helpful to know. Students do not necessarily have to be sitting in the same room as the instructor to practice hands on money skills. As long as the student has access to the materials and can use the technology, these lessons can also be practiced remotely.

STRATEGY SPOTLIGHT

The strategy used in this study was explicit instruction with realistic materials and everyday money situations. Practitioners can use a consistent routine to make the task easier for students to understand and remember. Start with a realistic situation, such as paying for groceries, a service, or another everyday purchase. Show the student the total amount that needs to be paid. Model the task first and talk through each step while selecting the bills, adding the coins, counting the total, and checking the final amount. Then complete an example together so the student can practice with support.

Once the student is ready, have them complete the task independently. A simple routine can include looking at the amount needed, choosing the bills first, adding the coins, counting the money aloud, and checking the final amount. If the student makes an error, have them recount the money and compare it with the target amount before giving more assistance. Practice should include different dollar amounts and different real-life situations so the student learns to use the skill across settings. See the visual on page 8 for a step-by-step guide.

LESSONS LEARNED

One important point from this study is that money instruction for college students with IDD does not have to stop with identifying coins, counting bills, or making a basic purchase. The students in this study already had those beginning skills. With direct teaching and practice, they were able to work on a more advanced skill. It is also important not to assume that a student understands how money works just because they can count it. A student may be able to count $30 correctly but still have difficulty figuring out different ways to make $30. Giving students practice with different combinations helps them become more flexible when using money.

Using realistic amounts also matters. Students are more likely to understand why they are learning a skill when the examples look like situations they may actually encounter. Instead of completing worksheet after worksheet with small amounts, practitioners can include the cost of groceries, clothing, restaurant meals, transportation, personal items, or

other purchases that are meaningful to the student. Another takeaway is that students need opportunities to use these skills outside of instruction. Once a student is successful during a lesson, take the practice into the community when possible. Have the student look at prices in a store, determine how they could pay for an item, or compare different ways of making the amount. The goal is for the student to use the skill when they actually need it, not just during a lesson.

These lessons can also lead into other financial skills. Once students become comfortable making different amounts of money, instruction can move into areas such as tipping, budgeting, comparing prices, using debit and credit cards, checking receipts, online shopping, and using digital payment options.

The last lesson learned was the importance of asking students what they want to learn about money. The students in this study reported enjoying the instruction and were interested in learning more. Their feedback is a good reminder that financial literacy instruction should connect to what students actually want and need to do in their everyday lives.



Infographic created with OpenAI ChatGPT (2026), based on a summary of Miller et al., 2026.

REFERENCE

Miller, B. J., Finnegan, L., Cruz, E., Adams, K., & Randolph, K. M. (2026). Teaching Financial Literacy Skills to College Students with Intellectual and Developmental Disabilities. *Journal of Special Education Technology*, 01626434261441844. https://doi.org/10.1177/01626434261441844

CONTRIBUTOR

Brianna J. Miller, EdD

The authors of this article are a part of an FPCTP.

Step It Up! Game: Training Staff To Lead Physical Activity

PURPOSE OF THE STUDY

The Step it UP! Game, a modified version of the Good Behavior Game, has been used to increase physical activity among elementary school children and adults with disabilities. One important benefit of the Step it UP! Game is that it can be implemented by a single staff member for many clients simultaneously. To date, previous implementations of the Step it UP! Game have only been facilitated by researchers. The purpose of the present study is to determine whether staff members could be trained to proficiently implement the Step it UP! Game with adults with disabilities and determine if a staff-implemented Step it UP! Game could increase the mean steps per min of adults with disabilities. Three staff members (N=3) were trained to implement the Step it UP! Game using video modeling and behavior skills training (BST). The percentage of correct implementation was evaluated using a concurrent multiple baseline design across participants. The baseline percentage of correct implementation was M=38.75% (range, 30–52.38%). Following training, staff members rapidly mastered the skill, and the percentage of correct implementation increased to M=99.29% (range, 96.67–100%) in post-training. BST with video modeling enhanced the competency of three staff members in executing the Step it UP! Game. Use of the Step it UP! Game by staff resulted in increases in the step counts of adults with disabilities.

RELEVANCE OF THE STUDY

Comprehensive transition program (CTP) coordinators, peer mentors, graduate assistants, job coaches, and residential or day-program staff who support adults with IDD would be relevant parties for this intervention. Physical activity is an important part of health and independent living, yet only about half of adults with developmental disabilities meet national activity guidelines. University students were trained to implement the study. This could be a useful path for other CTPs. One trained person can lead a whole group at once, so the game fits well into health and wellness courses, residence life programming, or campus recreation.

STRATEGY SPOTLIGHT

The training followed the four standard steps of BST. First, instruction: staff reviewed a written task analysis that listed each step of the game, and they could refer to it during sessions. Second, modeling: staff watched short iPad videos of each step. Third, rehearsal: staff ran the game with clients. Fourth, feedback: staff reviewed their checklist results and rewatched videos of any missed steps.

The staff member asks each person whether they want to play. Players who opt in put on a tracker and a team lanyard. Staff then read a short script of the rules: take as many steps as you can; do not shake, swap, or uncover your tracker; the team with more steps wins a prize draw; and if the scores are close, both teams win. After 5 minutes of play, staff restate the goal and start another 5-minute round.

When the game ends, staff collect the trackers and figure each team's average steps per minute by dividing each player's steps (end count minus start count) by the minutes played. Staff announce both teams' scores and name the winner. Only members of the winning team draw a prize slip. A losing player is told they will have another chance next time. If one team wins three games in a row, staff move that team's highest-stepping player to the other team and the losing team's lowest-stepping player to the winning team.



Photo by Arek Adeoye on Unsplash

LESSONS LEARNED

For staff training:

- Use the four steps of behavior skills training (BST): provide a written task analysis, show short videos of each step, have staff practice during real sessions, and give feedback using a checklist.
- During practice, check that staff clearly state the rules, explain how teams win, and announce the scores and reward. These were the steps staff most often missed before training.
- Use low-cost trackers and consider health-aligned rewards, such as choosing an activity or earning a privilege. Compare step counts from game and no-game periods to help staff and participants see the difference.

For adults with IDD:

- Explain why physical activity matters and share each participant's step data so they can see their own progress.
- Ask participants what they would like to earn and offer a range of adult-appropriate rewards.
- Schedule the game regularly if the goal is to build activity into the day. In the study, three games per day led to 30 minutes of activity daily, while step counts did not increase outside game periods.
- The study did not include people who use mobility devices. If adapting the activity for participants who use wheelchairs or walkers, consider tracking movement time or laps instead of steps, but note that these adaptations have not yet been tested.

REFERENCE

Seward, R., & Redner, R. (2025). An evaluation of behavior skills training to teach staff to implement the Step it UP! Game with adults with disabilities. *Behavior Analysis in Practice*. Advance online publication. https://doi.org/10.1007/s40617-025-01075-8

CONTRIBUTOR

Kaley Adams, PhD, BCBA-D

Using Video Modeling to Teach Romantic Relationships to College Students with Intellectual and Developmental Disabilities

PURPOSE OF THE STUDY

This study focused on helping adults with intellectual and developmental disabilities (IDD) better understand situations that can happen while dating or being in a romantic relationship. Three adults took part in the study. Two were attending an inclusive postsecondary education (IPSE) program, and one had previously graduated from the program. During the study, participants viewed short videos showing different relationship situations. Some examples showed positive interactions, while others showed behaviors that could be concerning or inappropriate. The situations included face to face conversations, online communication, and physical interactions between partners.

Participants were also taught a 10-step process that they could use to work through each situation. They learned to look closely at what was happening, consider how the interaction made them feel, determine whether the behavior was appropriate, and think about how they could respond. The videos gave participants a chance to work through situations in a safe setting before facing something similar in their own relationships.

The results were positive for all three participants. Each person showed improvement after the video modeling instruction began. Their performance was not as strong once the teaching sessions ended, but they still did better than they had before receiving instruction. This suggests that video modeling can be helpful, but students may need continued practice and reminders to hold onto what they have learned.

RELEVANCE OF THE STUDY

Professionals working with college students and adults with IDD can use this type of instruction when discussing dating, communication, consent, personal boundaries, healthy relationships, and online interactions. It can be used by IPSE faculty and staff, special educators, transition professionals, counselors, behavior analysts, health educators, and others who provide direct support. The approach could be worked into a health and wellness course, relationship or sexuality education, independent living instruction, self-advocacy lessons, or one on one meetings with students. It could also be useful when a student brings up a dating experience and needs help making sense of what happened. Videos can make these conversations easier because students are able to see an example instead of only hearing someone explain it. Concepts such as personal boundaries, body language, pressure, consent, or healthy communication may be difficult to understand when they are discussed in the abstract. Seeing the interaction gives students something specific to react to and discuss.

STRATEGY SPOTLIGHT

The intervention combined video modeling with instruction, practice, feedback, and a structured decision-making process. Practitioners can use the same general approach by creating or selecting short, age-appropriate videos that show realistic relationship situations. Before showing the videos, directly teach concepts such as healthy relationships, boundaries, consent, verbal and nonverbal communication, and appropriate versus inappropriate behavior. After showing a scenario, ask the student what happened and what they think the person in the video was asking. The student can then talk through how they feel about the situation, whether they are comfortable or uncomfortable, and why. Next, ask whether they believe the situation is appropriate or inappropriate and have them explain their reasoning. Finish by asking what they would say or do if they were in that situation. Provide specific praise when the student responds appropriately. When an answer is incorrect or incomplete, talk through the situation with the student and explain why another response may be safer or more appropriate. Practice should include many different situations, such as texting, online dating, public displays of affection, physical boundaries, intimacy, consent, and other situations that may not have one simple or obvious answer. See the visual on page 12 for the decision-making process.

LESSONS LEARNED

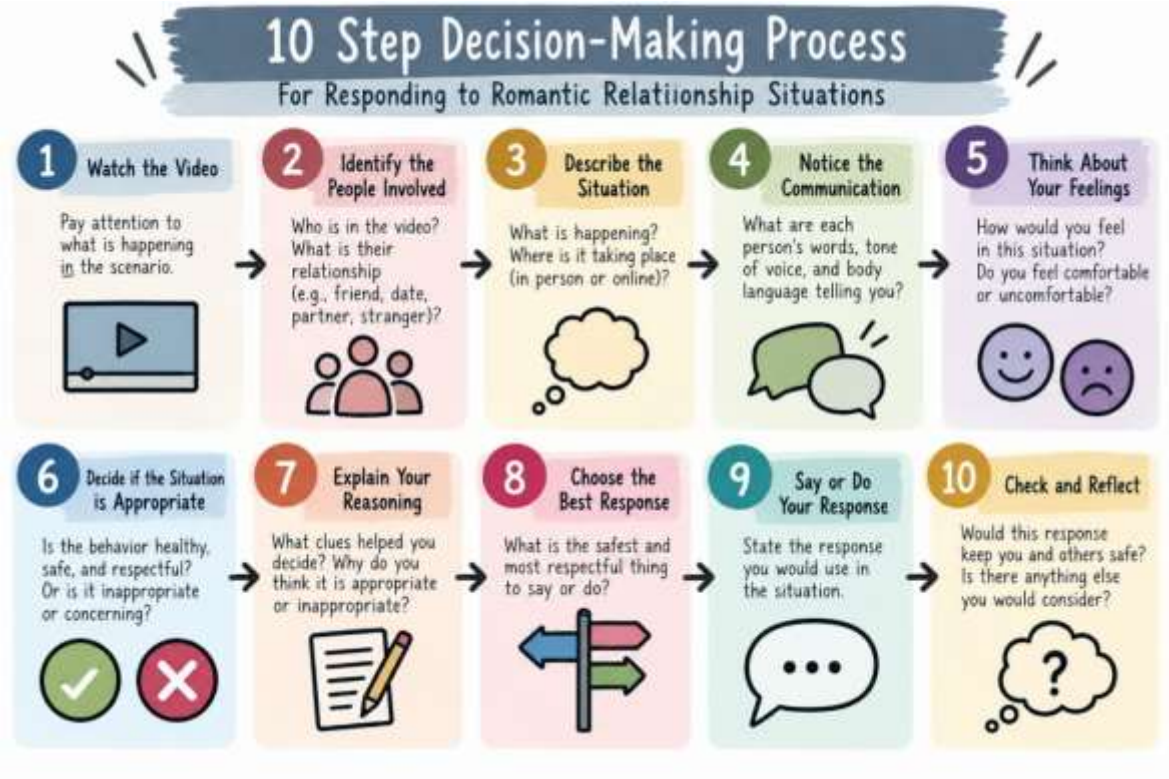
The study shows the importance of teaching relationship skills to adults with IDD. Dating and relationships involve many situations that can be confusing, especially when communication is not clear. The participants improved when they were given direct teaching and opportunities to work through realistic examples. For practitioners, this shows the value of making relationship education concrete. Rather than only defining terms such as consent or boundaries, students can benefit from seeing what those concepts might look like between two people.

There was a decrease in responding after the intervention was removed. To support generalization, revisit relationship education throughout the year. Practitioners should also make sure these lessons are not centered only on danger or preventing negative experiences. Adults with IDD need information about building positive relationships too. They may

have questions about how to tell someone they are interested, how to ask someone on a date, how much affection they are comfortable with, how to communicate with a partner, or how to handle disagreements.

Online communication also needs to be included. Dating and relationships can involve texting, social media, dating apps, video calls, and sharing personal information. Students need opportunities to discuss what they are comfortable sharing, what should remain private, and what they can do when an online interaction makes them uncomfortable. The 10-step process used in the study provided participants with a way to think through these situations, but practitioners should not become overly focused on whether students remember every step in the correct order. What matters more is whether the student can recognize what is happening, think about their own feelings and boundaries, recognize the other person's boundaries, and decide how they want to respond.

These conversations should also give students room to ask questions and talk about their own experiences. Adults with IDD should be included in conversations about dating and relationships in ways that are respectful of their age, choices, and independence. The role of the practitioner is to provide information and practice that helps students make informed choices in their own relationships.



Infographic created with OpenAI ChatGPT (2026), based on a summary of Miller et al., 2026.

REFERENCE

Miller, B., Berlingo, L., Adams, K., Kearney, K., Cruz, E., & Finnegan, L. (2026). Using Video Modeling to Teach Romantic Relationships to College Students with Intellectual and Developmental Disabilities. *Sexuality and Disability, 44*(1), 12. https://doi.org/10.1007/s11195-025-09925-7

CONTRIBUTOR

Brianna J. Miller, EdD

The authors of this article are a part of an FPCTP.

Employment Preparation Activities Across Inclusive Postsecondary Education Programs

PURPOSE OF THE STUDY

This survey examines effective strategies for promoting employment readiness among individuals with intellectual and developmental disabilities (IDD) enrolled in inclusive postsecondary education (IPSE) programs. Analysis of data from 59 programs reveals the importance of person-centered planning and specialized instruction. However, while paid employment significantly predicts post-graduation success, only a minority of programs offer these opportunities. Collaboration with vocational agencies and career centers is also vital, yet partnerships are lacking in many programs. Addressing these gaps in support can significantly contribute to facilitating successful transitions from postsecondary education to meaningful employment for individuals with IDD.



Photo by UX Indonesia on Unsplash

RELEVANCE OF THE STUDY

This study is relevant to practitioners, such as IPSE staff and faculty, when developing and preparing their employment curriculum or program components to increase the employment skills and opportunities for students within their programs.

STRATEGY SPOTLIGHT

The researchers designed a survey to assist with redesigning their own IPSE along with supporting other programs. The survey was administered to 311 representatives from programs listed on the Think College directory via email. Fifty-nine program representatives completed the survey. Survey answers were organized into tables based on the type of characteristics (e.g. demographics, enrollment and staffing, employment, and work opportunities) that were reported by the IPSE program staff.

LESSONS LEARNED

The researchers learned that best practices for CTPs use person-centered planning to integrate skills, goals, needs, and interests of the student into their job experiences. Person-centered planning also provides the recognition of individuals supports such a natural and job coaching on site. A variety of on and off campus internships should be offered to students as well as job training in interview skills, resume building, and job shadowing.

Researchers recommend for program directors to seek CTP status immediately. While the researchers do recognize that every IPSE program has varying capacities, they also recommend that IPSE faculty and staff follow the standards of accreditation through IHEAC. These standards address evaluation of student outcomes, which can reveal the effectiveness on program practices.

REFERENCE

Clausen, A., & Arter, P. (2026). Employment Preparation Activities Across Inclusive Postsecondary Education Programs. *Journal of Inclusive Postsecondary Education, 7*(1). https://doi.org/10.13021/jipe.2026.4137

CONTRIBUTOR

Angelica Downey, PhD

Synopsis Template

Use this template to submit a synopsis for the bulletin. Send completed synopses to:

Dr. Kaley Adams, BCBA-D | email: krobinson2014@fau.edu

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, CTP 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*

Contributor Contact Info

[Name, title, institution, email]

MANAGING EDITOR

Kaley Adams, PhD, BCBA-D

Florida Atlantic University – Academy for Community Inclusion

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Florida Atlantic University

Academy for Community Inclusion (ACI)

In Partnership with SEPSEA

The Brady Bulletin is published to support practitioners in delivering meaningful postsecondary comprehensive transition programs.