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ENC2135

9 November 2019

Annotated Bibliography

Best Buddies. *Best Buddies International*, 2019, www.bestbuddies.org/.

This source is the Best Buddies International website. It has sections that explain what Best Buddies is, why it matters, specific programs, media, supporters, and more. This source relates to my topic because it allows for a broad and general view of the Best Buddies program and its values. This source is different from the others because it’s an entry-level perspective on the community rather than a focused study or specific statistics about the program.

Bobroff, S. “The Effects of Peer Tutoring Interview Skills Training with Transition-age Youth with

Disabilities.” *Journal of Vocational Rehabilitation,* Vol. 33, Issue 3, 2010, p143-157. http:/ /eds.a.ebscohost.com/eds/detail/detail?vid=11&sid=9df27353-4c7d-4b55-8e84-09a6f2073868%40sdc-v-sessmgr03&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=105009536&db=rzh.

The source is a journal article on a study that examines the effectiveness of peer tutors teaching interview skills to the disabled youth in the transition-age. The article mentions that previous studies show that disabled students typically do not receive adequate instruction in preparing for employment. This article relates to my topic because it describes how one of the most effective approaches for improving a disabled students interview skills is through peer tutoring. Peer programs like Best Buddies not only allow for both the peer and disabled student to develop personal relationships, they also allow for disabled students to have a chance of a life after highschool.

Brodzeller, Katharine. “Interventions and Adaptations for Children with Autism Spectrum

Disorder in Inclusive Early Childhood Settings.” *Early Childhood Education Journal,* Vol.

46, Issue 3, 2018, p227-286. http://eds.a.ebscohost.com/eds/detail/detail?vid=10&sid=

9df27353-4c7d-4b55-8e84-09a6f2073868%40sdc-v-sessmgr03&bdata=JnNpdGU9ZWR

zLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=128617315&db=eft.

The source is an article that presents different teaching methods to meet the needs of children with autism. The article mentions a boy with autism named Allen that excels in multiple subject areas in school but struggles with communication and being able to function in an inclusive classroom setting with no in-class support from an aide. This article relates to my topic because it mentions that multiple researchers have documented the benefits of inclusion for disabled children such as enhanced cognitive and communication development along with meaningful peer relationships. Best Buddies is a program that allows for disabled students to be in an inclusive environment and allows for these benefits to continue outside of the classroom.

Carter, Erik. “Efficacy and Social Validity of Peer Support Arrangements for Adolescents With Disabilities.” *Exceptional Children,* Vol. 78, Issue 1, 2011, p107-125. http://eds.a.eb scohost.com/eds/detail/detail?vid=29&sid=9df27353-4c7d-4b55-8e84-09a6f2073868%40sdc-v-sessmgr03&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#db=a9h&AN=65067501&anchor=AN0065067501-5

This source is an article on a study done by Vanderbilt University. The article provides statistical evidence of substantially increased social interaction for each student with disabilities when peers without disabilities were placed in the classroom. This article relates to my topic because it continues to prove that disabled students respond and perform best when placed in an inclusive environment like that of Best Buddies.

Grenier, Michelle. “Applying Universal Design for Learning and the Inclusion Spectrum for

Students with Severe Disabilities.” *JOPERD,* Vol. 88, Issue 6, 2017, p51-6. http://eds.a.e

bscohost.com/eds/detail/detail?vid=8&sid=9df27353-4c7d-4b55-8e84-09a6f2073868%4

0sdc-v-sessmgr03&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN

=124333102&db=s3h.

The source is an article about a student with disabilities named Amanda and why her teacher Ms. Mitchell is a big reason for her success. The article highlights Ms. Mitchell’s understanding of what it means to include all students, disabled or not, and the benefits and motivation provided for Amanda’s participation from positive interactions with peers. This article relates to my topic because it further proves that interactions between disabled and non-disabled students, ex: programs like Best Buddies, provide endless benefits to their education, health, and social life. The article mentions that ALL students should have equal levels of participation, regardless if performing the same activities or not.

Laghi, Fiorenzo. “Peer Buddies in the Classroom.” *Child & Youth Care Forum,* Vol. 47, Issue 4,

2018, p517-536. http://eds.a.ebscohost.com/eds/detail/detail?vid=16&sid=dcb15e17-5 1fe-40de-b03e-bf94b0a99d5c%40sessionmgr4006&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=130551206&db=eft.

The source is an article about a study done by the Department of Social and Developmental Psychology at the University of Rome Sapienza. The study was on students with Autism Spectrum Disorder (ASD) and their social interactions with mixed groups (ASD students + peer buddies or non peer buddies) and non-mixed groups (ASD students only). Researchers found that social behavior displayed by students with ASD was strongly influenced by social partners. Students with ASD seemed to more positively benefit from interactions with the selected peer buddies compared to both the mixed non-peer buddy group and the non-mixed group. This source relates to my topic because it discusses a scientific study that shows the benefits of programs similar to the Best Buddies program at Florida State. The article is very detailed in explaining how the studied Peer Buddies were selected which allows for comparisons to be made between their selection process and the Best Buddies selection process.

Michael L. Hardman. “Promoting Friendship Through Best Buddies: A National Survey of

College Program Participants.” *Mental Retardation,* Vol. 44, Issue 1, 2006, p56-63.

https://doi.org/10.1352/0047-6765(2006)44[56:PFTBBA]2.0.CO;2.

The source is an article that includes statistics pulled from a cross-sectional survey conducted with the Best Buddies College Program in the United States. The article includes five different tables of data collected: 1. Number of Survey Respondents by State, 2. Demographic Profile of Participants, 3. Frequency of Contact and Type of Activities, 4. Reported Satisfaction with BB and Attitudes of College Buddies, and 5. Reported Impact of BB on Disabled People. This source relates to my topic because it provides direct statistics about the community and shows the real effects the program has on both the buddy and college buddy at a national level.

Moluf, Julia. “B3 Coffee.” *Best Buddies Brews*, 2019, https://b3coffeestand.com/.

The source is a website about the Best Buddies Brews (B3) coffee shop. B3 Coffee is a pop-up coffee stand founded through the Best Buddies program by Jacklyn Googins. The website has sections that discuss the creation of B3, the work crew, the menu, media coverage, and bookings. This source relates to my topic because it provides an example of one of the ways the Best Buddies programs influences the lives of the disabled buddies. This source is different from the others because it is highlighting a specific event that takes place within Best Buddies.

Morey, Melissa. “Promoting Athletic Participation for Students with Disabilities.” *JOPERD,* Vol.

89, Issue 4, p34-5. http://eds.a.ebscohost.com/eds/detail/detail?vid=5&sid=9df2735

3-4c7d-4b55-8e84-09a6f2073868%40sdc-v-sessmgr03&bdata=JnNpdGU9ZWRzLWxpd

mUmc2NvcGU9c2l0ZQ%3d%3d#db=s3h&AN=128996084&anchor=AN0128996084-5.

The source is an article focused on the high levels of inactivity in students with disabilities, the reasons for the high levels, and what can be done to improve them. They found that most PE teachers often feel unable to deliver adequate services to students with disabilities due to limited support, information, and involvement with the student’s individualized education program (IEP). This article relates to my topic because it suggests that the solution to the high levels of inactivity could be solved with a mentor program similar to Best Buddies. Mentor programs allow disabled students to have a designated person that understands their condition, knows their IEP, and can connect the gap between education and activity while allowing disabled students to participate in extracurricular activities with students without disabilities.

Yellin, Susan. *Life After High School: A Guide for Students with Disabilities and Their Families.*

Jessica Kingsley Publishers, 2010.

The source is a book that serves as a post-highschool guide for disabled students and their families. The book provides an overview of issues that students and their families need to consider and the key skills needed in order to successfully earn a higher education or join the workforce. The book relates to my topic because it highlights the college selection process and how complicated it can be for disabled students. Programs such as Best Buddies help make this process easier by being a major pro of a certain college compared to a college that does not offer any similar programs. Many disabled students don’t get to experience a full life after highschool because of the lack of programs and opportunities offered to them.