



## ***Using Video Modeling to Teach Food Preparation Skills***

### **What is the evidence base?**

A *moderate* level of evidence based on four acceptable quality single subject studies

### **With who was it implemented?**

- Students with
- Moderate intellectual disability (4 studies, n=16)
- Autism (2 study, n=5)
- Ages ranged from 14 to 26
- Males (n= 12), females (n=9)
- Ethnicity
- None reported (n=15)

### **What is the practice?**

Video modeling is a form of video response prompting. Response prompting is defined as a stimuli that later functions as extra cues and reminders for desired behavior (Cooper, Heron, & Heward, 2007).

In the studies used to establish the evidence base for using response prompting with video modeling to teach food preparation skills, the videos were shown via:

- DVD player (Mechling, Gast, & Gustafson, 2009; Mechling & Gustafon, 2009; Mechling & Stephens, 2009)
- VCR (Lasater & Brady, 1995)
- Personal Digital Assistant (PDA) (Mechling, Gast, & Seid, 2009) (Mechling, Gast, Seid, 2010)
- Portable DVD Player (Mechling, Gast, & Fields, 2008)

### **How has the practice been implemented?**

- Video modeling has been used to teach
  - extinguishing cooking fires (Mechling et al., 2009)

- multi-step cooking with a french fry recipe, broccoli recipe, and chocolate pudding recipe (Mechling & Stephens, 2009)
- multi-step cooking with a grilled ham cheese recipe, a ham salad recipe, Hamburger Helper Microwave Singles, and a pizza recipe using a toaster oven. (Mechling, Gast, & Seid, 2009) (Mechling, Gast, & Field, 2008) (Mechling, Gast, & Seid, 2010)
- cooking from a cookbook (Mechling & Gustafon, 2009)
- preparing a sandwich and packing a lunch (Lasater & Brady, 1995)

### **Where has it been implemented?**

- Community (3 studies)
- School (3 study)
- Home (1 study)

### **Where is the best place to find out how to do this practice?**

- Using Video Modeling to teach multi-step cooking  
<http://www.nsttac.org/sites/default/files/assets/pdf/CookingWithVideoRecipes.pdf>
- Using Video Modeling to extinguish cooking fires  
<http://www.nsttac.org/sites/default/files/assets/pdf/CookingFires.pdf>

### **How does this practice relate to Indicator 13?**

- Indicator 13 Checklist Item # 3: Teaching food preparation skills may reflect results of transition assessment information
- Indicator 13 Checklist Item # 4: Food preparation skills may be a transition service designated in an IEP that will enable a student to meet his or her postsecondary independent living goal(s)
- Indicator 13 Checklist Item #6: Teaching food preparation skills may be part of an annual IEP goal that supports a student's postsecondary independent living goal(s)

### **How does this practice relate to Common Core Standards?**

- Key Ideas and Details (Anchor Standards for Reading, Grades 9-12)
  - Read closely to determine what the text says explicitly and to make logical inferences from it

### **How does this practice relate to the State's Career Cluster Initiative: Essential Knowledge and Skills?**

- Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities (Academic Foundations)
  - Comprehend key elements of oral and written information
- Employ emergency procedures as necessary to provide aid in workplace accidents (Safety, Health, and Environmental)
  - Use safety equipment as necessary

### **References used to establish this evidence base:**

- Lasater, M.W., & Brady, M.P. (1995). Effects of video self-modeling and feedback on task fluency: A home based intervention. *Education and Treatment of Children, 18*, 389-407.
- Mechling, L.C., Gast, D.L., & Fields, E.A. (2008). Evaluation of a portable DVD player and systems of least prompts to self-prompt cooking tasks completion by young adults with moderate intellectual disabilities. *The Journal of Special Education, 42*, 179-190.
- Mechling, L. C., Gast, D. L., & Gustafson, M. R. (2009). Use of video modeling to teach extinguishing of cooking related fires to individuals with moderate intellectual disabilities. *Education and Training in Developmental Disabilities, 44*, 67-79.
- Mechling, L.C., & Gustafson, M. (2009). Comparison of the effects of static picture and video prompting on completion of cooking related tasks by student with moderate intellectual disabilities, *Exceptionality, 17*, 103-116.
- Mechling, L.C., & Stephens, E. (2009). Comparison of self-prompting of cooking skills via picture-based cookbooks and video recipes. *Education and Training in Developmental Disabilities, 44*, 218-236.
- Mechling, L.C., Gast, D.L., & Seid, N.H. (2009). Using a personal digital assistant to increase independent task completion by students with autism spectrum disorder. *Journal of Autism & Developmental Disorder, 39*, 1420-1434.
- Mechling, L.C., Gast, D.L., & Seid, N.H. (2010). Evaluation of a personal digital assistant as a self-prompting device for increasing multi-step task completion by students with moderate intellectual disabilities. *Education and Training in Autism and Developmental Disabilities, 45*, 422-439.