



## ***Using Video Modeling to Teach Home Maintenance 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 (1 study, n=2)
- Ages ranged from 14 to 26
- Males (n=10 ) Females (n=8)
- Ethnicity
  - None reported (n=18)

### **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. Can be visual, auditory, textual, or symbolic (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)
- Ipod Touch (Canella-Malone, Wheaton, Wu, Tullis, & Park, 2012)

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

- Video modeling has been used to teach
  - hanging shirts on hangers in the closet (Lasater & Brady, 1995)
  - extinguishing cooking fires (Mechling et al., 2009)
  - multi-step cooking with a french fry recipe, broccoli recipe, and chocolate pudding recipe (Mechling & Stephens, 2009)

- cooking with a cookbook (Mechling & Gustafon, 2009)
- Sweeping with a manual sweeper and table washing (Canella-Malone et al., 2012)

**Where has it been implemented?**

- Community (2 studies)
- School (2 studies)
- 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>
- Using Video Modeling to teach sweeping and table washing  
[http://www.nsttac.org/sites/default/files/assets/pdf/LP\\_TeachingSweepingTableWashing.pdf](http://www.nsttac.org/sites/default/files/assets/pdf/LP_TeachingSweepingTableWashing.pdf)

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

Indicator 13 Checklist Item # 3: Teaching functional life skills may reflect results of transition assessment information

Indicator 13 Checklist Item # 4: Functional life 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 functional life 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:**

- Cannella-Malone, H.I., Wheaton, J. E., Wu, P., Tullis, C. A., & Park, J.H. (2012). Comparing the effects of video prompting with and without error correction on skill acquisition for students with intellectual disability. *Education and Training in Autism and Developmental Disabilities, 47* (3), 332-344.
- 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., & 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., & Gustafon, 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*, (2), 218-236.