Using Video Response Prompting to Teach Independent Living Skills

What is the evidence base?
- This is a research-based practice for students with disabilities (SLD) based on one rigorous group design study that did not meet quality standards and six methodologically sound single-case studies
  - 37 students with disabilities
    - ASD (n = 6)
    - Intellectual disability (n = 31)

Where is the best place to find out how to do this practice?
The best place to find out how to implement video prompting is through the following research to practice lesson plan starters:

- Using Video Prompting to Teach Independent Living Skills (Kellems, Rickard, Okray, Sauer-Sagiv, & Washburn, 2018)

With whom was it implemented?
- Students with disabilities (1 single case study, n = 3)
- Ages ranged from 19-20
- Males (n=2), females (n=1)
- Ethnicity
  - None reported (n=3)

What is the practice?
Response prompting introduces a stimuli that later functions as a cue for a desired behavior. Prompts can be visual, auditory, textual, or symbolic (Cooper, Heron, & Heward, 2007) and the practice is used to teach a variety of discrete skills. Video modeling (VM) is a form of response prompting and research-based method for teaching daily living skills (Bellini & Akullian, 2007) by showing videos which demonstrate the steps necessary to complete a daily living skills-related task (e.g., cleaning a restroom, mopping floors, emptying garbage, and cleaning kennels; Van Laarhoven et al., 2009). After watching the video of models (e.g., peers, educators, family members, or the learners themselves) the learners are prompted to imitate the entire skill demonstrated. One variation of video modeling that offers additional supports to learners is video prompting, which breaks the videoed task into steps and is intended to be
viewed in shorter clips requiring completion of each step after viewing the clip (Kellems et al., 2018).

Where has it been implemented?

- Small class sizes (3-5 students per group); independently

How does this practice relate to Common Core Standards?

- Broad standard from www.corestandards.org
  - 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 Common Career Technical Core?

- List Career Ready Skills addressed (broad) and/ or Specific Career Clusters at www.careertech.org/CCTC
  - Use technology to enhance productivity: Career-ready individuals find and maximize the productive value existing and new technology to accomplish tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They are proficient with ubiquitous technology applications. They understand the inherent risk, personal and organizational of technology applications, and they take actions to prevent or mitigate these risks.


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