



## Using Video Modeling to Teach iPod Use

**Objective:** To teach students to accurately and independently use an iPod for playing/viewing music, movies, and photos.

### Setting and Materials:

**Settings:** Self-contained classroom

### Materials:

- Sony Handycam DCR-SR42
- Video that shows hands of investigator performing tasks of using the iPod (see the example provided below for selecting and playing/viewing music, movies, and photos)
- Task analysis of the steps for using the iPod (see the example provided below for selecting and playing/viewing music, movies, and photos)
- Laptop
- iPod
- Preferred movies, music, and photos are based on student report of interest

**TABLE 2**

**Tasks Analyses and Response Definitions for Using the iPod**

<i>Movie</i>	<i>Music</i>	<i>Photos</i>
1. Press green center button to turn the <i>iPod</i> on.	1. Press green center button to turn the <i>iPod</i> on.	1. Press green center button to turn the <i>iPod</i> on.
2. Wait for menu screen to appear.	2. Wait for menu screen to appear.	2. Wait for menu screen to appear.
3. Put thumb on "menu" button.	3. Make sure "Music" is highlighted in blue.	3. Put thumb on "menu" button.
4. Scroll clockwise until the word "Videos" is highlighted in blue.	4. Press green button to select "Music".	4. Scroll clockwise until the word "Photos" is highlighted in blue.
5. Press green button with thumb to open "Videos" menu.	5. Scroll clockwise until the word "Songs" is highlighted in blue.	5. Press green button with thumb to open "Photos" menu.
6. Press green button again with thumb to open "Movies" menu.	6. Press green button to open "Songs" menu.	6. Press green button again with thumb to open "All Photos" menu.
7. Put thumb on "menu" button.	7. Put thumb on play button.	7. Put thumb on play button.
8. Scroll clockwise until task movie is highlighted in blue.	8. Press play button to start music.	8. Press play button to start photo slideshow.
9. Press green button with thumb to start movie.	9. When song is finished, press and hold 'play/pause' button for 2 s to shut <i>iPod</i> off.	9. Watch slideshow and wait until photo show is finished.
10. Watch movie and wait until movie is finished.	10. Hand <i>iPod</i> to teacher.	10. When photo show is finished, press and hold "play/pause" button for 2 s to shut <i>iPod</i> off.
11. Press and hold "play/pause" button for 2 s to shut <i>iPod</i> off.		11. Hand <i>iPod</i> to teacher.
12. Hand <i>iPod</i> to teacher.		



### **Content Taught**

Teach the skills needed to be familiar with using an iPod to play/view music, movies, and photos.

### **General Teaching Procedures**

1. This intervention is an individual session, which need to be conducted four times a week.
2. Each session lasts between 15-20 min.
3. Natural reinforcement procedures, access to the selected movie, song, or photos, are held constant across all conditions.
4. Instructor provides a verbal prompt directive for the target skill (e.g., “Let’s watch a movie”, “Let’s listen to some music”, or “Let’s look at some photos”).
5. Instructor facilitates a video modeling session (described below).

### **Video Modeling Session**

1. Video Modeling session is conducted one-on-one with students.
2. The teacher directs a student to the computer and tells the student to sit down (“Have a seat at the computer”).
3. The teacher shows the student the entire video clip depicting navigation of the iPod to access movies, music, or photos, depending on target task.
4. The teacher directs, “Watch this”, and the video clip displaying the target skill is shown on the computer beginning with the task direction.
5. Student is expected to sit at the computer and watch the video clip of the entire task analysis for the skill being taught.

### **Evaluation**

Record students’ percentage of steps completed independently. Mastery for each skill is 100% of steps completed accurately and independently in 3 out of 4 consecutive sessions.

### **Lesson Plan Based on:**

- Hammond, D. L., Whatley, A. D., Ayres, K. M., & Gast, D. L. (2010). Effectiveness of video modeling to teach iPod use to students with moderate intellectual disabilities. *Education and Training in Autism and Developmental Disabilities, 45*, 525-538.
- Walser, K., Ayres, K., & Foote, E. (2012). Effects of a video model to teach students with moderate intellectual disability to use key features of an iPhone. *Education and Training in Autism and Developmental Disabilities, 47*, 319-331.



# NTACT

National Technical Assistance Center on Transition

## Research to Practice Lesson Plan Starter

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