Using Video Modeling to Teach Food Preparation Skills

What is the evidence base?

- This is an evidence-based practice for **students with disabilities** based on six methodologically sound single-subject studies across 23 participants with disabilities.

- This is a research-based practice for **students with intellectual disability** based on four methodologically sound single-subject studies across 17 participants with intellectual disability.

- This is a research-based practice for **students with autism** based on two methodologically sound single-subject studies across six participants with autism.

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

The best place to find out how to video modeling to teach food preparation skills is through the following research to practice lesson plan starters:

- [Video Modeling - Food Preparation and Cooking Skills - Lesson1 – Cooking](#)

- [Video Modeling - Food Preparation and Cooking Skills - Lesson2 - Kitchen Safety and Cooking](#)

With whom was it implemented?

- Students with
    - **Intellectual disability (4 studies, n= 17)**
    - **Autism (2 studies, n= 6)**
- Ages ranged from 14 – 26 years of age.
- Males (n= 15), females (n= 8)
- Ethnicity
    - None reported (n=23)

What is the practice?

Video modeling is a form of video response prompting. Response prompting is defined as stimuli that later function 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)

- PowerPoint using a laptop computer (Mechling & Collins, 2012).

- iPhone (Smith et al., 2013)

In the studies used to establish the evidence base for using Video Modeling to teach Food Preparation Skills including using Video Modeling 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)
- Cooking from a cookbook (Mechling & Gustafon, 2009)
- Preparing a sandwich and packing a lunch (Lasater & Brady, 1995)
- Two sets of five tasks including:
  - Set 1: grating cheese with a hand grater, setting a digital timer, cutting celery with a knife, measuring 1/3 cup of water from a container, and spraying a loaf pan with cooking spray
  - Set 2: peeling a carrot with a vegetable peeler, setting a digital timer, snapping the ends off of asparagus, measuring 1/8 cup of water from a container, and greasing a loaf pan with a stick of butter (Mechling & Collins, 2012)
- Three behavior sets including:
  - Set 1: putting salsa in a bowl, putting streamers on the wall, hanging up a party sign, and putting flowers in a vase
  - Set 2: putting crackers on a platter, pouring drink in a glass, setting up the game of Life, and addressing an envelope
  - Set 3: making fruit punch, setting out dinnerware, putting confetti on a table, and setting up the game of twister (Smith et al., 2013)

Where has it been implemented?

- Community (2 studies)
- School (1 study)
- Classroom (1 study)
- Consumer Health Science Classroom (1 study)
- Home (1 study)

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 Common Career Technical Core?

- Attend to personal health and financial well-being
  - Career-ready individuals understand the relationship between personal health, workplace performance, and personal well-being; they act on that understanding to regularly practice healthy, diet, exercise and mental health activities. Career ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully o their own career success.
- 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.
- www.careertech.org/CCTC

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., & Collins, T. S. (2012). Comparison of the effects of video models with and without verbal cueing on task completion by young adults with moderate intellectual disability. *Education and Training in Autism and Developmental Disabilities*, *47*, 223-235.

Mechling, L. C., Gast, D. L., & Gustafson, M. R. (2009). Use of video modeling to teach extinguishing of cooking related fired 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*, 218-236.

Smith, M., Ayres, K., Mechling, L. C., & Smith, K. (2013). Comparison of the effects of video modeling with narration vs. video modeling on the functional skill acquisition of

adolescents with autism. *Education and Training in Autism and Developmental Disabilities, 48,* 164-178.

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