



## ***Using Video Modeling to Teach iPod and iPhone Use***

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

This is a promising practice for **students with moderate intellectual disabilities** based on two methodologically sound single-subject studies across six participants with disabilities.

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

The best place to find out how to implement video modeling (VM) to teach iPod and iPhone use is through the following research to practice lesson plan starter:

- [Using Video Modeling to Teach iPod Use – Lesson \(Hammond, Whatley, Ayres & Gast, 2010\) and \(Walser, Ayres & Foote, 2012\)](#)

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

- Students with
  - Moderate intellectual disability (2 studies, n=6)
- Ages ranged from 12-21
- Females=4, males=2
- Ethnicity
  - African American (n=2)
  - Hispanic (n=1)
  - None specify (n=3)

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

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

In the study used to establish the evidence base for using video modeling to teach iPod and iPhone use, the videos were shown via:

- QuickTime using a laptop computer (Walser, Ayres, & Foote, 2012)

## Where has it been implemented?

- Classroom (2 studies)

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

- Comprehension and Collaboration (Anchor Standards for Speaking and Listening, Grades 9-12)
  - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- Knowledge of Language (Language, Grade 8)
  - Use knowledge of language and its conventions when writing, speaking, reading, or listening

## How does this practice relate to the Common Career Technical Core?

- Science, Technology, Engineering & Mathematics Career Cluster
  - Understand the nature and scope of the Science, Technology, Engineering & Mathematics Career Cluster and the role of STEM in society and the economy.
  - Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways. 6. Demonstrate technical skills needed in a chosen STEM field.

[https://careertech.org/sites/default/files/CCTC\\_Standards\\_Formatted\\_2014.pdf](https://careertech.org/sites/default/files/CCTC_Standards_Formatted_2014.pdf)

## References used to establish this evidence base:

- 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.

This Practice Description was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). This document has been reviewed and approved by the OSERS. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2018). *Using Video Modeling to Teach iPod and iPhone Use.*

