



## ***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](http://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](http://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.

Cannella-Malone, H. I., Wheaton, J. E., Pei-Fang, W., 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*, 332–344.

Cannella-Malone, H. I., Miller, O., Schaefer, J. M., Jimenez, E. D., Page, E. J., & Sabielny, L. M. (2016). Using video prompting to teach leisure skills to students with significant disabilities. *Exceptional Children, 82*, 463–478. doi: 10.1177/0014402915598778

Gardner, S. J., & Wolfe, P. S. (2014). Teaching students with developmental disabilities daily living skills using point-of-view modeling plus video prompting with error correction. *Focus on Autism and Other Developmental Disabilities, 30*, 195–207. doi: 10.1177/1088357614547810

Kellems, R. O., Rickard, T. H., Okray, D. A., Sauer-Sagiv, L., & Washburn, B. (2018). iPad video prompting the teach young adults with disabilities independent living skills: A maintenance study. *Career Development and Transition for Exceptional Individuals, 41*, 175–184. doi: 10.1177/2165143417719078

Mechling, L. C., Ayres, K. M., Bryant, K. J., & Foster, A. L. (2014). Continuous video modeling to assist with completion of multi-step home living tasks by young adults with moderate intellectual disability. *Education and Training in Autism and Developmental Disabilities, 49*, 368–380.

Mechling, L., Bryant, K., Spencer, G., & Ayres, K. (2015). Comparison of methods for demonstrating passage of time when using computer-based video prompting. *Education and Training in Autism and Developmental Disabilities, 50*, 56–70.

Van Laarhoven, T., Winiarski, L., Blood, E., & Chan, J. (2012). Maintaining vocational skills of individuals with autism and developmental disabilities through video modeling. *Education and Training in Autism and Developmental Disabilities, 47*, 447–461.

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