NTACT THE COLLABORATIVE | National Technical Assistance Center on Transition

PRACTICE DESCRIPTION

Using Video Modeling to Teach Use of an iPad or iPhone

(Research-Based Practice)

What is the evidence base?

This is an evidence-based practice for students with disabilities based on three methodologically sound single-case studies across nine students with intellectual disability.

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

The best place to find out how to use video modeling to teach use of an iPad or iPhone is through the following lesson starters. Learn how to develop a video model by reading Kellems et al. (2016).

- Video Modeling – Use of iPad or iPhone – Lesson 1 – Using Video Modeling to Teach Use of Phone for Safety Skills
- Video Modeling – Use of iPad or iPhone – Lesson 2 – Using Video Modeling to Teach Use of iPhone for Taking Pictures
- Video Modeling – Use of iPad or iPhone – Lesson 3 – Using Video Modeling to Teach Use of iPhone for Watching Videos

- **For Developing a Video Model:**
  - Kellems, R. O., Mourra, K., Morgan, R. L., Riesen, T., Glasgow, M., & Huddleston, R. (2016). Video modeling and prompting in practice: Teaching cooking skills. *Career Development and Transition for Exceptional Individuals*, *39*(3), 185-190. https://doi.org/10.1177/2165143416651718

With whom was it implemented?

- Students with
  - Intellectual disability (*n* = 9)
- Ages ranged from 12 to 21 years old
- Males *(n* = 4), females (*n* = 5)
- Ethnicity
  - African-American (*n* = 3)
  - Hispanic (*n* = 1)
  - Caucasian (*n* = 2)
  - Not reported (*n* = 3)

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 et al., 2007). Video modeling includes watching recorded videos of oneself or others modeling ideal behavior (Bellini & Akullian, 2007). Video prompting is similar to video modeling in that it teaches a skill through video segments. In video prompting, students watch a segment, do the step in the task that segment showed, then watch another segment, and so on with feedback given at varying intervals depending on the needs of the students and the protocol being following (Hayes et al., 2015). This practice used video modeling to teach use of an ipad or iphone.

In the studies used to establish the evidence base for using video modeling to teach use of an ipad or iphone, the videos were shown via:

- Desktop computer (Bassette et al., 2018; Hammond et al., 2010)
- Macbook Pro Laptop Computer (Walser et al., 2012)

In the studies used to establish the evidence base for using video modeling to teach use of iPad or iPhone, the following skills were taught:

- Sending a photo of location to a trusted adult when lost (Bassette et al., 2018)
- Accessing videos, music, and photos (Hammond et al., 2010)
- Taking and viewing a photo (Walser et al., 2012)

Where has it been implemented?

- School environment (2 studies)
- School and community settings (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?

- 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.

References used to establish this evidence base:

Bassette, L. A., Taber-Doughty, T., Gama, R. I., Alberto, P., Yakubova, G., & Cihak, D. (2018). The use of cell phones to address safety skills for students with a moderate ID in community-based settings. *Focus on Autism and Other Developmental Disabilities*, *33*(2), 100–110. https://doi.org/10.1177/1088357616667590

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*(4), 525–538. http://www.jstor.org/stable/23879758

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*(3), 319–331. http://www.jstor.org/stable/23879968

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