NTACT THE COLLABORATIVE | National Technical Assistance Center on Transition

PRACTICE DESCRIPTION

Using Video Modeling to Teach Interviewing Skills

(Research-Based Practice)

Using Video Modeling to Teach Interviewing Skills

What is the evidence base?

This is a promising practice for students with autism based on one methodologically sound group design study with random assignment across 15 students with autism.

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 home maintenance skills is through the following lesson starters. Learn how to develop a video model by reading Kellems et al. (2016).

- Video Modeling to Teach Interviewing Skills – Lesson Starter
- **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
  - Autism (*n* = 15)
- Ages 17 and 18
- Males (*n* = 13), females (*n* = 2)
- Ethnicity
  - None reported (*n* = 15)

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 implemented teaching interviewing skills using video modeling plus video prompting.

In the study used to establish the evidence base for using video modeling to teach interviewing skills, the videos were shown via:

- A mobile device using an Android application, *VidCoach*, which allows individuals to watch peer video models as well as record their own videos in response to system delivered prompts.

In the study used to establish the evidence base for using video modeling to teach interviewing skills, the following skills were taught:

- Appropriate interview behaviors (e.g., not fidgeting, speaking clearly)
- Proper hygiene in preparation for an interview
- Presenting ideas logically and succinctly

Where has it been implemented?

- Academic facility with five individual rooms, equipped with video and audio recording equipment for mock interviews, and a waiting room

How does this practice relate to Common Core Standards?

- CCSS.ELA-Literacy.SL.9-10.4
  Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-Literacy.SL.9-10.6
  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- CCSS.ELA-Literacy.SL.11-12.4
  Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- CCSS.ELA-Literacy.SL.11-12.6
  Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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

- Career Ready Practice
  - 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.

- Education and Training Career Cluster
    - Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
    - Use critical thinking to process educational communications, perspectives, policies and/or procedures.

References used to establish this evidence base:

Hayes, G. R., Custodio, V. E., Haimson, O. L., Nguyen, K., Ringland, K. E., Ulgado, R. R., ... & Weiner, R. (2015). Mobile video modeling for employment interviews for individuals with autism. *Journal of Vocational Rehabilitation, 43*(3), 275–287. https://doi.org/10.3233/JVR-150775

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