



Using Video Modeling to Teach Fine Motor Tasks

What is the evidence base?

- This is a research-based practice for **students with disabilities** based on three methodologically sound single-subject studies across 10 participants with disabilities.
- This is a research-based practice for **students with moderate disabilities** based on two methodologically sound single-subject studies across six students with moderate intellectual disabilities.
- This is promising practice for students with **autism** based on one methodologically sound single-subject student across 3 students with autism.

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

The best place to find out how to implement video modeling to teach fine motor tasks is through the following research to practice lesson plan starter:

- [Video Modeling to Teach Gift Wrapping Skills](#)

With whom was it implemented?

- Students with
 - **Autism** (1 study, n=3)
 - **Moderate Intellectual Disability** (2 studies, n=6)
- Ages 19-21
- Males (n=4), females (n=6)
- Ethnicity
 - None reported (n=10)

What is the practice?

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).

In the studies used to establish the evidence base for using video modeling to teach fine motor tasks:

- Videos were played using a Lenovo laptop computer to teach making a holiday wreath, floral center piece, and candle centerpiece (Ivey et al., 2015).
- Videos were played on a personalized digital assistant to teach opening envelopes, peeling labels, pulling, tearing, and inserting (Mechling and Ayres, 2012).
- Videos were played on a tablet with a 12 inch touch screen using Windows 7 to teach gift wrapping skills.

Where has it been implemented?

- University classroom (n=2)
- School classroom (n=1)

How does this practice relate to Common Core Standards?

- College and Career Readiness Anchor Standards for Reading
 - Craft and Structure
 - CCSS.ELA-LITERACY.CCRA.R.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- www.corestandards.org

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

- Apply appropriate academic and technical skills.
 - Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
- Use technology to enhance productivity.
 - Career-ready individuals and maximize the productive value of existing and new technology to accomplish workplace 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 risks -- personal and organizational -- of technology applications, and they take actions to prevent or mitigate these risks.

- <https://cte.careertech.org/>

References used to establish this evidence base:

Ivey, A. N., Mechling, L. C., & Spencer, G. P. (2015). Use of a proximity sensor switch for "hands free" operation of computer-based video prompting by young adults with moderate intellectual disability. *Education and Training in Autism and Developmental Disabilities*, 50, 278-289.

Mechling, L. C., & Ayres, K. M. (2012). A comparative study: Completion of fine motor office related tasks by high school students with autism using video models on large and small screen sizes. *Journal of Autism and Developmental Disorders*, 42, 2364-2373.

Spencer, G. P., Mechling, L. C., & Ivey, A. N. (2015). Comparison of three video perspectives when using video prompting by students with moderate intellectual disability. *Education and Training in Autism and Developmental Disabilities*, 50, 330-342.

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