



Using Video Modeling to Teach Home Maintenance Skills

What is the evidence base?

- This is an evidence-based practice for **students with disabilities** based on eight methodologically sound single-subject studies across 31 participants conducted by at least three research teams with no overlapping authors at three different institutions.
- This is an evidence-based practice for **students with intellectual disability** based on eight methodologically sound single-subject studies across 25 participants with intellectual disability conducted by at least three research teams with no overlapping authors at three different institutions.
- This is a research-based practice for **students with autism** based on four methodologically sound single-subject studies across six participants with autism.

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

The best place to find out how to video modeling to teach home maintenance skills is through the following research to practice lesson plan starters:

[Using Video Modeling to Teach Cooking with Video Recipes \(Mechling & Stephens, 2009\)](#)

[Using Video Modeling to Teach Fire Safety and Cooking \(Mechling, Gast, & Gustafson, 2009\)](#)

With whom was it implemented?

- Students with
 - **Autism (4 studies, n=6)**
 - **Intellectual disability (8 studies, n=25)**
- Ages ranged from 14 – 26 years of age.
- Males (n= 18), females (n= 13)
- Ethnicity
 - African American (n=1)
 - None reported (n=30)

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, Heron, & Heward, 2007).

In the studies used to establish the evidence base for using response prompting with video modeling to teach home maintenance skills, the videos were shown via:

- DVD player (Laarhoven, Winiarski, Blood, & Chan, 2012; Mechling, Gast, & Gustafson, 2009; Mechling & Gustafon, 2009; Mechling & Stephens, 2009)
- PowerPoint using a laptop computer (Mechling, Ayres, Bryant, & Foster, 2014; Mechling & Collins, 2012)
- iPad (Cannella-Malone et al., 2012)
- VCR (Lasater & Brady, 1995)

In the studies used to establish the evidence base for using video modeling to teach home maintenance skills including using video modeling to teach:

- Sweeping using a manual sweeper and table washing (Cannella-Malone et al., 2012)
- Dish washing skills (Gardner & Wolfe, 2014)
- Two job tasks per student while working on an in-school or community job site including
 - Portioning for food preparation
 - Cleaning
 - Panning cookies
 - Recycling
 - Loading the dishwasher
 - Loading the washing machine (Laarhoven et al., 2012)
- Preparing a sandwich and packing a lunch (Lasater & Brady, 1995)
- Three multi-step cleaning tasks including cleaning an exercise bicycle, shampooing and vacuuming an area rug, and cleaning three kitchen counter surfaces (Mechling et al., 2014)
- Extinguishing cooking fires (Mechling et al., 2009)
- Cooking from a cookbook (Mechling & Gustafon, 2009)
- Multi-step cooking with a French fry recipe, broccoli recipe, and chocolate pudding recipe (Mechling & Stephens, 2009)

Where has it been implemented?

- School and Community job sites (1 study)
- Special Education Classroom (3 studies)
- Community (2 studies)

- School (1 study)
- Home (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.
- www.careertech.org/CCTC

References used to establish this evidence base:

Cannella-Malone, H. I., Wheaton, J. E., Wu, P., 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*, 332-244.

Gardner, S. J., & Wolfe, P. S. (2015). 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.

Laarhoven, T. V., Winiarski, L., Blood, E., & Chan, J. M. (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.

Lasater, M.W., & Brady, M.P. (1995). Effects of video self-modeling and feedback on task fluency: A home based intervention. *Education and Treatment of Children, 18*, 389-407.

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. C., Gast, D. L., & Gustafson, M. R. (2009). Use of video modeling to teach extinguishing of cooking related fires to individuals with moderate intellectual disabilities. *Education and Training in Developmental Disabilities, 44*, 67-79.

Mechling, L.C., & Gustafson, M. (2009). Comparison of the effects of static picture and video prompting on completion of cooking related tasks by student with moderate intellectual disabilities, *Exceptionality, 17*, 103-116.

Mechling, L.C., & Stephens, E. (2009). Comparison of self-prompting of cooking skills via picture-based cookbooks and video recipes. *Education and Training in Developmental Disabilities, 44*, 218-236.

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