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Comparing Video Prompting Against in Vivo Prompting to Teach Two Personal Care Skills

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Objectives

1. Participants will be able to differentiate between the uses of video modeling, video prompting, and live modeling.
2. Participants will be able to select skills and learners for use with this strategy in their own practice.



Video Prompting vs Video Modeling

Video Prompting

- The learner watches a series of short videos that comprise a larger task. (Sigafoos et al., 2007).
- Each video is a single step in the task
- After the video, the learner has the opportunity to perform the skill shown in the video.
- If the student performs correctly, they move to the next video in the series.
- If the student does not perform correctly, they watch the step again.

Common Points

- Evidence-based practice
- Practical for moderate to severe learners
- Used with a wide variety of skills

Video Modeling

- The learner watches a video of someone performing a task. (Cannella-Malone et al., 2006).
- Each video shows all steps needed to complete the task.
- After the video, the learner has the opportunity to perform the task in its entirety.
- If the student performs correctly, they are done with the task.
- If the student does not perform correctly, they watch the entire video again.



Types of Video Prompting

- Self-directed
- Practitioner-directed
- Continuous



When Can You Use Video Prompting?

Cooking related skills (e.g., food preparation, making pizza)

Daily living skills (e.g., washing a table, folding laundry)

Job skills (e.g., cleaning kennels, making photocopies)

Play skills (e.g., playing darts, Mr. Potato Head)





Delivery Methods

| | |
|--------------------------|----------------|
| VideoTote | Free |
| Go Talk Now | \$79.99 |
| iPrompts | \$49.99 |
| iPrompts Pro | \$99.99 |
| Picture Scheduler | \$2.99 |
| My Pictures Talk | \$2.99 |
| iModeling | \$9.99 |
| iMovie | \$4.99 |
| Movie Maker | Free |
| PowerPoint | \$79.99 |



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College of Education and Human Ecology
Special Education and Applied Behavior
Analysis

Current Research



Daily living/Personal care skills

- Tying shoes
- Buttoning a shirt

These skills are behavioral cusps: opening the learners to new opportunities for reinforcement

Subjects were elementary school students with moderate to severe intellectual impairment

Prerequisite skills include:

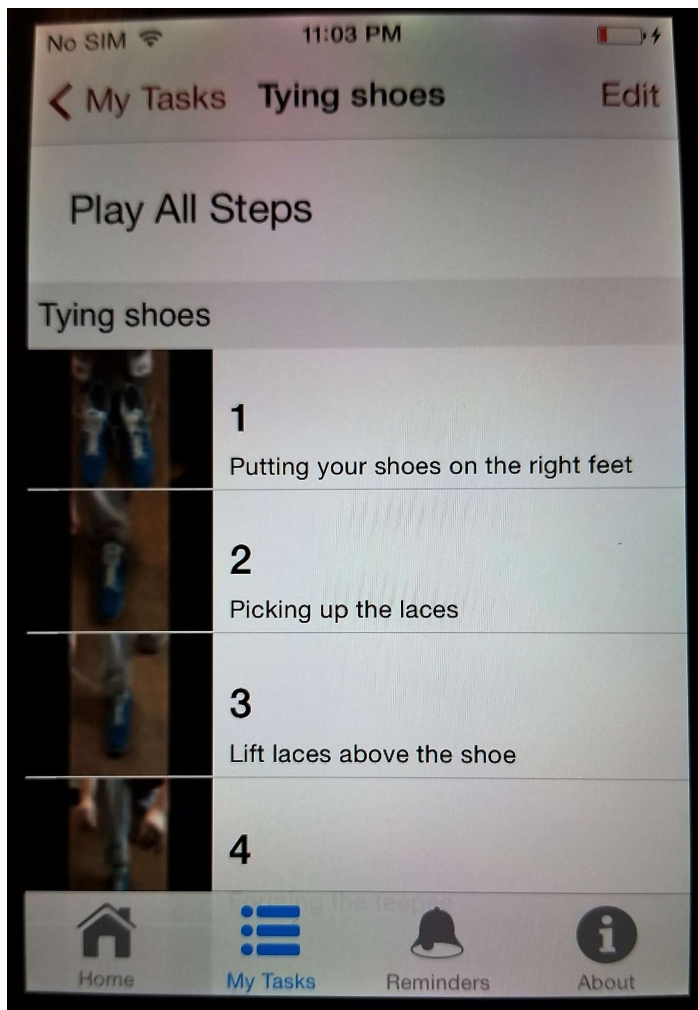
- Attending
- Fine motor
- Persevering





Demographic information

| Subject | Age | Grade | Diagnosis | Reading Level | Math Level |
|---------|-----|-----------------|----------------------------|-----------------|-------------------|
| Geoff | 7 | 1 st | Fragile X | K | K/1 st |
| Kevin | 8 | 1 st | Autism | 1 st | 1 st |
| Jackson | 7 | K | Downs Syndrome, Apraxia | Pre-K | Pre-K |
| Andrew | 7 | 1 st | Autism | 3 rd | 2 nd |
| Austin | 10 | 4 th | Down Syndrome, Apraxia | 1 st | 1 st |
| Steve | 10 | 3 rd | Autism | 1 st | 1 st |



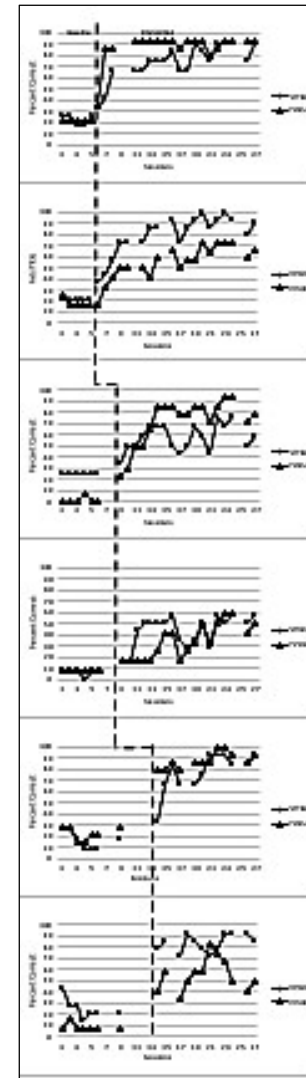
Task Analyses

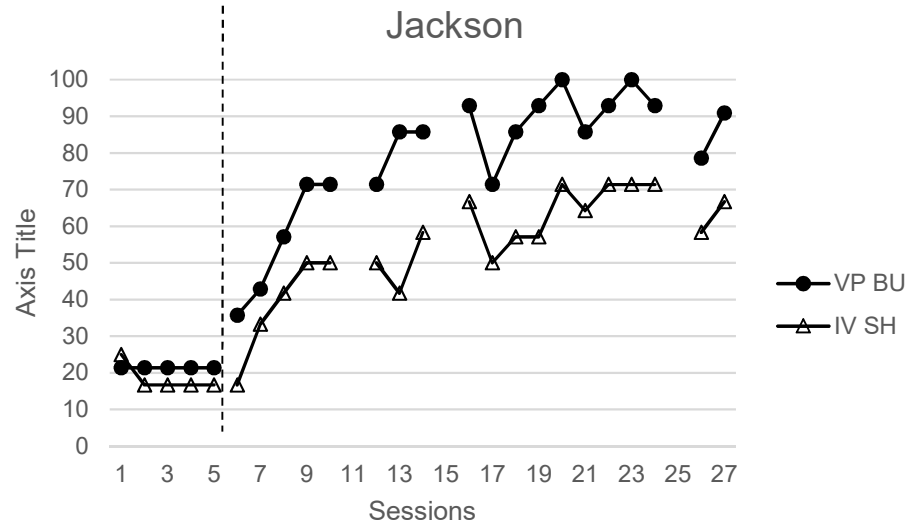
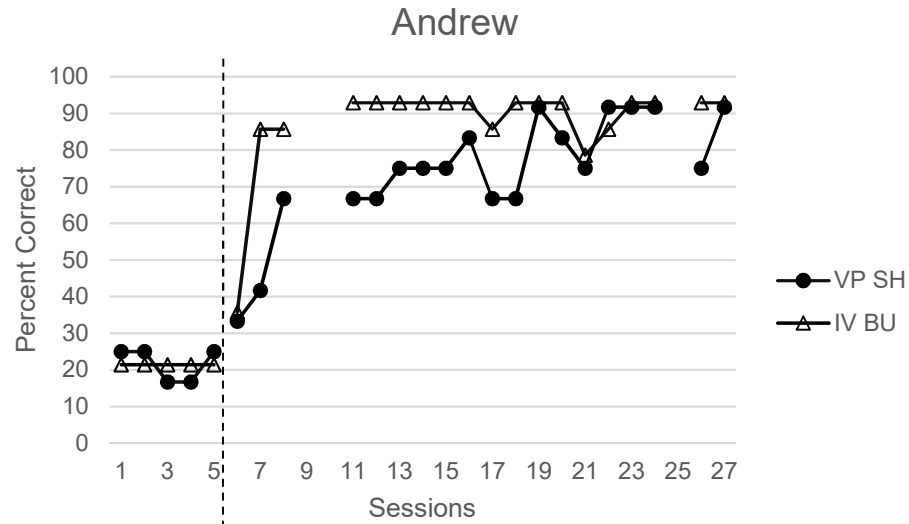
- Tying Shoes
 - 12 steps
- Buttoning Shirt
 - 14 steps
- Vetted by Occupational Therapist

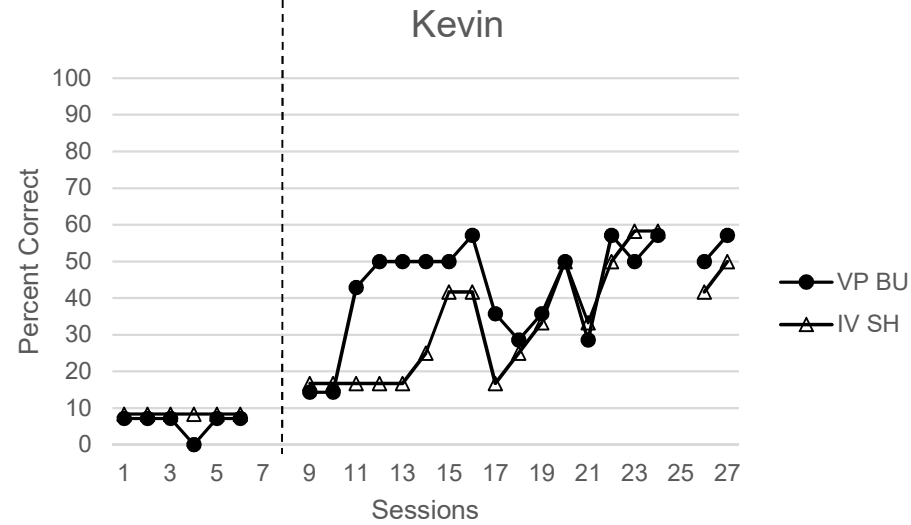
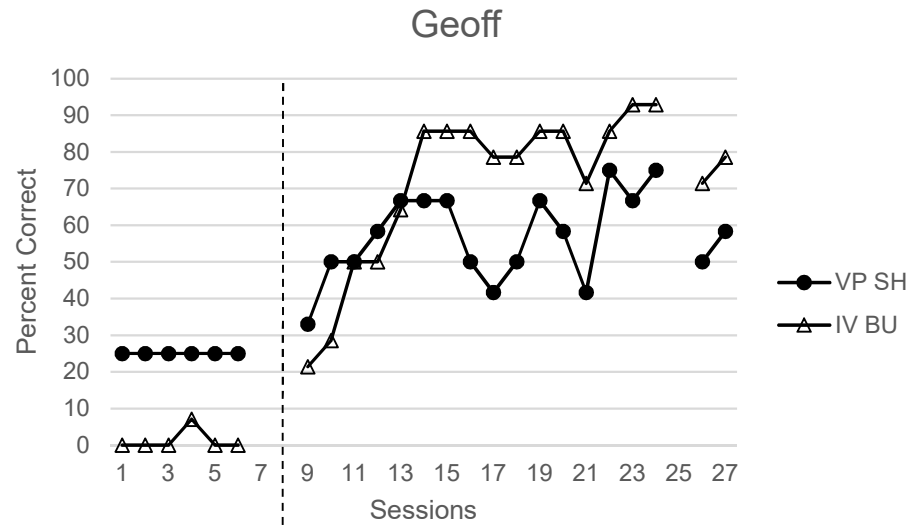


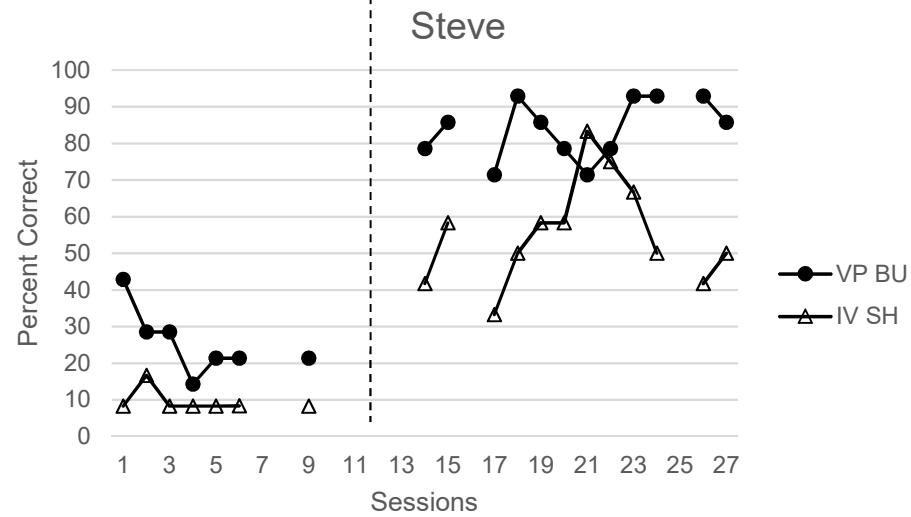
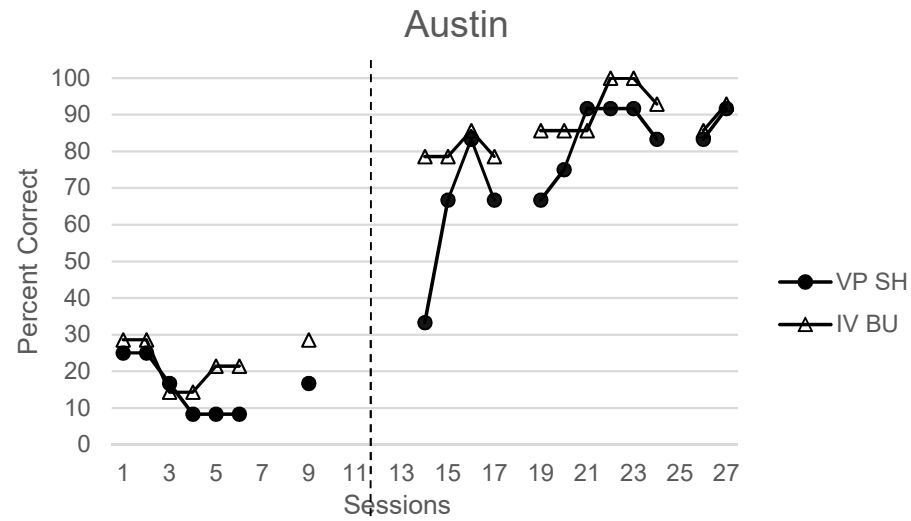
Graphs

- Multiple Baseline Across Subjects
- Embedded Alternating Treatments
- Three Dyads











Discussion

- All students acquired skills, although none mastered them.
- The Buttoning task had a higher rate of acquisition regardless of prompting style.
- For Tying Shoes, video prompting was the better intervention.
- Follow up studies are needed with more comparable tasks.



| Shoe Tying Steps | Video Prompting | In Vivo Prompting |
|------------------|-----------------|-------------------|
| 1 | 98.36% | 96.72% |
| 2 | 90.16% | 70.49% |
| 3 | 81.97% | 77.05% |
| 4 | 57.38% | 49.18% |
| 5 | 36.07% | 21.31% |
| 6 | 47.54% | 37.70% |
| 7 | 60.66% | 47.54% |
| 8 | 19.67% | 11.48% |
| 9 | 39.34% | 22.95% |
| 10 | 18.03% | 18.03% |
| 11 | 1.64% | 3.28% |
| 12 | 55.74% | 42.62% |

| Buttoning Steps | Video Prompting | In Vivo Prompting |
|-----------------|-----------------|-------------------|
| 1 | 96.72% | 86.89% |
| 2 | 68.85% | 90.16% |
| 3 | 32.79% | 18.03% |
| 4 | 72.13% | 88.52% |
| 5 | 49.18% | 42.62% |
| 6 | 22.95% | 49.18% |
| 7 | 68.85% | 62.30% |
| 8 | 29.51% | 63.93% |
| 9 | 44.26% | 50.82% |
| 10 | 62.30% | 62.30% |
| 11 | 32.79% | 59.02% |
| 12 | 45.90% | 59.02% |
| 13 | 62.30% | 63.93% |
| 14 | 40.98% | 60.66% |



Thank You!!

