

Comparison of Video Prompting versus In-Vivo in Acquisition of Self-Care Daily Living Skills



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INTRODUCTION

The purpose of this proposed study is to compare video prompting against in-vivo prompting for teaching children with moderate to severe disabilities to perform basic daily living personal care tasks. The two tasks chosen for this study are tying shoes and buttoning a shirt. The two tasks were vetted by an occupational therapist for similarity.

BACKGROUND

Children with moderate to severe disabilities face unique challenges toward independent living. In addition to the communication, social, and academic difficulties they possess, many disabled children have deficits in personal care skills.

- A lack of independence in toileting, dressing, and bathing results in reliance on caregivers for much longer than typically developing peers.
- In many cases, these children never acquire the skills needed to be at least partially independent in personal care skills.
- While part of the reason may be physical disability that does not allow the motor movement necessary to complete the tasks, often the children have simply not been taught the skills due to preconceived ideas on their ability to learn.

Video Prompting has been shown in multiple studies to be successful in teaching vocational skills to children with moderate to severe impairment those vocational skills.

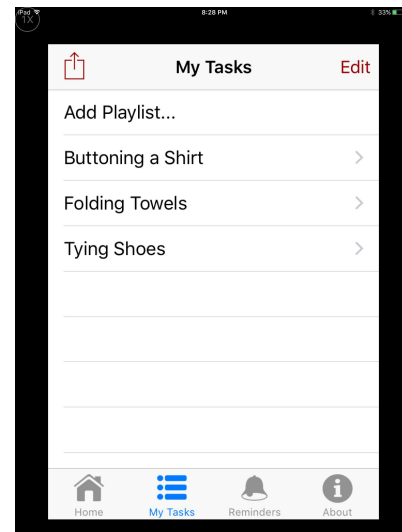
- Many children with those types of disabilities do not independently complete personal care activities.
- They rely on parents or other caregivers to either assist them through prompting or complete the activity for them.
- A lack of hygiene may prevent these children from obtaining employment and increases the cost of long term care.
- It is, therefore, important to identify effective ways to teach those skills to independence.

METHODOLOGY

We will be utilizing a multiple probe design across subjects with an imbedded alternating treatments design to evaluate the two methods.

- Students will first be trained to use the inPromtu application on an iPad that contains the video prompts on a non-related task.
- Once the students are fluent in using the device, they will begin the baseline phase of the two tasks.
- After baseline responding is stable, the students will receive alternating treatment of the video prompting for one task and in vivo prompting of the other.
- Alternating treatments design will allow us to differentiate between the two types of teaching with easy visual inspection.

inPromtu Application Main Screen



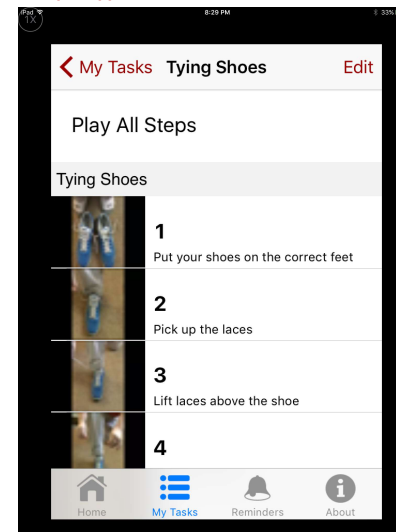
Upon opening the application on the iPad, the students will click on the assigned task for the session.

DISCUSSION

The first step in using any video prompting procedure is to teach the child to manage the technology on their own.

- While many typically developing children are fluent with today's technology, the same cannot be said for those with moderate to severe developmental disabilities. Intensive teaching may be required for the child to become fluent in navigating buttons, screens, and programs. This training needs to be systematic and designed for the individual child.
- The child needs to be able to turn on the device and navigate to the appropriate application or videos without assistance from others. Only when that step is fluent can you introduce the tasks you want to teach.
- However, once that part is learned, any set of videos can be added to the curriculum as needed for the child.

inPromtu Application Task Screen



The student activates the videos by clicking on the icon.

IMPLICATIONS

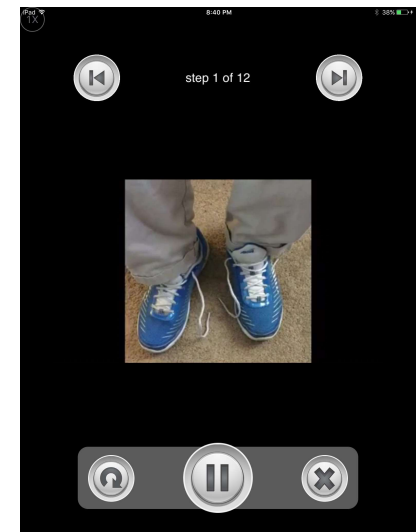
Video Prompting use can standardize teaching for students.

- The self-directed nature of the video prompting procedures can allow parents, teachers, and paraprofessionals to spend less time working directly on these skills.
- In addition, the use of video prompting maintains consistency in procedures that might vary when provided by people.
- The use of video prompting can also reduce the amount of supervision the children need in outside environments such as job locations. Training of staff to teach children varies in intensity and efficacy.

REFERENCES

Available upon request. Email to dueker.1@osu.edu

inPromtu Application Video Screen



Students are taught to navigate the application using the on-screen keys to play and advance the videos as needed.