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Video Modeling vs. Video Prompting with Task Analysis: Which one do students with ID respond better to?

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By

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Abstract

Video modeling and video prompting have been used throughout the history of education. Video modeling is used to demonstrate the target skill to the student and have the student model the skill. Video prompting is used to show the student a certain portion of the target skill and have them perform the target skill after all video prompts are viewed. Students with an intellectual disability have shown progress when educators have used either of these methods. Within the current research for the comparison for video modeling and video prompting, there has been only one study utilizing a task analysis. This research study is being conducted to investigate which method, video modeling or video prompting, students with an intellectual disability respond better to when the educator is teaching life skills. Since the teaching of life skills is a big component of the transition services within school systems, the researcher thought that it would be beneficial for there to be evidence of which method works better with students with disabilities of varying abilities. The researcher is collecting the data within a classroom for students with moderate or severe disabilities located in a rural middle school in the state of South Carolina. The researcher will have different students each day complete the task utilizing the video model or video prompt and then have students use the other method for a different task. This will allow the student to learn the skill rather than memorize what they are supposed to be doing. The researcher also used the method of constant time delay for the student with an intellectual disability to process the information being presented to them, if they need more intensive instruction.

Keywords: Video prompting, video modeling, educator, transition services, moderate, severe, disabilities, intellectual disability, task analysis

Video Modeling vs. Video Prompting with Task Analysis: Which one do students with ID respond better to?

Educators in the field of special education use a wide array of methods in order to teach a target skill to their students. The most recent technological advances are being utilized to educate students with intellectual disabilities a variety of life and academic skills which is known as video-based instruction.. Two forms of video-based instruction are video modeling and video prompting. (Park et al., 2018) In the literature review *The Effect of Video Modeling and Video Prompting Interventions on Individuals with Intellectual Disability: A Systematic Literature Review*, the author states that, "Video modeling is a teaching method that instructs students to watch a short video depicting a target skill followed by a request to imitate what they saw in the video." (Park et al., 2018, pg 1) Video modeling is where the student will be asked to watch the whole video and perform the skill after watching. Video prompting is where the student will be asked to watch a video that has the correct order of steps of the target skill one at a time. (Park et al., 2018) Video prompting allows the student to be exposed to the skill, but in varying parts of the overall skill. There are two different types of video modalities that may be used within both of these evidence-based practices which are, ".....other as a model (i.e. adult, peer, and point of view) and self as a model."(Park et al., 2018, pg 1) For this study, the teacher was the one being videoed performing the skill.

During a study using video prompting and video modeling with students with an intellectual disability, it was determined that video prompting was the more effective model when teaching two daily living skills. (Cannella-Malone et al, 2011) This study analyzed whether students with significant intellectual disabilities respond better to video prompting or video modeling when teaching a new skill. The researchers in this study used error correction with the

use of video prompting to provide students with the correct behavior instead of letting them perform the wrong behavior. (Cannella-Malone et al, 2011) The students were given the error correction after 30s of not responding. (Cannella-Malone et al, 2011) Error correction allows for the student to not practice the wrong behavior and learn the wrong behavior instead the researcher would ensure that the student does not make an error.

A task analysis was used within the study to ensure that the teacher can follow whether the student completed the skill correctly as well as give them a basis of what step is next. The task analysis was given to the teacher, the students did not look at the task analysis. The task analysis was used as a guide for the graphs in the results as well as look at students individually rather than as a whole group.

Method

Participants

The following research study was conducted with 10 students with moderate to severe disabilities. The students' age ranges are between 10 to 15 years old. They are currently enrolled in a middle school located within South Carolina. The students have a wide range of disabilities including Autism, Down Syndrome, Visual Impairment, Emotional Behavior Disorder (EBD), and Traumatic Brain Injury (TBI). The participants' cognitive ability in this study range from first grade to fifth grade. Table 1 located below depicts the students' demographics which include ethnicity, age, diagnosis, level given by Unique Learning System (ULS), and the task or procedure. Celina is an English Language Learner and did not receive educational services until she moved to the United States three years ago.

I. Table of participants

					Task or Procedure	Task or Procedure
Name	Ethnicity	Age	Diagnosis	ULS Level	Prompt	Model
Ethan	Caucasian	14	Autism	3	Tying Shoe	Cleaning Bathroom
Gracie	Caucasian	14	Degenerative Visual Impairment, Autism	3	Cleaning Bathroom	Tying Shoe
Bella	Biracial	14	Down Syndrome	2	Tying Shoe	Cleaning Bathroom
Ben	Caucasian	12	Nonverbal, Autism, EBD	1	Cleaning Bathroom	Tying Shoe
Cam	Caucasian	11	Nonverbal, Autism	3	Tying Shoe	Cleaning Bathroom
Celina	Hispanic	16	Nonverbal, Autism	1	Cleaning Bathroom	Tying Shoe
Cheyenne	Caucasian	14	EBD	3	Tying Shoe	Cleaning Bathroom
Corbin	Caucasian	13	EBD, Autism	2	Cleaning Bathroom	Tying Shoe
Easton	Caucasian	11	Autism	1	Tying Shoe	Cleaning Bathroom
Kyai	African American	14	Autism, EBD	3	Cleaning Bathroom	Tying Shoe

Setting

This study was conducted in a middle school classroom for students with moderate to severe disabilities. Sessions for the skill of cleaning the bathroom were conducted in the bathroom located in the classroom. The bathroom was equipped with a table with all the cleaning materials,

a toilet, and a sink. A curtain was placed in front of the washer and dryer and the shower located in the bathroom to ensure that the students' focus was on the materials that they would clean. Sessions for tying the shoe were conducted in the sensory room located in the back corner of the classroom. This ensures that the student heard the video and their perception was of the video being displayed. Training was conducted one-on-one with the participants in the study.

Tasks and Materials

The interventions performed in this study were to teach the students two daily living skills which were cleaning the bathroom and tying a shoe. These skills were identified as a high need for students by school staff and parents to make sure that the students are becoming as independent as possible. Also, the classroom teacher explained that the skills being taught in this study had not been presented or mastered by the students. Intervention sessions were conducted across 19 days. Staff members were given a data sheet in which they would mark a plus (+) when the student performed the step of the skill and a minus (-) when the student did not perform the task. Figure 1.1 displays the task analysis used for tying a shoe and Figure 1.2 displays the task analysis used for cleaning the bathroom.

For both of the skills, students used an iPad to watch the video model or video prompt. The students were instructed by the staff member to watch the video and perform the skill. Reinforcement was given after the session had been completed to encourage the student to continue to perform the skill in the next session. Once the student performed the step incorrectly or did not perform the step within 5 seconds, the staff member would count that step along with all the steps after that as incorrect. Some students had a wait time to ensure that they had the proper time to process the information being displayed. The students would be shown the video and after

the video was over, the researcher would count to 5. If the student did not within the 5s time frame, the prompting procedure would start.

Figure 1.1

	Baseline			Intervention						
	Date: Initials:	Date: Initials:	Date: Initials:	Date: Initials:	Date: Initials:	Date: Initials:	Date: Initials:	Date: Initials:	Date: Initials:	Date: Initials:
8.Throw away gloves and Clorox wipes										
7. Lift trash lid and take off gloves										
6. Wipe toilet knob										
5. Put toilet seat down										
4. Lift the toilet seat and wipe under seat										
3. Wipe rail and toilet seat										
2. Grab Clorox wipes										
1. Put gloves on										
# of steps independent										
% Correct										

Figure 1.2

Coding: + = Independent
- = Incorrect.

	Baseline			Intervention						
	Date: Initials:	Date: Initials:	Date: Initials:	Date: Initials:	Date: Initials:	Date: Initials:	Date: Initials:	Date: Initials:	Date: Initials:	Date: Initials:
7. pull both bunny ears										
6. pull the loop out from under										
5. Criss cross bunny ears and loop one under										
4. Bunny ears										
3. Pull both shoelaces										
2. Put one shoelace under the other										
1. Grab shoelaces and cross them										
# of steps independent										
% Correct										

Experimental Design

This study used an alternating treatment design where the prompt or procedure type switched with each student. A combination of gestural and verbal prompts were used when the participants were engaged in the activities. If the student started to get off or distracted, the teacher would provide the response, “Watch the video and perform the skill.” Redirection was used with the students based on the teacher comments on how regularly it is used in the classroom. Reinforcement was used after the student completed the steps to ensure that they would participate in the next session.

Procedures

Baseline. Baseline was conducted across three days to give the teachers a view of what the students know how to do when it comes to each skill. All students were present during the three days of the baseline probes. Baseline gives a clear picture of what the teacher needs to teach the

students individually. During baseline, students were given no prompts and were asked to watch the video. The students were given 5s to respond to the video demonstrated.

Intervention. A combination of gestural and verbal prompts were used when the participants were engaging in the activities. Gestural prompts were given after the video was watched if the student did not perform the behavior within 5s after the video stopped. If the student did not perform the correct step, the teacher would look at or point at, depending on the student, the item in the next step. If the student did not respond within 5s after the gestural prompt was given, the researcher moved to the next prompting procedure which was verbal prompts. Direct verbal prompts were given telling the student what to do. For example, "Grab the Clorox wipes." If the student started to get off or distracted, the teacher would provide the response, "Watch the video and perform the skill." Redirection was used with the students based off of the teacher comments on how regularly it is used in the classroom. If the student started to perform the wrong behavior, graduated guidance was used to ensure that the wrong behavior was not made. At the beginning of the intervention, the researcher would state, "Today, we're going to watch a video and you will copy what the person is doing in the video once the video stops. Are you ready?" The teacher waited for the student to respond verbally or by pointing to the communication board. The researcher informed the student to grab the iPad and start the video. For video prompting, after the student performs the behavior depicted in the video, the researcher would state swipe the screen to go to the next video. Once the student completed the step, reinforcement was used such as, "Great job, you watched the video and performed the behavior." Once the student did not respond within 5s, the researcher would state, "Good job today, but it is time for you to watch me perform the behaviors." The researcher performed the remaining behaviors for the skill to be completed. The researcher would model the rest of the steps after the gestural and verbal prompts given were

not effective. The student would watch the researcher model the steps when they did not complete the remaining steps of the behavior.

Results

Ethan. During the video prompt baseline, Ethan performed the first two steps of tying the shoe one day. There was a positive incline with the video prompt and a positive incline with the video model. Ethan met mastery which is 7/7 steps correctly with video prompting. He actively engaged more within this framework compared to the video model. I wrote in my anecdotal notes that Ethan missed four days due to sickness and when he came back to school he needed extra assistance to remember what he was doing in the research. During the video model baseline, Ethan did not perform any of the steps across the three days. Ethan did not meet mastery with video modeling. He would not participate in cleaning the bathroom on most days. He would tell the person monitoring that he was not going to touch the toilet. The graph in Figure 2.1 depicts Ethan's progress with video prompting (tying shoe) and Figure 2.2 depicts Ethan's progress with video modeling (cleaning the bathroom).

Figure 2.1

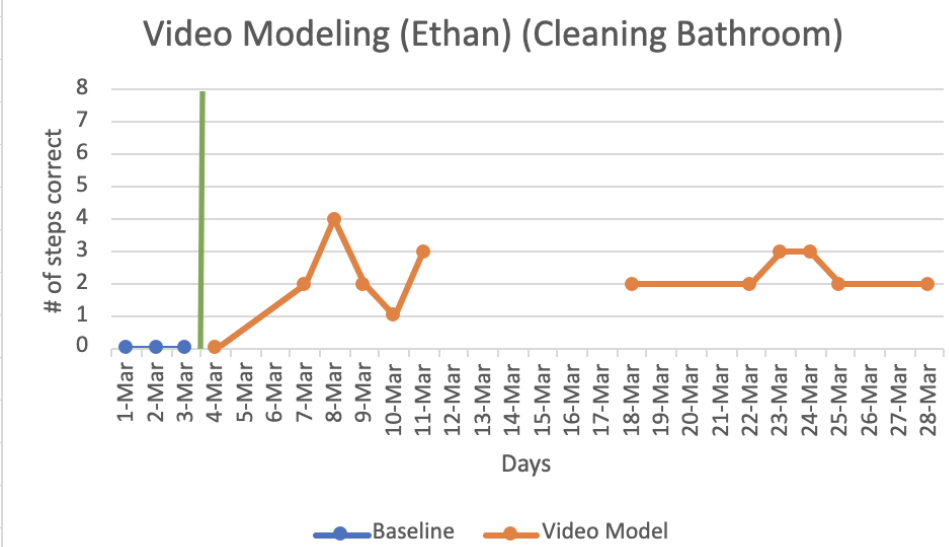

Figure 2.2

Gracie. During the video prompt baseline, Gracie performed the first step correctly on the last day of baseline data. There was a slight positive incline with the video prompt and a positive incline with the video model. Gracie did not meet mastery for the video prompt of cleaning the bathroom. Gracie made the comment that she preferred the video prompt framework over the video model because she was able to watch one step at a time. I wrote in my anecdotal notes that Gracie missed three days due to a fall at home. Gracie's vision is starting to decline and accommodations were made to make sure she could see the screen. During the video model baseline, Gracie did not perform any of the steps across the three days. Grace did not meet mastery with video modeling. She was more willing to complete the steps to clean the bathroom compared to Ethan. The graph in Figure 3.1 depicts Gracie's progress with video prompting (cleaning bathroom) and Figure 3.2 depicts Gracie's progress with video modeling (tying shoe).

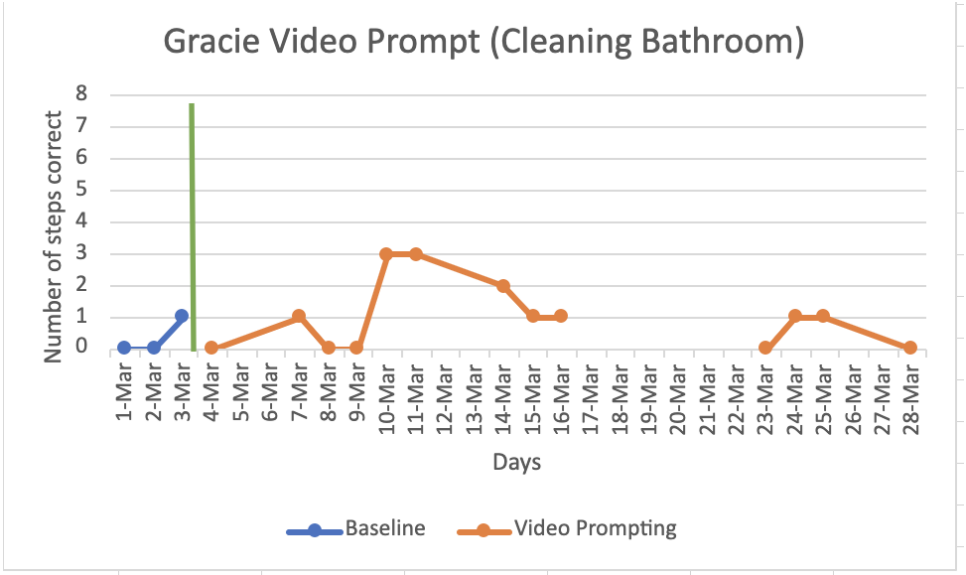

Figure 3.1

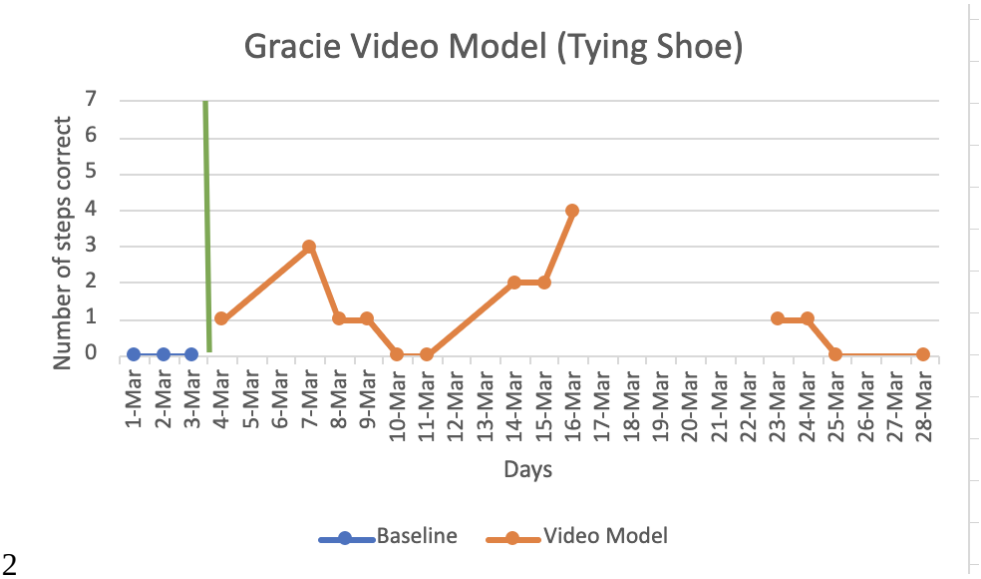

Figure 3.2

Bella. During the video prompt baseline, Bella performed none of the steps correctly.. There was a positive incline with the video prompt and a slight positive incline with the video model. Bella completed all 7 steps of tying her shoe with video prompting one day. Bella did very well with the one–on-one interaction with the adult. Prior to the study, a FBA (functional behavioral assessment) was done on Bella for her attention seeking behavior. She also does well when she feels that she has a job to do which the behaviors the students completed were "jobs". I

noted that Bella got in trouble on the 16th and 18th which may have affected her performance with both behaviors. Bella was get upset on the 24th due to her Aunt JoAnne calling to say that she could not pick her up today. I believe this affected her behavior for the rest of the day and her willingness to perform her best. Bella missed 6 days due to sickness. During the video model baseline, Bella performed none of the steps correctly.. The graph in Figure 4.1 depicts Bella's progress with video prompting (tying shoe) and Figure 4.2 depicts Bella's progress with video modeling (cleaning the bathroom).

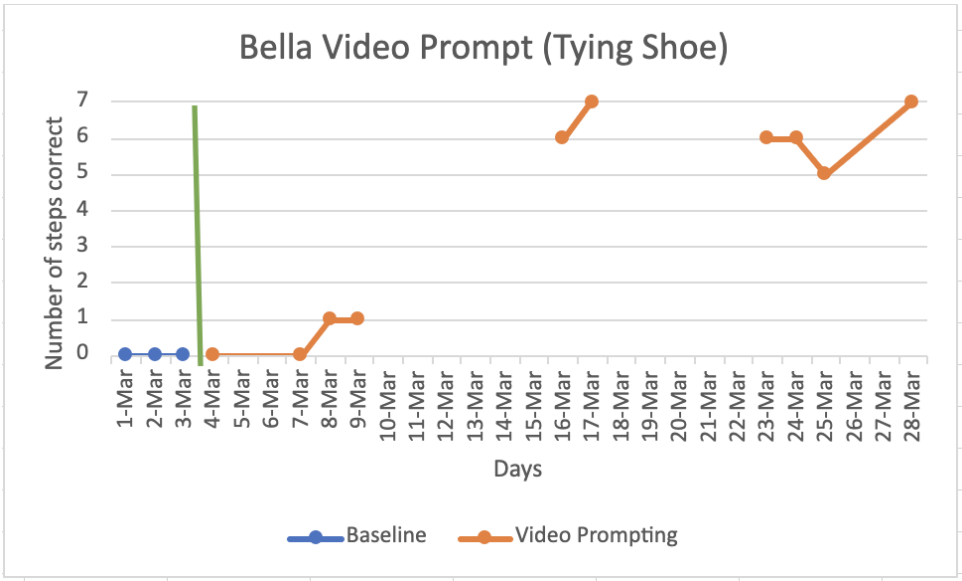

Figure 4.1

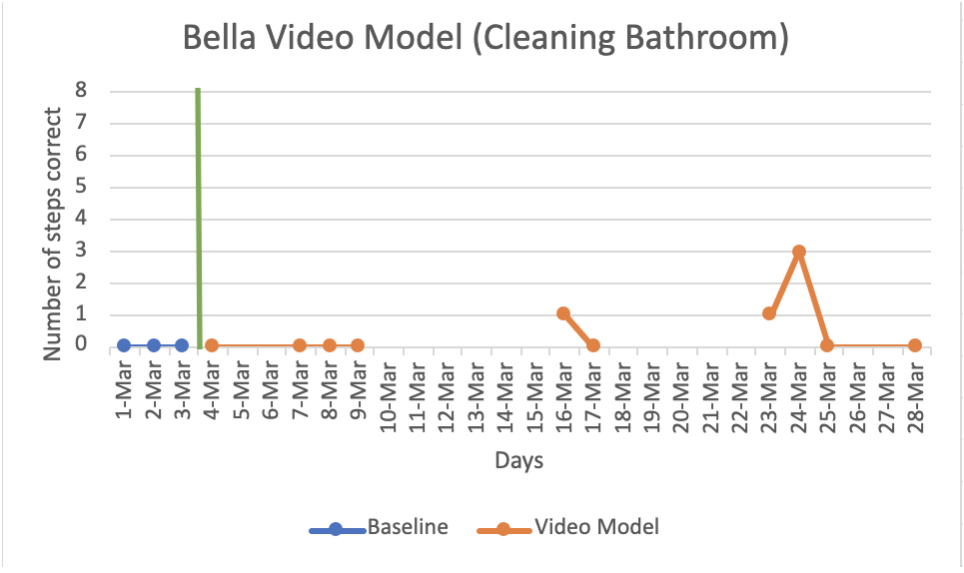

Figure 4.2

Ben. During the video prompt baseline, Ben performed none of the steps correctly. There was no incline with the video prompt and no incline with the video model. Ben has been sick since the beginning of the new nine weeks and that has affected his performance in the classroom. He was not willing to sit more than two seconds to complete the video on either intervention. As soon as the video would start with both interventions, Ben would start screaming and sometimes he would complete one step before running off. Ben missed 6 days due to sickness. During the video model baseline, Ben did not perform any of the steps correctly.. The graph in Figure 5.1 depicts Ben's progress with video prompting (cleaning the bathroom) and Figure 5.2 depicts Bella's progress with video modeling (tying shoe).

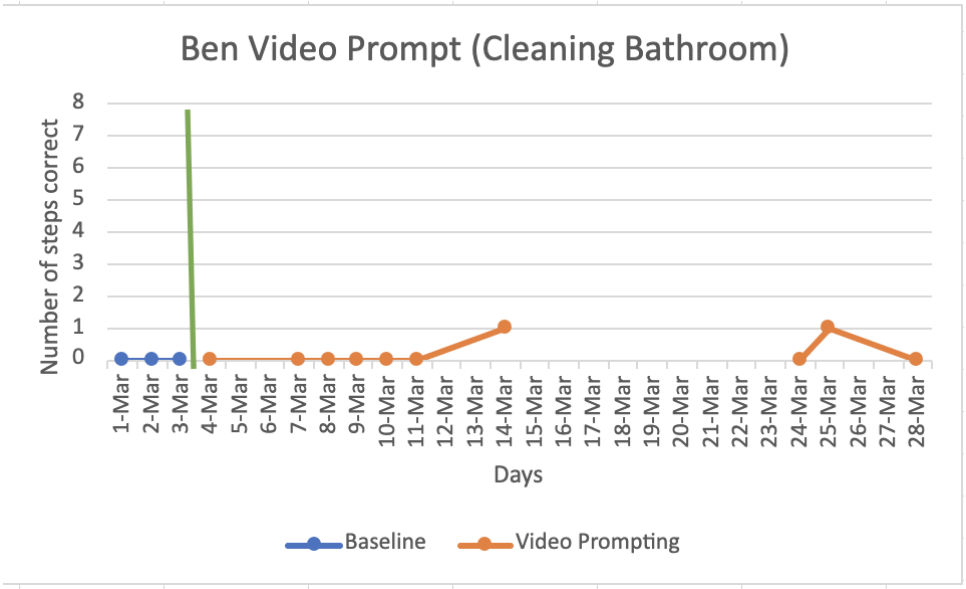

Figure 5.1

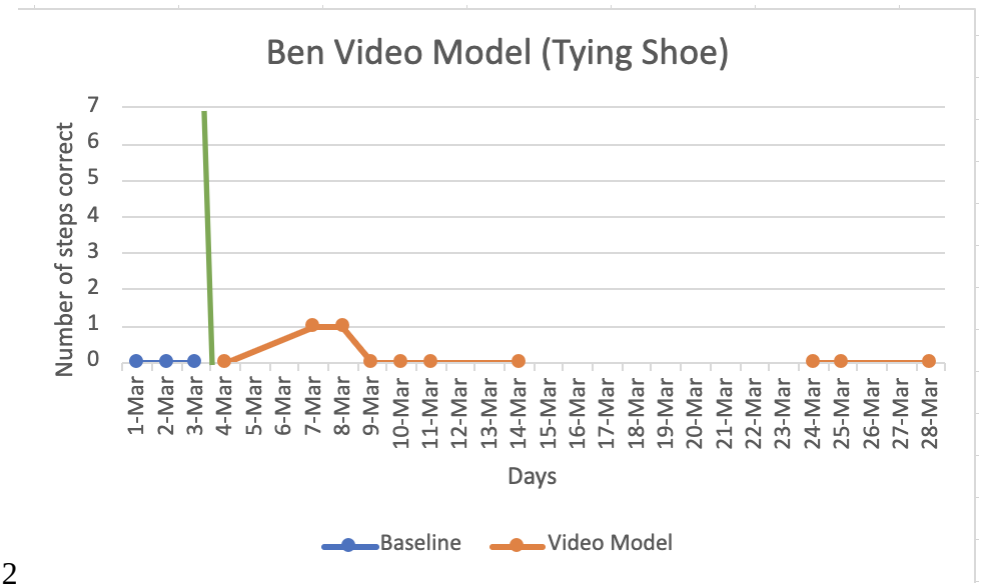

Figure 5.2

Cam. During the video prompt baseline, Cam performed two of the steps correctly.. There was a positive incline with the video prompt and a slight positive incline with the video model. Cam completed all 7 steps of tying the shoe with video prompting for multiple days. Cam went back down to 0 when his medicine changed and his mother said that he had a rough morning on the days that he decreased in the number of steps completed correctly. Cam responded better to the video prompt framework when compared to the video model. He was the one of the students that was there for all 16 days of intervention. During the video model baseline, Cam did not perform any of the steps correctly. In my notes, it states that Cam became very agitated when he was made to watch the whole video and then perform the skill. The graph in Figure 6.1 depicts Cam's progress with video prompting (tying shoe) and Figure 6.2 depicts Cam's progress with video modeling (cleaning the bathroom).

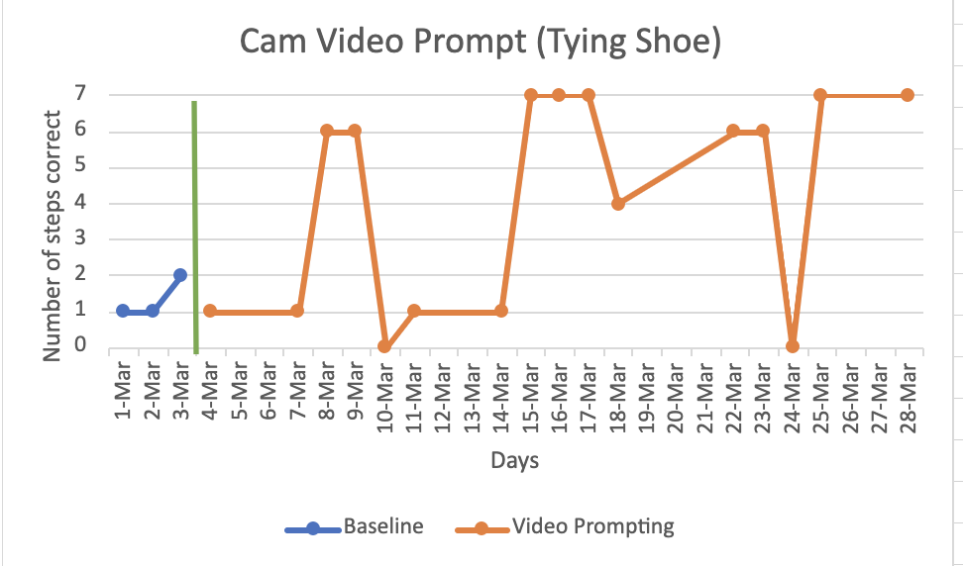

Figure 6.1

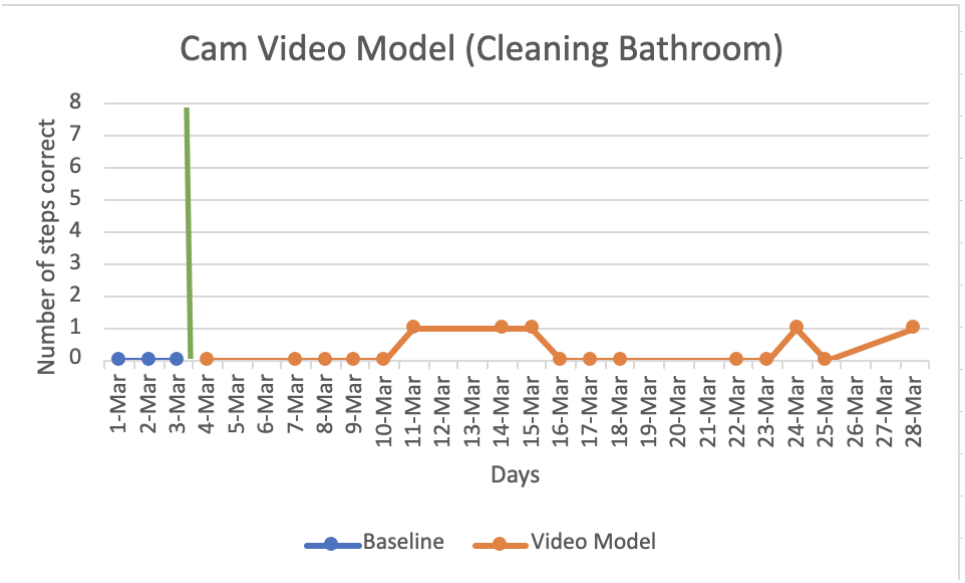

Figure 6.2

Celina During the video prompt baseline, Celina performed zero of the steps correctly. During the intervention stage, Celina would try to grab the iPad and would not actively engage in watching the videos to complete the behavior. She would be redirected to watch the video, but would continue to try and grab the iPad. During the video model baseline, Celina did not complete any of the steps correctly. Again, the same problem arose with Celina and the iPad. Celina missed 8 days due to sickness and being sent home by the nurse. The graph in Figure 7.1 depicts Celina's

progress with video prompting (cleaning the bathroom) and Figure 7.2 depicts Celina's progress with video modeling (tying shoe).

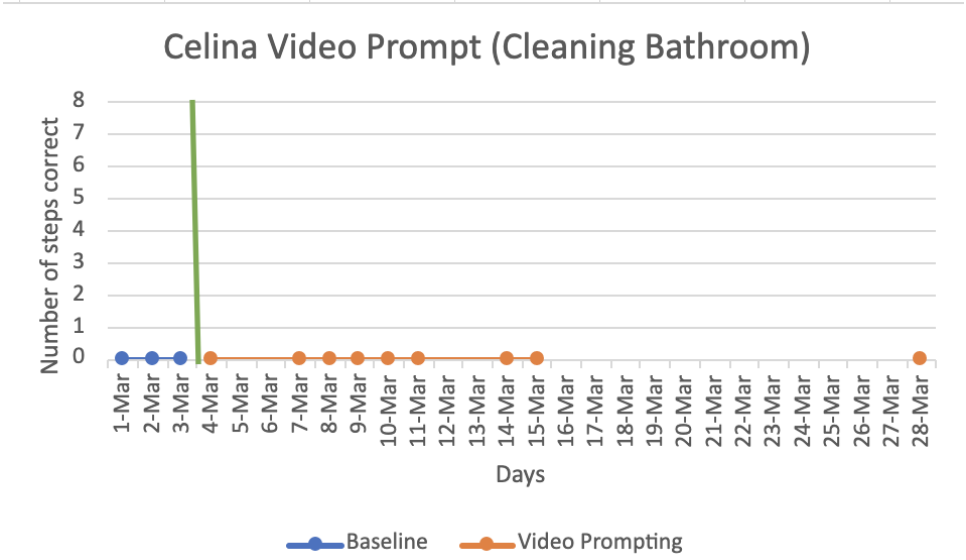

Figure 7.1

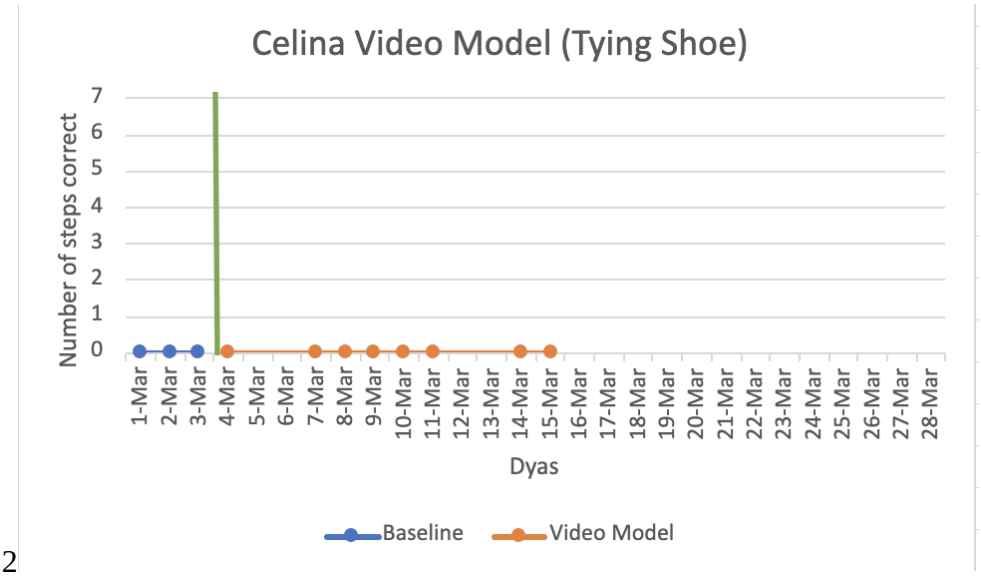

Figure 7.2

Cheyenne. During the video prompt baseline, Cheyenne completed two steps of the target behavior all three days. Cheyenne mastered the skill early on in the intervention. She was very attentive to the video when it was playing. During the video model baseline, Cheyenne completed none of the steps correctly. She got upset and told the teacher that she was stressed out by the amount of things she was supposed to do. She could not remember the steps sequentially and

would get upset when she was unable to complete the whole skill. The graph in Figure 8.1 depicts Cheyenne's progress with video prompting (tying shoe) and Figure 8.2 depicts Cheyenne's progress with video modeling (cleaning the bathroom).

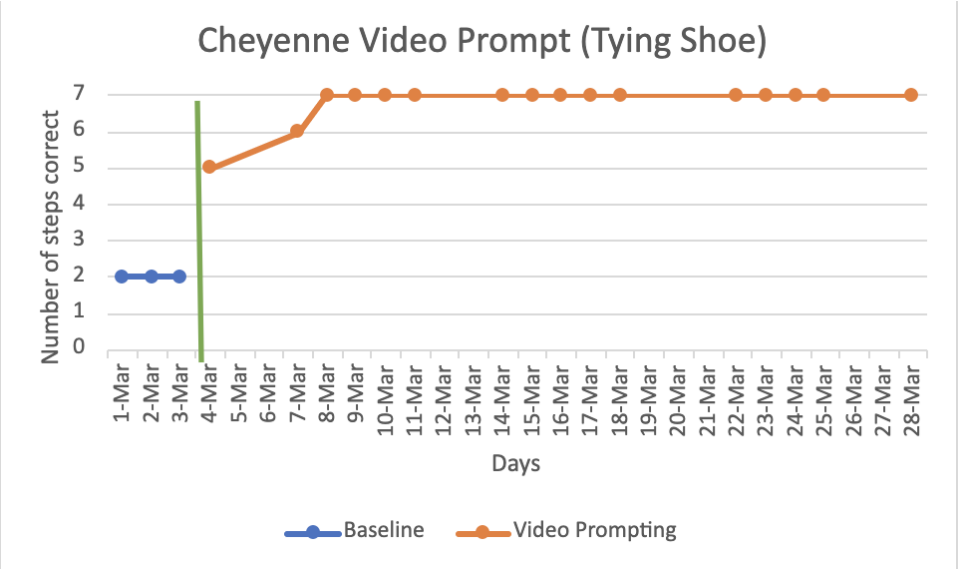

Figure 8.1

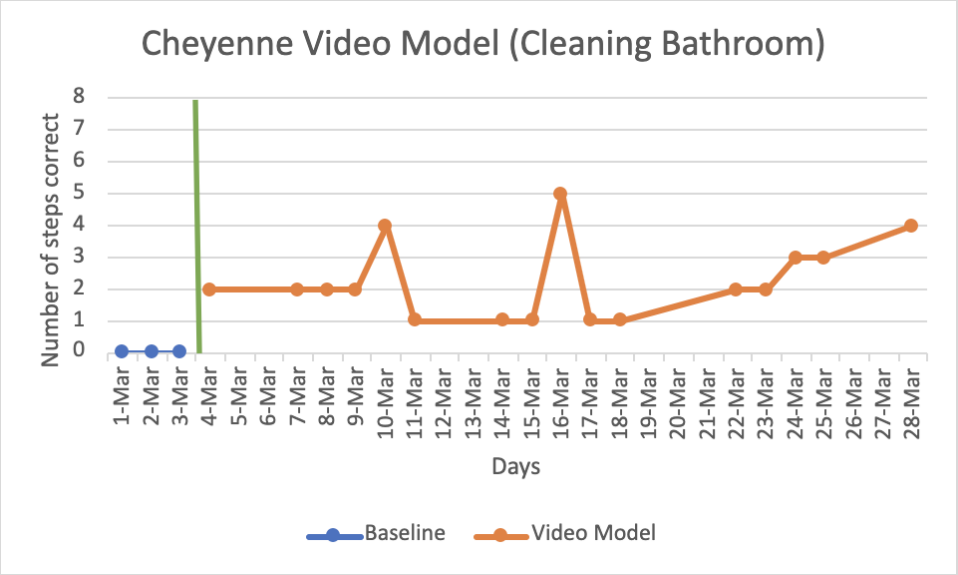

Figure 8.2

Corbin. During the video prompt baseline, Corbin completed zero of the steps correctly. He was one of the students that would refuse to touch the toliet which affected his participation in the skill. I do believe that if it was a different skill he would have done better with the video prompt. During the video model baseline, Corbin did not complete any of the steps correctly. He

remembered the first three steps of tying the shoe. He made the comment that the video model intervention was too much to watch and remember. The graph in Figure 9.1 depicts Corbin's progress with video prompting (cleaning the bathroom) and Figure 9.2 depicts Corbin's progress with video modeling (tying the shoe).

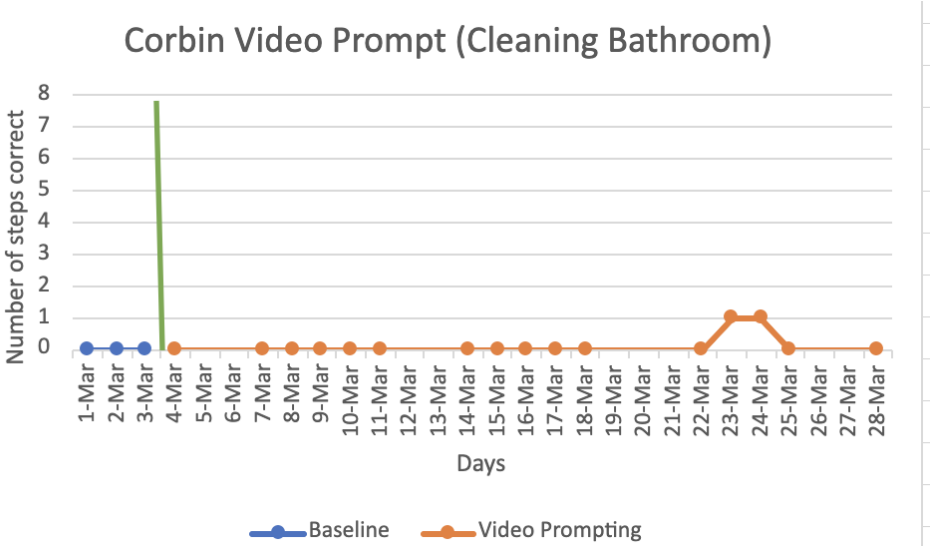

Figure 9.1

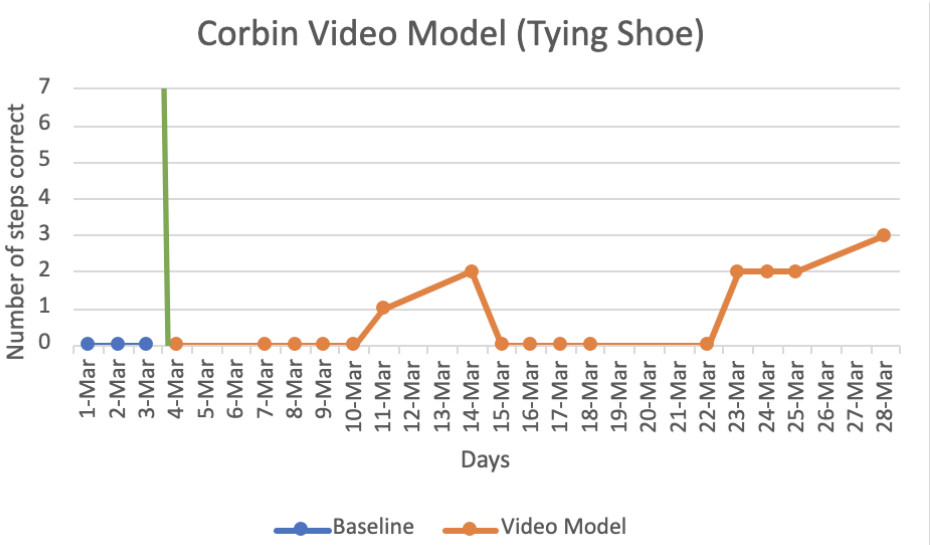

Figure 9.2

Easton. During the video prompt baseline, Easton performed one of the steps correctly. There was a positive incline with the video prompt and no incline with the video model. Easton completed all 7 steps of tying the shoe with video prompting for multiple days. Easton missed one

day, but did not affect him in the intervention. Easton responded better to the video prompt intervention compared to the video model intervention. He was able to independently watch the video clips in this intervention which increased his independence. During the video model baseline, Easton completed zero of the steps correctly. Easton would only perform the first step of the behavior correctly and would just stare at the teacher after he completed that first step. The graph in Figure 10.1 depicts Easton's progress with video prompting (tying shoe) and Figure 10.2 depicts Easton's progress with video modeling (cleaning the bathroom).

Figure 10.1

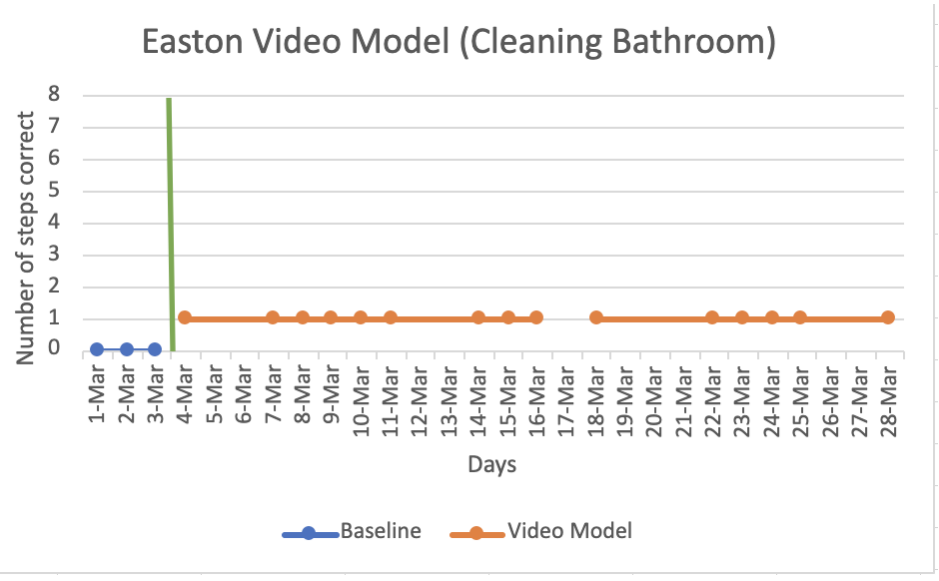

Figure 10.2

Kyai. During the video prompt baseline, Kyai performed one of the steps correctly. There was a positive incline with the video prompt and a positive incline with the video model. Kyai completed all 8 steps of cleaning the bathroom with video prompting for multiple days. Kyai missed 9 days of intervention, but this did not affect his performance. He was able to remember the step to complete next because of the stimulus being provided. During the video model baseline, Kyai completed none of the steps correctly. Kyai yelled because of the video model intervention due to being overstimulated. He would show signs of distress when asked to clean the bathroom. The graph in Figure 11.1 depicts Kyai's progress with video prompting (cleaning the bathroom) and Figure 11.2 depicts Kyai's progress with video modeling (tying shoe).

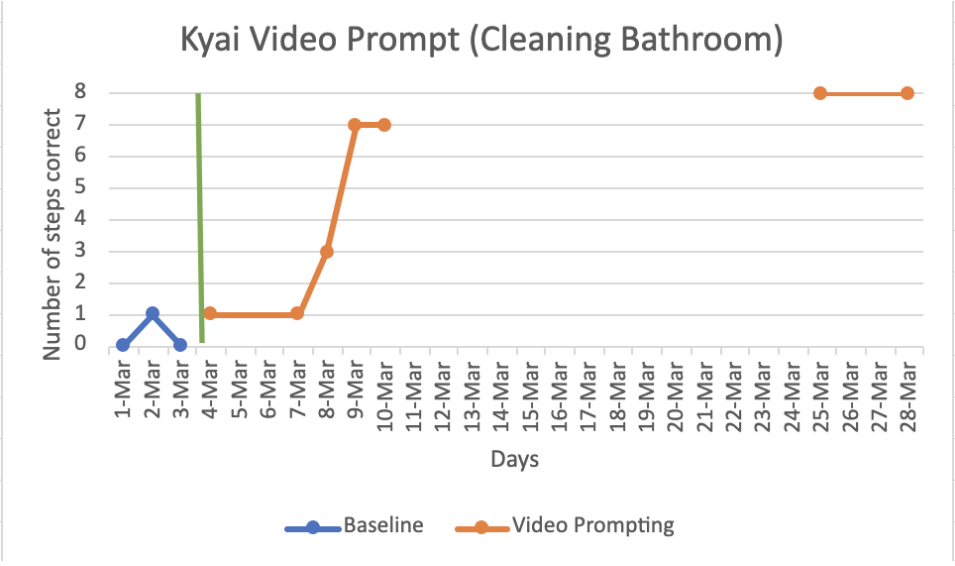

Figure 11.1

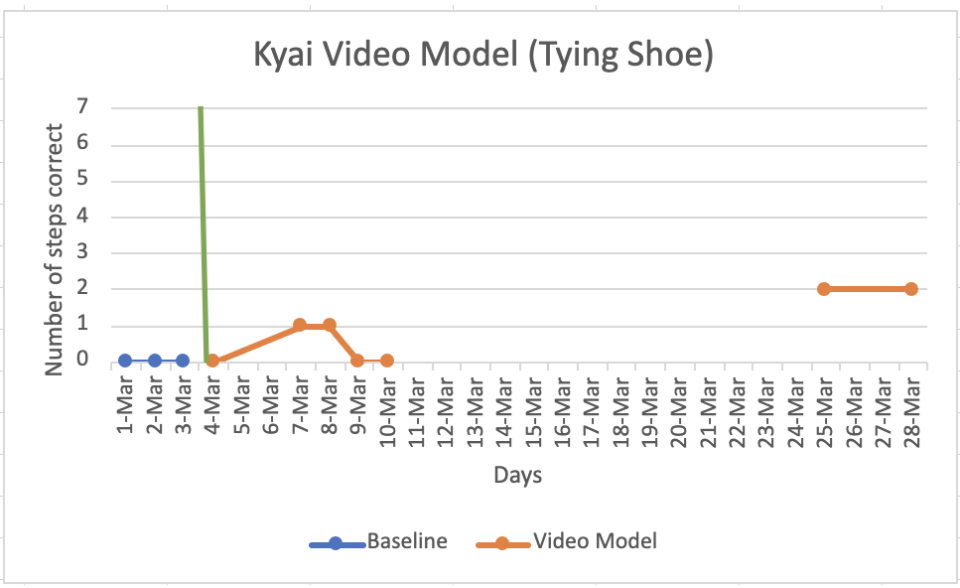
Kyai Video Model (Tying Shoe)
Number of steps correct
0
1
2
3
4
5
6
7
1-Mar
2-Mar
3-Mar
4-Mar
5-Mar
6-Mar
7-Mar
8-Mar
9-Mar
10-Mar
11-Mar
12-Mar
13-Mar
14-Mar
15-Mar
16-Mar
17-Mar
18-Mar
19-Mar
20-Mar
21-Mar
22-Mar
23-Mar
24-Mar
25-Mar
26-Mar
27-Mar
28-Mar
Days
Baseline
Video Model

Figure 11.2

Ethan. As demonstrated in Figure 2.3, Ethan made more progress with the video prompting intervention when compared to video model. Ethan completed all 7 steps of the skill demonstrated in the video prompting model (tying shoe). When the video model intervention was implemented, Ethan started stimming more often and would state that he did not like cleaning the bathroom which may be the reason he did not perform as well with this intervention. For the skill of tying the shoe (video prompting), Ethan started with a baseline of 0, 2, and 1. He completed all 7 steps for 4 sessions out of 12 of his sessions. For the skill of cleaning the bathroom (video model), Ethan started with a baseline of 0. The highest amount of steps that Ethan completed within this intervention was 4.

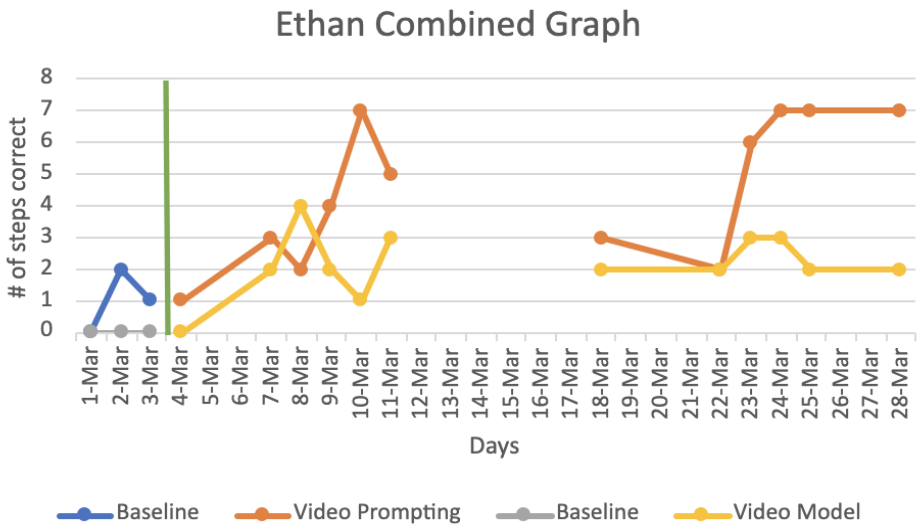

Figure 2.3

Gracie. As demonstrated in Figure 3.3, Gracie made more progress with the video model intervention when compared to video prompt. Gracie completed 4 steps out of 8 for her video prompting skill which was cleaning the bathroom. She preferred the video prompting model over the video model because she could rewatch the skill as much as she needed. During some of the sessions, Gracie needed a larger screen which I would play the video on Smart Board and have the other students be removed from the classroom while the intervention was being conducted. For the skill of cleaning the bathroom (video prompt), Gracie started with a baseline of 0, 0, and 1. For the skill of tying the shoe (video model), Gracie started with a baseline of 0. The highest amount of steps that Ethan completed within this intervention was 3.

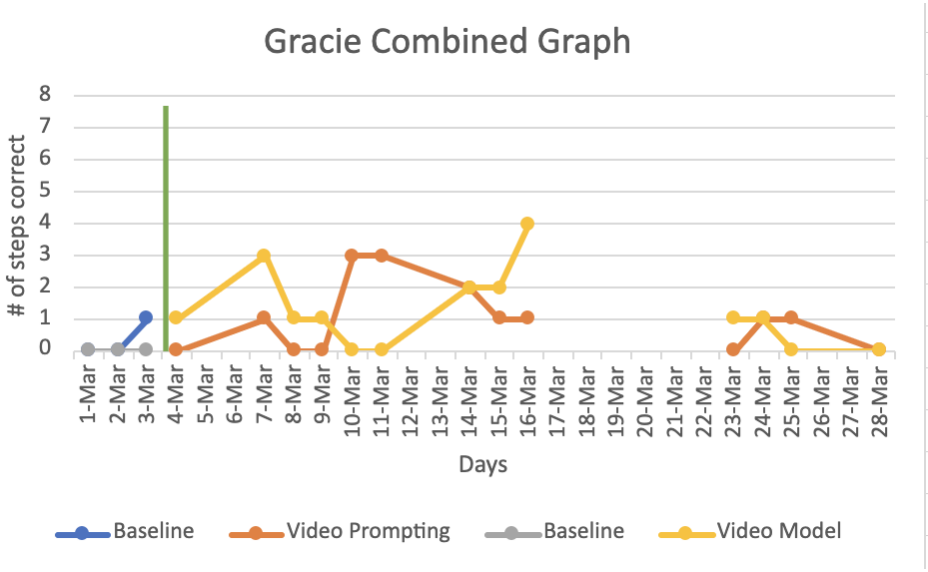

Figure 3.3

Bella. As demonstrated in Figure 4.3, Bella made more progress with the video prompting intervention when compared to video model. Bella completed all 7 steps of the skill demonstrated in the video prompting model (tying shoe). When the video model intervention was conducted, Bella would become distracted or pace around until the video was over. Bella showed greater progress with the video prompt model by starting with 0 and ending with completing all 7 steps of the skill. For the skill of tying the shoe (video prompting), Bella started with a baseline of 0. He completed all 7 steps for 2 sessions out of 10 of his sessions. For the skill of cleaning the bathroom (video model), Bella started with a baseline of 0. The highest amount of steps that Bella completed within this intervention was 3.

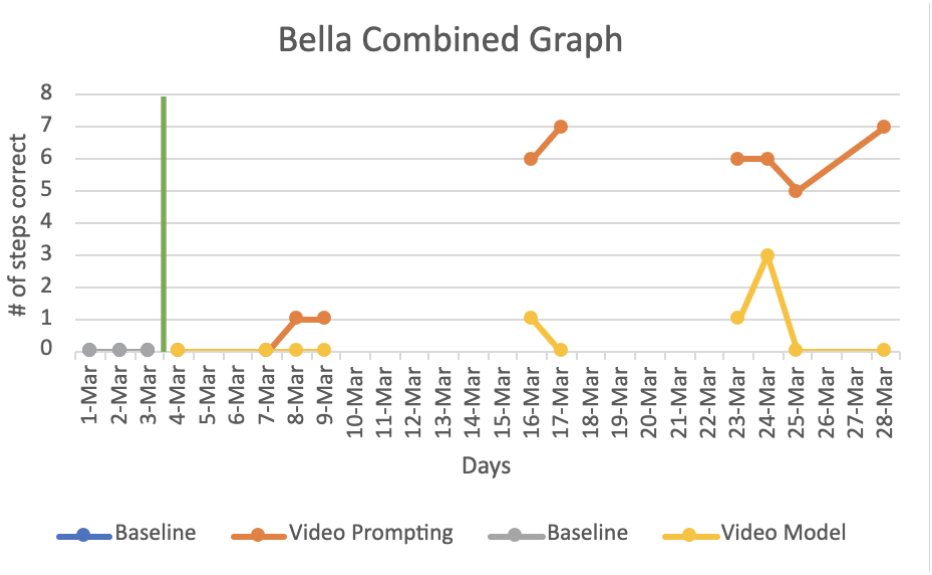

Figure 4.3

Ben. As demonstrated in Figure 5.3, Ben showed equal progress with both interventions. For the skill of cleaning the bathroom (video prompting), Ben started with a baseline of 0. He completed 1 step out of the 8 steps within the video prompt. For the skill of tying the shoe (video model), Ben started with a baseline of 0. The highest amount of steps that Ben completed within this intervention was 1. Ben ran off as soon as the iPad was shown to him and the task direction was given.

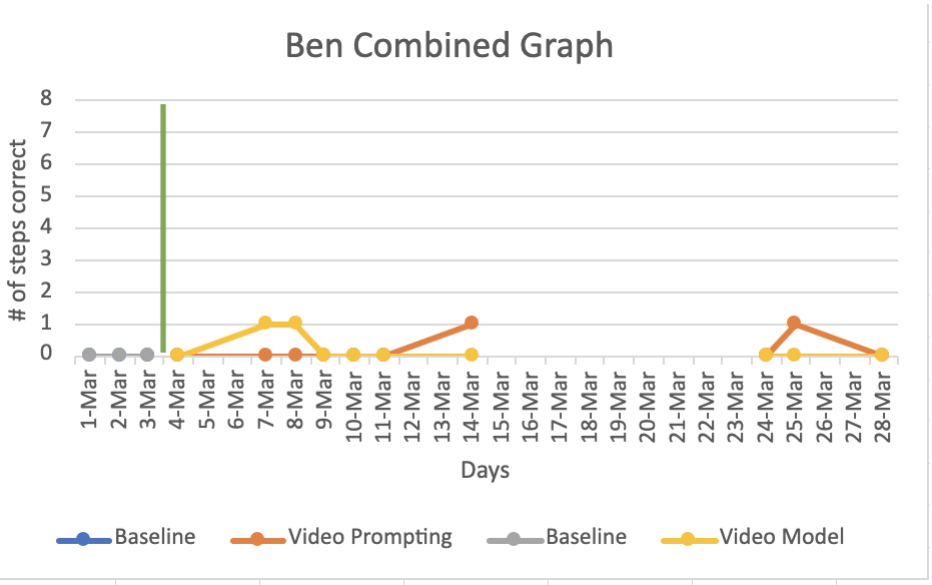

Figure 5.3

Cam. As demonstrated in Figure 6.3, Cam made more progress with the video prompting intervention when compared to video model. Cam completed all 7 steps of the skill demonstrated in the video prompting model (tying shoe). Cam was engaged when the video prompt was being conducted. With the video model, he would have to wait until the video was finished which he had more time to think about his surroundings which enabled some behaviors such as grabbing things in the environment. For the skill of tying the shoe (video prompting), Cam started with a baseline of 1, 1, and 2. He completed all 7 steps for 5 out of 16 sessions. For the skill of cleaning the bathroom (video model), Cam started with a baseline of 0. The highest amount of steps that Cam completed within this intervention was 1.

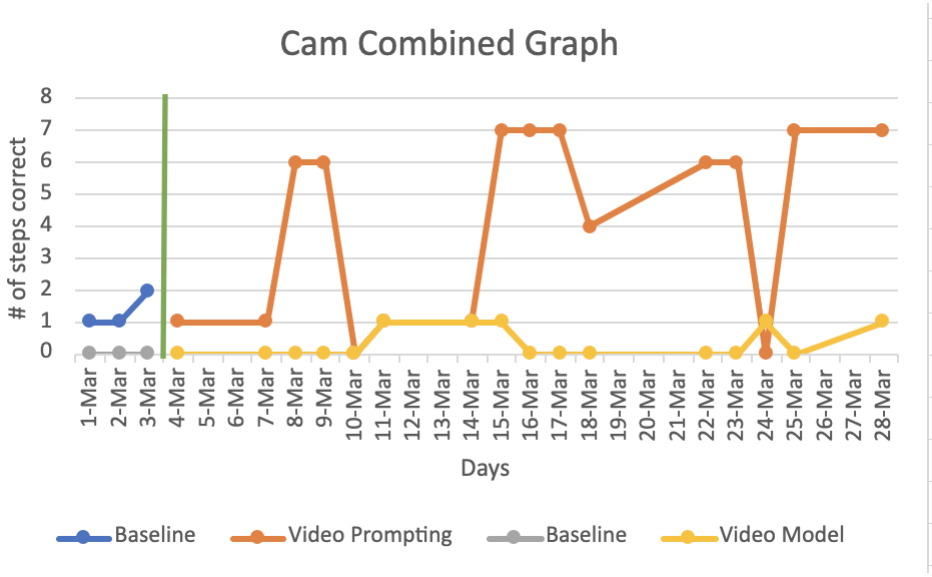

Figure 6.3

Celina. As demonstrated in Figure 7.3, Celina made no progress in either intervention. She would grab the iPad and exit out of the video. Once the iPad was moved away from her, she would reach for the iPad while watching the video. For the skill of cleaning the bathroom (video prompting), Celina started with a baseline of 0,. She completed no steps correct for any of the sessions. For the skill of tying the (video model), Celina started with a baseline of 0. Celina completed 0 steps correct during this intervention.

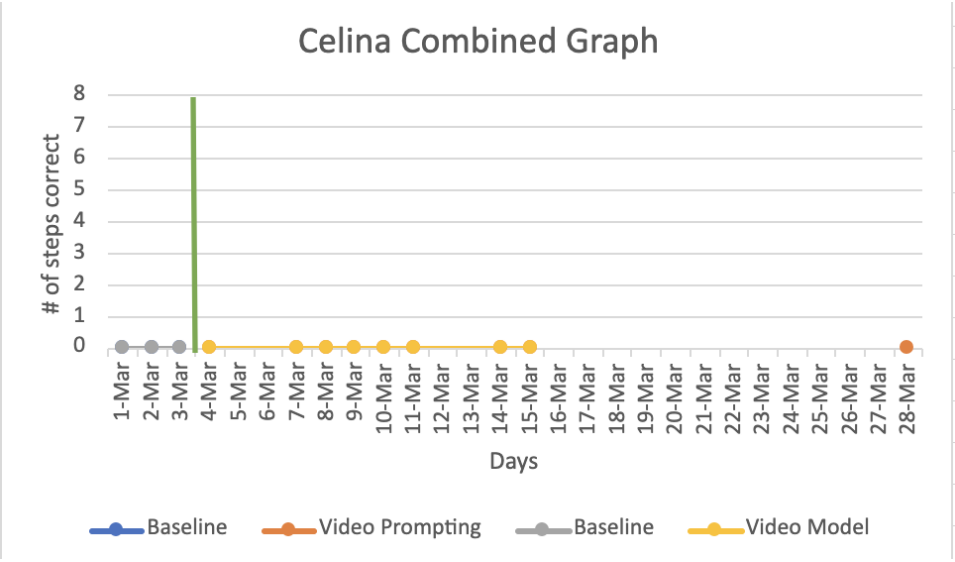

Figure 7.3

Cheyenne. As demonstrated in Figure 8.3, Cheyenne made more progress with the video prompting intervention when compared to video model. Cheyenne completed all 7 steps of the skill demonstrated in the video prompting model (tying shoe). She became stressed with the video model intervention. She stated that it was overwhelming trying to remember all of the steps. For the skill of tying the shoe (video prompting), Cheyenne started with a baseline of 2, 2, and 2. She completed all 7 steps for 14 out of 16 sessions. For the skill of cleaning the bathroom (video model), Cheyenne started with a baseline of 0. The highest amount of steps that Cheyenne completed within this intervention was 5.

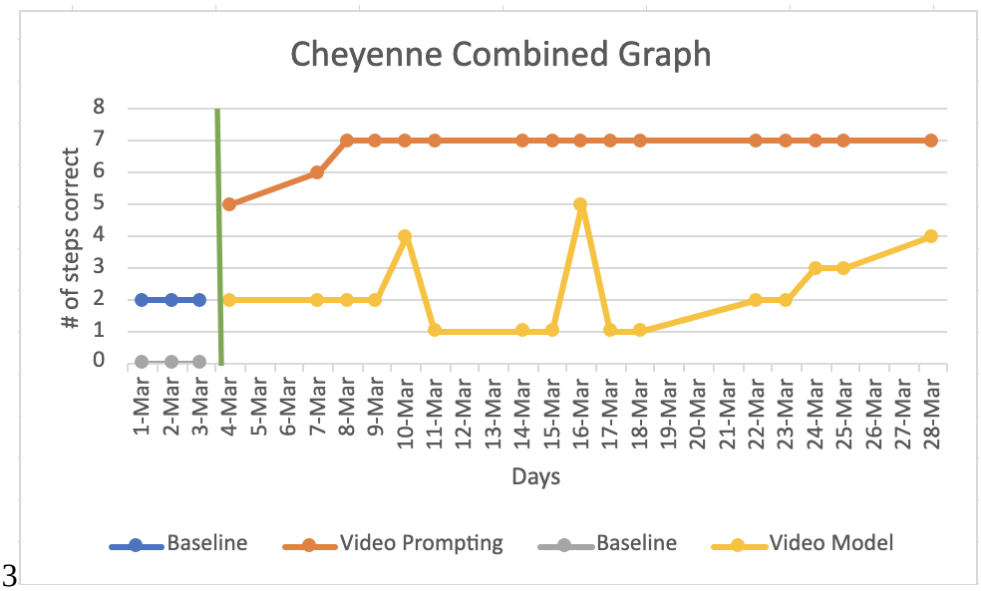

Figure 8.3

Corbin. As demonstrated in Figure 9.3, Corbin made more progress with video modeling when compared to video prompting. For the skill of cleaning the bathroom (video prompting), Corbin started with a baseline of 0. The highest amount of steps done correctly by Corbin was 1. He would look around the room when being shown the video. For the skill of tying the (video model), Corbin started with a baseline of 0. Corbin completed 3 steps correct during this intervention. During this intervention, Corbin started to perform steps in the video more consecutively. During the last four sessions, he completed 1,1,1, and 2 steps.

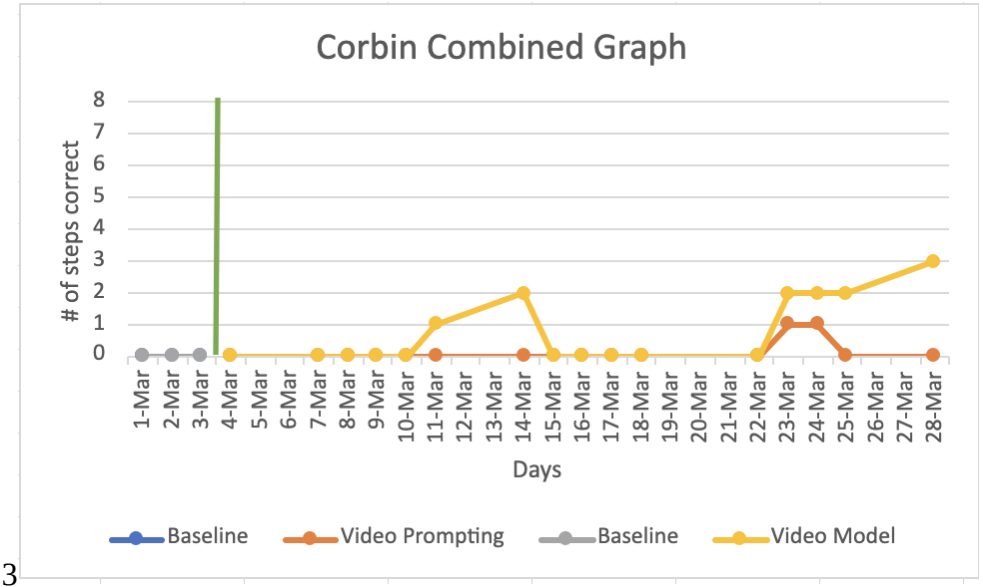

Figure 9.3

Easton. As demonstrated in Figure 10.3, Easton made more progress with the video prompting intervention when compared to video model. Easton completed all 7 steps of the skill demonstrated in the video prompting model (tying shoe). Easton . For the skill of tying the shoe (video prompting), Easton started with a baseline of 0, 0, and 1. He completed all 7 steps for 11 out of 15 sessions. At the end of this intervention, Easton independently tied the shoe. For the skill of cleaning the bathroom (video model), Easton started with a baseline of 0. Easton remained at 1 step completed within this intervention for the whole duration of study.

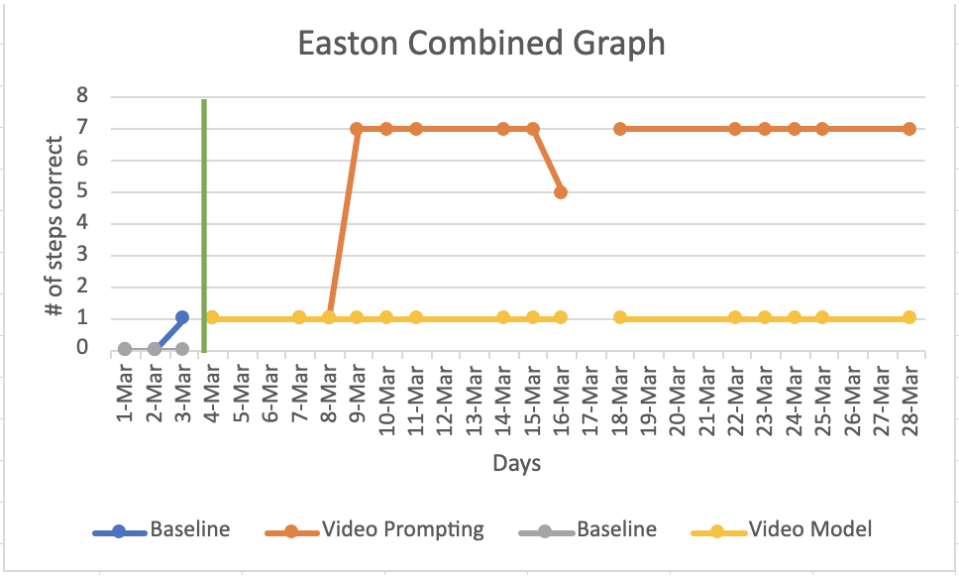

Figure 10.3

Kyai. As demonstrated in Figure 11.3, Kyai made more progress with video prompting when compared to video modeling. For the skill of cleaning the bathroom (video prompting), Kayi started with a baseline of 0, 1, and 0. Kyai engaged in watching the video and would rewatch the video when needed. At the end of the study, Kyai completed all 8 steps of cleaning the bathroom for two sessions. For the skill of tying the (video model), Kyai with a baseline of 0. Kyai completed 2 steps out of the 7 steps correctly at the end of this intervention. He started saying phrases when the sessions were in progress which have been noticed as an indicator of stress when the video was over. He looked around the environment and waited for redirection During this intervention, Corbin started to perform steps in the video more consecutively. During the last four sessions, he completed 1,1,1, and 2 steps.

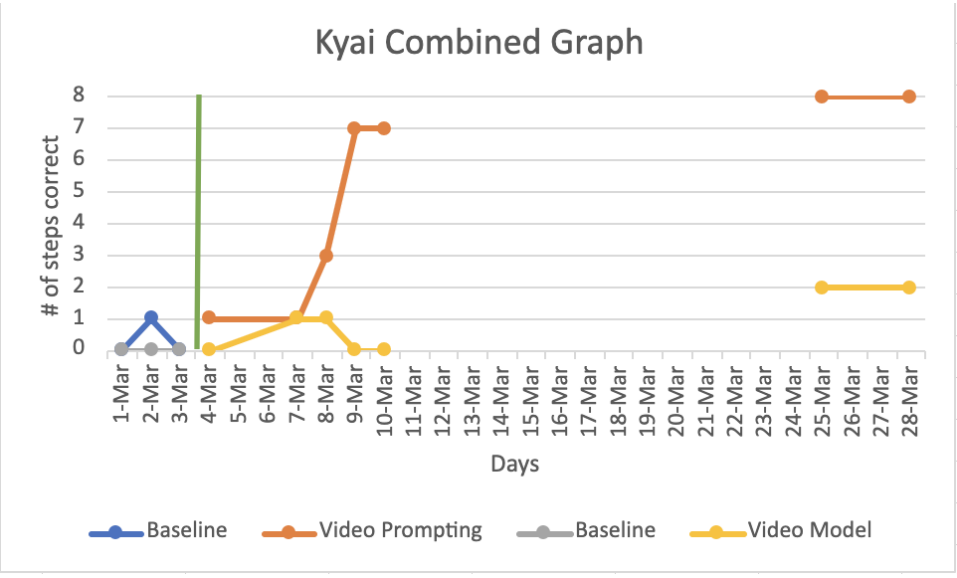

Figure 11.3

Video Model vs Video Prompt with Tying Shoe

More students were able to hit the goal of 7/7 steps completed correctly with the video prompt intervention. The students felt less stressed and were able to complete the steps as well as master the skill of tying the shoe. The video model intervention with tying the shoe had students

agitated because they were overstimulated by the video they watched. The data shows that students with the tying shoe video prompt were more likely to meet their 100% accuracy goal.

Video Model vs Video Prompt with Cleaning Bathroom

The data for cleaning the bathroom is biased because students did not want to touch the toilet. Students were less likely to complete the skill because they knew they had to touch the toilet at some point. Even though the data is biased due to student's participation, students with the video prompt modularity were more likely to complete more steps than those with the video model.

Discussion

The study results showed that students do prefer the video prompt intervention over the video model intervention. The students were less stressed when the skill was broken up into smaller video clips and they did not have to recall the whole skill. The students did show more progress with the video prompt intervention as well. More students were able to meet the goal with the video prompt intervention. I do believe that the video prompt method allowed for teachers to know whether the student was learning the skill or not. Video modeling, in my opinion, has too many steps to remember in a chained skill. The students were able to complete more steps with the video prompt than the video model. I do believe that they also were able to learn the skill more with video prompt because they would perform their video prompt skill in the classroom when the study was not being conducted. Although the video prompting intervention worked for most individuals in the study, it was not effective for all. One student did not make any gains with either intervention, therefore, it is imperative that the intervention being implemented needs to meet the individual needs of each student. The study showed that one method is not a universal depicter of what works for a certain population of students.

Maintenance and Generalization

If the study were to continue, the students would continue to work on the skill, but move from twice a day to three times a week. From my findings, it would be better suited for the students to continue the training in the morning because this is when they showed the most progress in obtaining the skill. For generalization of the skills, the students' parents would be involved in the teaching of the new skills. I would like for the parents to have access to the videos and let their student perform the skill within their household.

Limitations and Further Research

Within this study, there were many limitations such as the individuals being out due to sickness. Some trials were missed by students and could not be made up due to the timeline of needing to have the research done. Some students have sensory issues in which they would not participate in the skill of cleaning the bathroom. Some of the steps within the skill of cleaning the bathroom did not require the students to touch the toilet, but once the students had to touch the toilet they would stop the skill and refuse to continue. Also, the amount of time to complete the research was a limitation. There are only 8 hours in the school day and with the students being pulled from the classroom, I had to set up a time frame in which we had to complete one student's time and move to the next student. In future research, I would like to see whether students are more likely to participate at home rather than at school. I would like to see if being in the community or in their home would affect the results.

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