

Evaluation of a video-based error correction procedure for teaching a domestic skill to individuals with developmental disabilities

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Abstract

We evaluated a video-based error correction procedure for teaching four adults with developmental disabilities to set a table. Video clips were initially used as an antecedent prompt. However, only one of the adults learned to set the table with this procedure. Consequently, the remaining three adults received intervention in which the video clips were also used as part of an error correction procedure. Specifically, if the participant did not complete the step correctly after an initial viewing of the video clip, they were prompted to watch the same video clip a second time and the trainer completed that step of the task if necessary. All three adults reached 100% correct on the task analysis when the error correction procedure was implemented. This error correction procedure may be useful for individuals who fail to learn with video prompting alone.

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1. Introduction

Acquisition of daily living skills is an important educational priority for individuals with developmental disabilities for two main reasons. First, deficits in daily living skills can seriously limit these people's participation in domestic routines. This in turn may reduce overall life

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satisfaction (Hayden, 1997) and possibly lead to learned helplessness (Peterson, Maier, & Seligman, 1993). Second, the lack of daily living skills makes the person more dependent on others and therefore increases the burden of care for parents, teachers, or other staff (Haveman, van Berkum, Rejinders, & Heller, 1997). Even basic domestic skills, such as preparing a snack or setting the table, can be difficult to teach. It is therefore not surprising that a considerable amount of applied research in special educational programs for individuals with developmental disabilities has focused on developing effective procedures for teaching daily living skills (Belfiore & Mace, 1994).

Studies have shown that video prompting can be effective in teaching daily living skills to individuals with developmental disabilities and may even be more effective than video modeling for some tasks and some individuals (Canella et al., *in press*; Sigafoos et al., 2005). Video modeling typically consists of showing the participant a video of someone performing the target behavior or completing the designated task. After viewing the entire video – from beginning to end – the participant is then given the opportunity to perform the behavior or complete the task in its entirety. Video prompting, in contrast, consists of showing the participant a video clip of one step of the task and then giving him or her the opportunity to complete that step before the next step is shown. With video prompting, the video clip is typically used as an antecedent prompt. That is, the person first watches the video clip and is then given the opportunity to complete that step of the task.

An emerging evidence base suggests that a range of daily living skills can be taught with video prompting. Skills taught with video prompting include using a microwave oven (Sigafoos et al., 2005), washing dishes (Sigafoos et al., *in press*), setting a table and putting away groceries (Canella et al., *in press*), and other domestic (Shipleigh-Benamou, Lutzker, & Taubman, 2002) and self-care skills (Norman, Collins, & Schuster, 2001). However, the number of studies that have evaluated video prompting is small relative to the number of studies that have used video modeling (Ayres & Langone, 2005). While promising, there is a need for more studies on the effects of video prompting to help establish the external validity of this approach.

The present study began as a systematic replication of the Sigafoos et al. (2005) study. In that study, step-by-step video clips were used as an antecedent prompt to teach microwave oven use to three adults with developmental disabilities. The procedure proved to be effective for two of the three participants. The present study sought to evaluate whether the same video prompting procedure would be successful in teaching a different task (table setting) to additional participants. However, during the initial intervention phase, only one of the four participants acquired the task with video prompting. The procedure was therefore modified for the remaining three participants in an effort to promote skill acquisition. Specifically, the participants were shown the relevant video clip a second time if they did not complete the step correctly after an initial viewing of the video clip. We decided to use the video clips a second time (i.e., for error correction) because others had successfully used video prompts to correct errors when teaching vocational (Le Grice & Blampied, 1994) and fire safety skills (Tiong, Blampied, & Le Grice, 1992). In spite of these early attempts, no studies have examined whether the addition of video-based error correction would be an effective procedural modification for individuals who initially failed to learn daily living skills with antecedent video prompting alone. The present study was therefore designed to determine whether the addition of video-based error correction would promote skill acquisition for three individuals who initially failed to learn a domestic living skill with an antecedent video prompting procedure.

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