

Youth With Intellectual and Developmental Disabilities Directing Their Own Video Prompts to Learn Vocational Skills

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Introduction

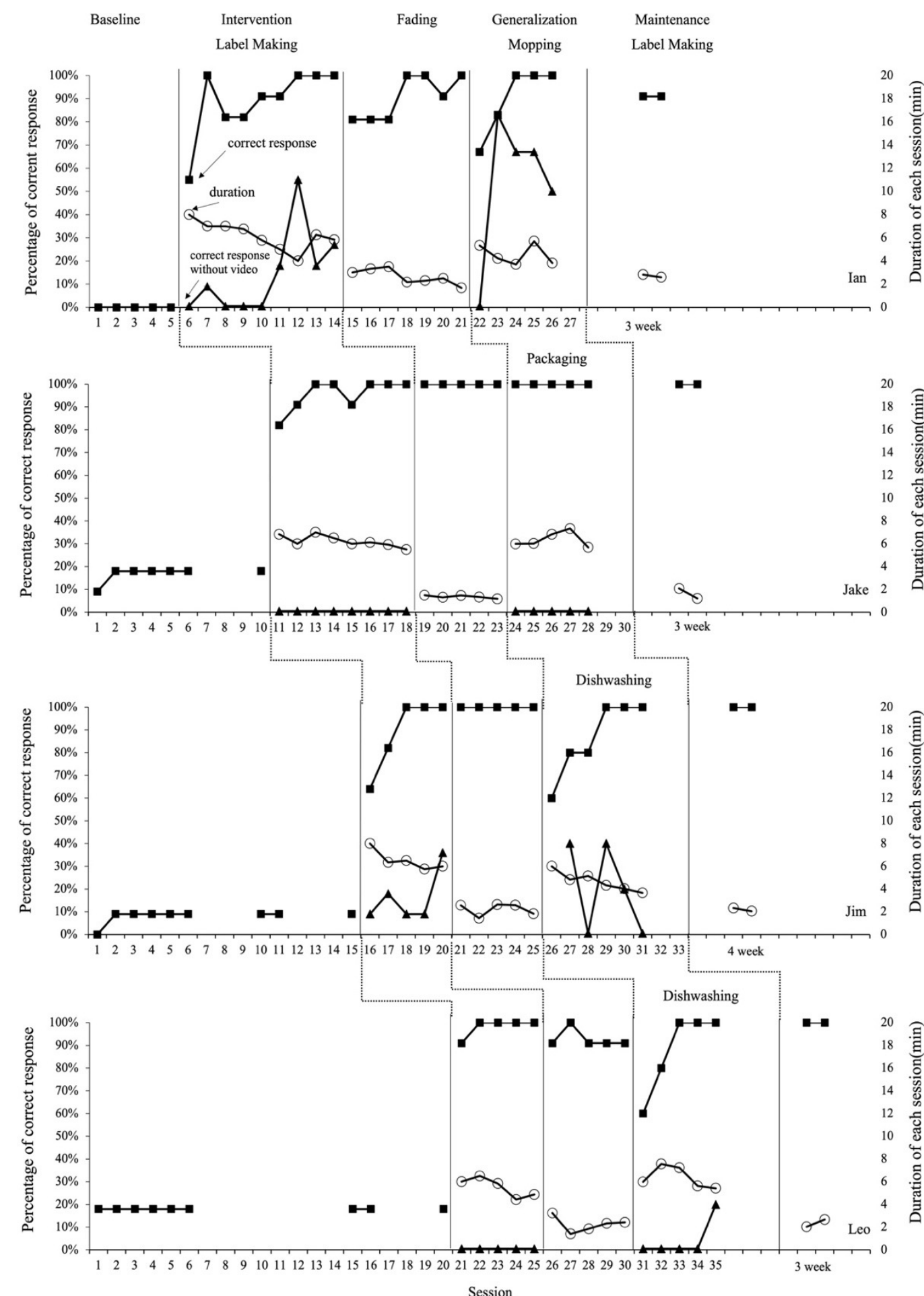
- Employment is a key predictor of quality of life (Wenzel et al., 2021). Researchers have brought attention to self-directed video prompting (VP) to further facilitate students' independence.

Research Questions

- Is there a functional relation between self-directed VP and vocational skill acquisition for secondary students with IDD?
- To what extent do students with IDD generalize self-directed VP to new vocational tasks?
- To what extent do students with IDD naturally fade their video prompts? Does their efficiency in completing tasks improve as the prompts are faded?



Students' Vocational Skill Performance



Major Findings

- All participants mastered the skill with the self-directed VP with an error correction procedure.
- Most participants mastered the skill when the intervention was removed, and all of them maintained the skill for at least three or four weeks.
- Participants generalized the learning method (i.e., the intervention of self-directed VP) to mastery of a new skill.
- There was self-fading behavior detected in some participants.

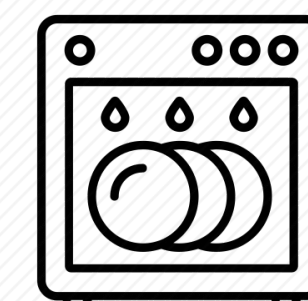
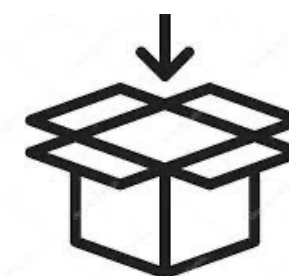
Method

- MP-P
- Students with IDD (20-21 yr.)
- DV: students' performance on target tasks
- IV: self-directed VP with error correction

Implication for Practice

- It is feasible to use self-directed VP on skill training among students with IDD.
- Offering intensive training with a high mastery criterion may contribute to fluent skill performance and enduring skill maintenance even without video support
- Once students are capable of using self-directed VP, this same procedure can be used to teach other skills.

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Self-Directed Video-Based Instruction on Employment Skill Among Individual With Intellectual and Developmental Disabilities

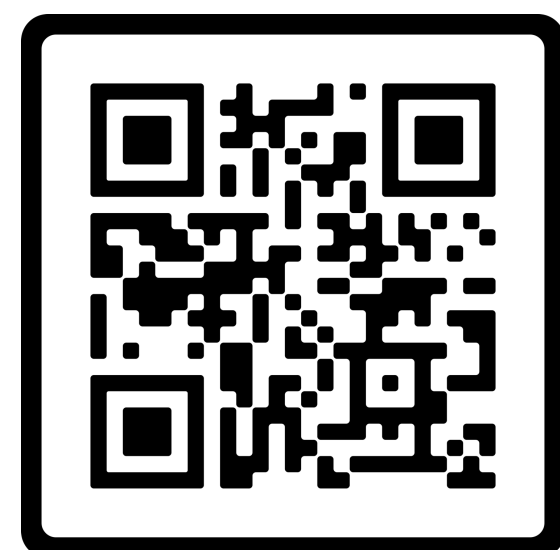
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Introduction

VBI has been shown to be an effective intervention for teaching vocational skills to students with intellectual and developmental disabilities (IDD)

Research Questions

- Is there a functional relation between self-directed VP and employment skill acquisition for secondary students with IDD?
- Is there a functional relation between self-directed VM and social skill acquisition for secondary students with IDD?
- To what extent do students with IDD naturally fade their video prompts? Does their efficiency in completing tasks improve as the prompts are faded?



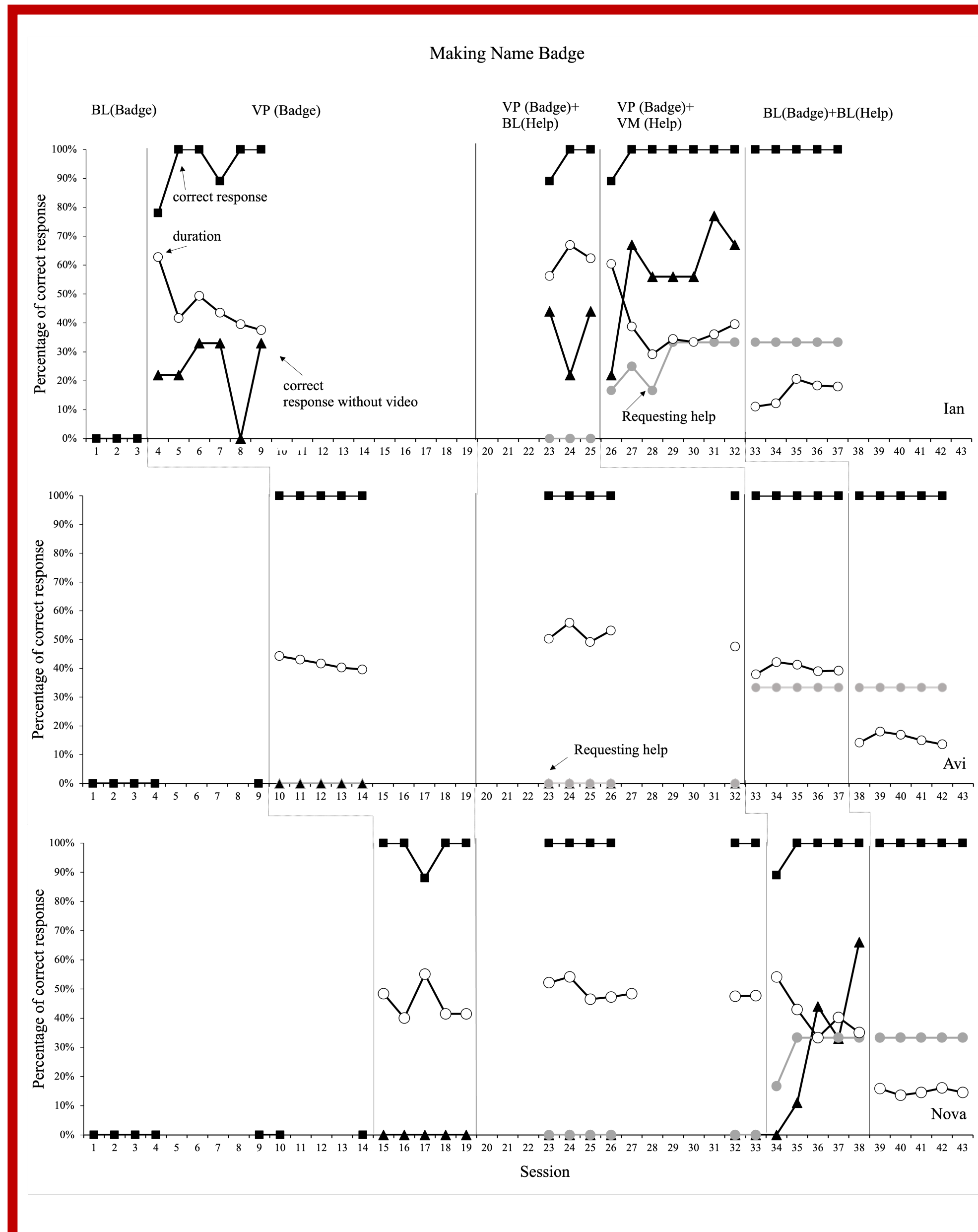
Method

- MP-P
- Students with IDD (19-21 yr.)
- DV: students' performance on target tasks
- IV: self-directed VBI

Implication for Practice

- It is feasible to use self-directed VBI on employment skill training among students with IDD.
- Self-direct VBI has great potential to improve independent learning among individuals with IDD.
- Educators should introduce the fading procedure for some students who may not initiate fading themselves when they reach a certain level of fluency.

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Major Findings

- All participants mastered the name badge making skill with the self-directed VP with an error correction procedure.
- All participants mastered the help requesting skill with the self-directed modeling.
- All participants maintained skills when the interventions were removed.
- Self-fading behavior was varied among participants.
- All participants achieved great level of fluency.