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PRIMJENA VIDEOMODELIRANJA U POUČAVANJU DJECE S POSEBNIM POTREBAMA

Sažetak

Videomodeliranje je strategija poučavanja kojom se prikazuju videosnimke osobe koja izvodi određenu vještinu na ispravan način s ciljem da ju promatrač izvede jednako uspješno tijekom ili nakon gledanja snimke. Cilj je ovog pregleda literature ukazati na mogućnosti primjene tehnike videomodeliranja u radu s osobama s posebnim potrebama, kao i prikazati učinkovitost intervencija u kojima se primjenjivala ta tehnika sa svrhom usvajanja novih vještina.

Literatura se pretraživala pretraživačima i u bazama: Google Scholar, SCIndex, ProQuest i Konzorcijum biblioteka Srbije za objedinjenu nabavku (KoBson). Radovi su pretraživani na srpskom i engleskom jeziku.

U pregled literature uključeno je deset studija u kojima je primijenjena tehnika videomodeliranja u poučavanju različitih vještina, kao što su: kuhanje, kupovina, obavljanje kućnih poslova, oralna higijena, pisanje, saniranje ozljeda, održavanje kontakta pogledom i motoričke vještine. Uzorak svih studija obuhvatio je 46 ispitanika, a prosječan je broj tretmana bio 30. Svi su ispitanici usvojili podučavane vještine s prosječnom uspješnošću od 83,3 %, što upućuje na učinkovitost primjene tehnike videomodeliranja u podučavanju osoba s posebnim potrebama.

U zaključnim razmatranjima ističe se potreba za primjenom tehnologije videomodeliranja u podučavanju osoba s posebnim potrebama, kao i implikacije za provedbu budućih istraživanja.

Ključne riječi: videomodeliranje, posebne potrebe, podučavanje vještina, vještine samopomoći, usvajanje vještina.

THE USE OF VIDEO MODELING IN TEACHING CHILDREN WITH DISABILITIES

Abstract

Video modeling is a teaching strategy in the form of presentation of a video of a person performing a skill correctly, while the observer of the video performs that skill simultaneously or afterwards. The aim of this literature review is to examine the possibilities of video modeling use with people with disabilities, and to examine the effects of interventions implemented by the use of this technique on skill acquisition.

Following online resources have been used for literature search: Google Scholar search engine, SCIndex, ProQuest, and Serbian Library Consortium for Coordinated Acquisition – KoBson. The articles have been searched in Serbian and English languages.

The literature review includes ten studies that used video modeling technique in teaching the participants different skills, such as cooking, shopping, performing house chores, oral hygiene, writing, injury sanitation, maintaining eye contact, and motor skills. The overall sample consisted of 46 participants, and the average number of sessions was 30. All participants mastered the taught skills with 83.3% success on average, which implies that this technique can be successful.

This literature review emphasizes the need for using technology in teaching people with disabilities, and discusses the implications for future research.

Key words: Video modeling, disability, skill teaching, self-help skills, skill acquisition.

Introduction

Technology has come a long way in the last few decades in different areas of human life and the biggest motive for making different technological solutions is that they can make people's lives easier (Goncharova, 2015). Technology plays an important role in everyone's life, and people who are excluded from the possibility of its use in their everyday life are at risk of being excluded from different social situations, and also at risk of being not well-equipped for the future (Montgomery, 2007; Vicente & Lopéz, 2010). Due to the increase in the use of technology, it is important to emphasize the necessity of technology use in working with people with disabilities (Pantović, Zdravković, Kovačević, Žigić & Maćešić-Petrović, 2018). Allowing them to fully use all technological possibilities that are available on the market has been proven to be an important factor for their development, and is enabling progress in a variety of different skills (Cameto, Levine & Wagner, 2004), but it is of crucial importance to choose the right technological device for every type of disability (Alnahdi, 2014; Bernd et al., 2009), as well as to use different types of technology with this population (Pantović, Zdravković, Kovačević, Žigić & Maćešić-Petrović, 2018).

Video modeling techniques have developed because people who are diagnosed with developmental and intellectual difficulties acquire new skills best by observing another person performing those skills (Rehfeldt et al., 2003). Technology progress has made it possible to learn through observation or through modeling certain skills while using technology (Shipley-Benamou, Lutzker & Taubman, 2002). Video modeling is a teaching strategy in the form of presentation of a video recording of a person performing a skill or a skill set correctly, while the observer of the video performs that skill simultaneously or afterwards. (Delano, 2007; LeGrice & Blampied, 1994). The observation of a video model in which a person performs each step of a certain complex skill has been proven to be an efficient strategy of teaching new skills to people with different types of disability (Van Gog & Rummel, 2010; Renkl, 2014; Schunk, 1987), while Bellini & Akullian (2007) in their meta analysis highlight that there is a variety of skills that can be taught this way. Some of the advantages of teaching through video modeling include consistency in representing a way of performing certain skills, the possibility of isolating certain skill aspects that

could be a distractor, and a low price of this type of teaching (Cottini, 2016; LeBlanc et al., 2003; Marcus & Wilder, 2009).

The study (Charlop-Christy et al., 2000) that compared the effects of video modeling technique and modeling in vivo on the level of skill acquisition has shown that the participants who were taught through video modeling needed less time to master a certain skill which was being taught, and that after the use of the video modeling technique the participants showed improved generalization. Another research conducted with the same aim (Geiger, LeBlanc, Dillon & Bates, 2010) has shown that the effects of both were identical, meaning that everyone from the sample mastered goal skills, but that the focus was better while observing the skill through watching the video. Quite a few authors (Bandura, Ross & Ross, 1961; Owen-Deschryver, Carr, Cale & Blakeley-Smith, 2008) focused on examining the effects of model type on skill acquisition and proved that there is no effect on the latter (Hoogerheide, Van Wermeskerken, Van Nassau & Van Gog, 2017; Shukla-Mehta et al., 2010).

The aim of this literature review was to examine the possible areas in which video modeling can be used in working with people with disabilities, as well as to examine the effects of interventions implemented by the use of video modeling techniques on skill acquisition.

Method

For the literature search, we have used Google Scholar search engine, SCIndex, ProQuest, and Serbian Library Consortium for Coordinated Acquisition – KoBson. The articles have been searched in Serbian and English languages and the key words used for literature search were: *disability, intellectual disability, developmental disability, and they were crossed with video modeling.* The articles have been excluded based on the words used in the title of the article or in the abstract; theoretical and review papers have also been excluded, while the papers published in the last twenty years have been included in our literature review. Ten articles that used video modeling strategy in teaching people with disabilities new skills were finally selected for our literature review.

Literature review

It is best to teach people with intellectual and developmental disabilities the skills that are crucial for their inclusion in the society, and skills that promote independence (Ergenekon, 2012). Rehfeldt and co-authors (2003) conducted a research in which they examined the effects of teaching independent meal preparation to three adult participants with moderate and severe intellectual disability (ID). All participants were attending a day care center and this skill was taught in the mentioned center as a prerequisite skill for independent living. The authors divided the skill of making a sandwich into 17 steps, and the mastering criteria was independent performance in three consecutive sessions. The model in the video was another adult with ID that was successful in performing the mentioned task, and the total duration of the video was two and a half minutes. The first participant mastered the skill in only 13 sessions, the second participant in 22, and the third participant in 31 sessions. It is important to highlight that the teaching was performed in one kitchen of that day care center and that generalization sessions were performed in another kitchen, to make sure that participants can perform the learned skill in different settings. All three participants mastered the skill with 100% success and maintained that success on the generalization probes.

In 2011 a research was conducted by Taber-Doughty et al., which aimed at teaching children with moderate ID cooking skills. The sample consisted of three children with the mean age of 12.3 years. The criteria for sample selection were shown interest in cooking and lack of any previous culinary experience in all of the participants. The research was conducted in classrooms of a school that the participants attended, while the classrooms were equipped with necessary culinary equipment, as well as the computers on which the participants could watch videos. Each participant was taught 12 different recipes, which were divided in three different groups based on their complexity: recipes that required six to eight steps for completion, the ones that required nine to eleven steps, and the ones with more than 12 steps required. All steps were written in a way that each of the participants could read them, and after the training the authors examined how many steps each participant could perform independently only by reading the recipes without a visual prompt in the form of a video.

The teaching process required a total of 22 sessions, and each session lasted three hours on average. The results indicate that with the use of video modeling technique, each participant achieved 30% progress in comparison to the baseline data. In their concluding remarks the authors imply that the success would have been at a 100% rate if the participants had continued with the teaching procedure after completing the planned 22 sessions. Since the teaching process took place in classrooms where special educators work with the children from the sample, they highlighted that they observed the participants´ great satisfaction during the teaching process, and they stated that they believe the school curriculum should include culinary classes.

Another skill necessary for everyday independence of people with disabilities that had been taught through video modeling techniques was cooking and serving coffee to another person, which also incorporates social skills. The research conducted by Bidwell & Rehfeldt (2004) included three adult participants with severe ID. The participants were 33, 48, and 72 years of age, and were attending a day care center in which the teaching process took place. The skill of making and serving coffee was divided into 23 steps in the video that lasted five minutes. The video model was another participant from the same day care center who performed the mentioned skill successfully. The results were promising, meaning that in 30, 8, and 21 sessions respectively all three participants mastered the taught skill (100%). After one month, the authors conducted generalization sessions in different environments, with different people and different materials, and two out of three participants were successful in completing all steps (100%), while the third participant could independently complete only 83% of the steps, but after only one repetition of the video, he performed the skill with 100% success.

Research conducted by Gulnoza & Taber-Doughty in 2013 focused on teaching grocery shopping by using the video modeling technique to three children aged 12 to 15 diagnosed with autism spectrum disorders (ASD) and comorbid ID (one with mild ID and two with moderate ID). The participants were selected on the basis of the fact that none of them had ever been taught by using this technique and that they did not possess the grocery shopping skill. The skill was divided into six steps, and the teaching process took place in the classroom,

while the skill acquisition probes, as well as the maintenance probes, were conducted in local grocery stores. The results were not that promising, thus, during maintenance sessions, only one participant demonstrated a 100% success, while the other two participants were successful in performing 58% of the steps. One month after the intervention implementation, the participants demonstrated 100%, 61% and 50% success of the steps acquisition during generalization sessions. The authors emphasize that all three participants stated that they had found the videos interesting.

Three children of five years of age participated in a study that aimed to teach house chores to children diagnosed with ASD (Shipley-Benamou, Lutzker & Taubman, 2002). The participants were selected on the basis of their ability to keep attention to the video for 5-10 minutes. For each of the participants, the parents chose the activities to be taught in accordance with their daily routine, as well as the preferences of the participants. For the first participant, the selected skills referred to making squeezed orange juice, sending letters, and setting the table. For the second participant, the selected skills were cleaning the fish aquarium and setting the table, while for the third participant the selected chores referred to feeding the cat, sending letters, and setting the table. Each of these activities were divided into steps. Acquisition probes, generalization session, as well as the assessment of the maintenance of skill acquisition were conducted a month after the intervention in each child's home. None of the participants were initially successful in performing the selected skills, however, all three participants fully (100%) mastered these skills. When the authors checked the maintenance of the effects of the taught skills a month later, the first participant successfully completed the steps that make up the selected household chores at 93.3% success rate, the second at 87.5% and the third at 94%, which is still great progress, but indicates to a need for repetition of learned skills.

Given that the lack of independence in performing basic hygiene skills is a problem for parents of children with disabilities (Flynn & Healy, 2012), it is very important to teach them to perform basic hygiene habits independently. A study conducted by Popple et al. (2016) used video modeling to teach techniques for adequate oral hygiene to children with ASD. Teaching was conducted by parents in their homes, after the implementation of parent training. The

authors sent the videos to the parents at arranged times (morning and evening), and the videos were presented to the children. Eighteen children with ASD, aged five to 14, participated in the study. The sample was selected only on the basis of the children's parents having access to the Internet and Email, while the children were not supposed to have previously acquired the skill of brushing their teeth. The intervention lasted three weeks, and the video that simulated the correct teeth brushing technique was in duration of one minute and six seconds. Each of the participants mastered the skill (100%). The authors believe that the frequency of sending videos is one of the reasons for the success of the intervention. It served as a reminder for parents to continue participating in the research, which helped to create a positive routine in maintaining oral hygiene in their children as well.

Another research that focused on teaching children the basic injury sanitation is Ergenkon's research (Ergenekon, 2012). Three children diagnosed with ASD, aged seven to nine, participated in the research. The criteria for including these participants in the study were that they had developed the ability to maintain attention to verbal and auditory stimuli presented to them through a video, that they had developed the ability to watch a video for five minutes, and that they did not show any hypersensitivity to applying certain substances on their skin, or to the materials that were used for teaching, such as dyes or patches. The model in the video was a boy of a typical population, similar in age to the participants. All participants were taught individually. Injuries, bruises and minor burns were sanitized. The first phase of the research included reading the story to the participants, followed by watching a video that depicts a potential way of getting a certain injury, after which they watched another video that showed the desired behavior in that situation, or injury sanitation. All three participants fully mastered the skills modeled to them through the videos (100%), indicating that video modeling is an effective technique in teaching safety and independence skills.

In the research study that examined the effects of video modeling on improving fine and gross motor skills in children with disabilities (Mechling & Swindle, 2012), the authors compared two groups of participants. The first group consisted of three students with moderate ID, while the second group

consisted of three students with ASD and joint ID. Both groups were of 8 years of age on average, and an unknown adult of a typical population was used as a model in the videos. All subjects were taught nine fine motor skills and nine gross motor skills. The teaching process took place in an isolated room in the school the children attended, where there was only a laptop on which the videos were presented. The necessary materials for performing the mentioned motor skills were also in the room, and all the participants were taught these skills individually. The results of the comparison between the two groups of participants (participants with ID and participants diagnosed with ASD) indicated that the group of participants with ID was more successful in acquiring fine and gross motor skills in comparison to the group of participants with ASD. Both groups of participants (diagnosed with ID and diagnosed with ASD) mastered the gross motor skills. The group of participants diagnosed with ID mastered gross motor skills with 94.6% and fine motor skills with 71.4% success rate, while the group of participants diagnosed with ASD mastered gross motor skills with 77.8% and fine motor skills with 69.8% success rate. Although none of the groups mastered these skills with 100% success rate, their progress indicates that the video modeling technique could be successfully applied to children with disabilities in the area of enhancing motor skills, but also in encouraging the development of fine motor skills that are necessary in preparation for school.

In the study *conducted* by Moore et al. (2013), the authors taught a five-year-old female participant diagnosed with ASD and attention deficit hyperactivity disorder (ASHD) the skill of writing her own name using the video modeling technique. Prior to conducting the research, the participant had prerequisite skills of holding a pen, but was unable to write a single letter. The video constructed for the purpose of the research started with a person who opens a notebook, takes a pencil and writes the name of the participant (which consisted of five letters) letter by letter. The participant was taught to write one letter at a time, and at the end a generalization test was performed to determine whether she could write her whole name. The criteria for measurement of the participant's performance were that the letters were recognizable, that each letter was written in the correct order of lines, that it consisted of all necessary lines and shapes written in an adequate place, and that all letters were of the appropriate size. For each letter written correctly, the participant received tokens in the form of

flowers, which she could replace with a prize after writing the name. In a total of 62 sessions, the participant mastered the skill of writing her name, and in the concluding remarks the authors point out that the result indicates the possibility of applying video modeling technique for academic purposes and teaching school skills such as writing.

The research conducted by O'Handley, Radley & Whipple (2015) compared the effects of the use of video modeling and the use of social stories on prolonging eye contact in six participants with the mean age of 17.5 years that were diagnosed with ASD (four participants) and ID (two participants). The group that was taught the skill using the video modeling technique consisted of three participants. Prior to procedure implementation, the authors had initiated communication with the participants, which lasted for three minutes, and the participants were supposed to maintain eye contact during the conversation. The baseline results indicated that the first participant successfully maintained eye contact for an average time of 45.7 seconds, the second for 40.4 seconds, and the third for 11.5 seconds. The target time was set at 180 seconds. The video that was presented to the participants in the intervention phase lasted for 3 minutes and 45 seconds. The video consisted of two people talking while sitting across each other and maintaining eye contact all the time. Every 30 seconds, the video was interrupted with an inscription that was shown for five seconds, which read "Good eye contact". Generalization probes involved talking to the authors about three different topics, as well as to another unknown person. After the intervention implementation, the first participant was able to maintain eye contact for an average duration of 170.8 seconds for 14 sessions (94.4%), the second participant had average time of maintained eye contact in duration of 93.4 seconds (51.6%), while the third participant successfully maintained eye contact for 142.5 seconds (78.8%) in 26 sessions.

Table 1. Literature review on the success of implementing video modeling technique with people with disabilities

Reference	Sample	Average number of sessions	Skill being taught	Treatment effects
Rehfeldt et al., 2003	Three adult participants diagnosed with moderate or severe ID	22 sessions	Making a sandwich	100%
Taber-Doughty et al., 2011	Three children diagnosed with moderate ID, average age 12.3	22 sessions	Cooking 12 different dishes based on recipes	30%
Bidwell & Rehfeldt, 2004	Three adult participants diagnosed with severe ID, average age 51	19.6 sessions on average	Making and serving coffee to another person	100%
Gulnoza & Taber-Doughty, 2013	Three children diagnosed with ASD combined with mild and moderate ID, average age 13.3	There is no information about the number of sessions	Grocery shopping	72%
Shipley-Benamou, Lutzker & Taubman, 2002	Three children with ASD of an average age 5	There is no information about the number of sessions	Performing house chores	100%
Popple et al., 2016	18 children diagnosed with ASD, average age 9.5	42 sessions	Teeth brushing	100%
Ergenkon, 2012	Three children diagnosed with ASD, average age 8	There is no information about the number of sessions	Injury sanitation	100%

Mechling & Swindle, 2012	Six children, three of which were with moderate ID, three of which were children with ASD and mild ID combined, of an average age of 8 years of age	23 sessions	Fine and gross motor skills	Gross motor skills 86.2% Fine motor skills 70.6%
Moore et al., 2013	One girl, aged 5, diagnosed with ASD and ADHD	62 sessions	Writing her own name	100%
O'Handley, Radley & Whipple, 2015	Three participants with ASD of an average age of 17.5	20.6 sessions on average	Maintaining eye contact during conversation	Increase of 514.62%

Concluding remarks

The literature review included ten studies that used video modeling techniques in teaching different skills to participants from the samples. The skills included cooking, shopping, performing house chores, oral hygiene, writing, injury sanitation, maintaining eye contact, and motor skills development. The overall sample in all articles included 46 participants of different ages, and in 30 sessions on average all participants mastered the taught skills with the average success of 83.3%, therefore video modeling technique was proven to be highly successful in teaching different skills that are of crucial value to individuals with disabilities. We believe that breaking down the skills into individual steps is one of the reasons for the high success rate of these interventions, another reason being the great number of sessions performed. We, therefore, suggest that

each practitioner and special educator should divide the skill that they want to teach a person with any type of disability when teaching practical skills.

It would be of great importance to implement research that would include video modeling techniques with participants with different diagnoses. Such research would aim to determine which group adopts certain skills better according to their cognitive characteristics. If the educational environment of children with disabilities were enriched by technological advances, it could encourage commitment, creativity, and consequently the acquisition of new skills (Vellonen, Kärnä & Virnes, 2013). In our concluding remarks, we emphasize the need for technology and technological device use in teaching people with disabilities, because it has been proven to be very effective.

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