

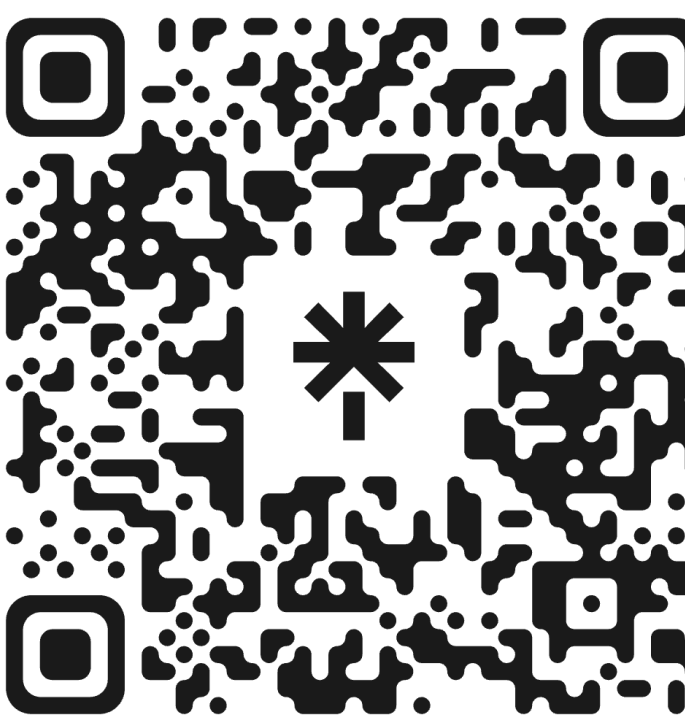
The Impacts of Self-Cueing through Video Modeling on Task Completion for Adolescent with Autism

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Level II FW Site Project: Implement evidence-based intervention with a client, track progress and report on outcomes



PICO Question

For adolescents with autism, does self cueing through videos increase independence in completing multiple steps in a task compared to external verbal prompts and instruction?

Self-directed video prompting is a form of self-management intended to promote generalization through learning a strategy (Cullen et al., 2017). It promotes acquisition of new tasks that can be applied to a variety of settings. When an individual uses a system that provides single step instructions the expected outcome is that they will increase the number of correct steps of a task without needing cues from another person because the system reduces the cognitive demand of the task (Desideri et al., 2021).

Process

- Created individual videos for 4 ADLs associated with client's goals
- Each video included complete list of steps of the task in the beginning, then progressed to show a person demonstrating the task with the associated steps appearing throughout
- Videos played during multiple sessions, tracking, through observation, the number of steps completed with only the video as a cue and no in-person instructor cues
- Videos uploaded on client's personal iPad & used at home with family encouragement

Videos

Combing Hair

- Step 1: Comb top to front 3 times
- Step 2: Comb top to side 3 times
- Step 3: Comb top to other side 3 times
- Step 4: Comb top to back 3 times

Brushing Teeth

- Step 1: Put toothpaste on toothbrush
- Step 2: Get toothbrush wet
- Step 3: Brush bottom left teeth
- Step 4: Brush top left teeth
- Step 5: Brush top right teeth
- Step 6: Brush bottom right teeth
- Step 7: Brush front teeth
- Step 8: Rinse toothbrush

(Before video) (Using video)

Background

Client is an adolescent with autism who struggles with task completion and is independent in using his iPad as an augmentative and alternative communication device. In previous sessions he correctly sequenced the steps of a task when written on paper, however, did not correctly sequence the steps or complete the task when physically performing the task. He is ineffective with multiple process skills including heeds, continues, and sequencing (OTPF-4, 2020). He often completed only the first few steps of a task in the incorrect sequence, then stopped and did not proceed until he received a verbal or visual cue from the occupational therapist to continue. For example, when he was washing his hands, he turned the water on, wet his hands, rubbed his hands, and then waited for a cue to apply soap on his hands.

Results

- With video modeling there was increased task completion seen by an increase in the percentage of completed steps in a task for every task.
- Use of video modeling during task engagement increased the task completion percentage when compared to task engagement using only verbal prompts.
- The participant had increased independence in completing tasks without the need of a person giving cues during the task.
- Videos were intended to aid in **cueing**, **sequencing**, and **pacing**, not develop the underlying skill, however there were improvements in some underlying skills. Force gradation when applying toothpaste onto the toothbrush became more accurate based on observation.

