

- ⊗ **Name of the study:** Usability of Video Prompting for Improving Employment Skills among Moderate and Moderate-Severe Older Adults with Intellectual Developmental Disabilities in Residential Facility Settings
- ⊗ **Year:** 2022
- ⊗ **Type of research:** Thesis
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- ⊗ **Research Authority:** Haifa University

Abstract

Employment is very important for people with intellectual and developmental disabilities (IDD); it enables daily routine, develops physical, cognitive, social skills, and strengthens their sense of independence. Although prior research has illustrated the benefits of short video clips in supporting daily tasks, these studies examined children and young adults (<30 years old) with mild to moderate IDD. In the current study, we have used a single-subject design with multiple baselines across participants to examine whether and how presenting video prompts can help six older adults (>50) with moderate and moderate-severe IDD to learn new tasks in an employment center. We compared participants' performance of a new task at baseline (i.e., without video prompts), intervention (i.e., with video prompts), and follow-up (i.e., without video prompts). Our results show that video prompting helped participants perform the task better, although some task steps required physical prompts for successful completion. Moreover, in the follow-up sessions (without video prompts), all participants performed better compared to the baseline. When comparing the follow-up (without video prompts) to the intervention, there was variability across participants - while three participants continued to perform tasks successfully without the video prompts, three showed reduced task performance. Post-intervention interviews confirmed the effectiveness of video prompts; staff members described video prompts as highly successful in teaching all

participants new work tasks and stated that video prompts would become a regular method at the employment center.

Synopsis

The present study was the first to examine the effective use of video prompting strategy using an iPad device among six older adult participants (over 50 years old) diagnosed with moderate and moderate-severe intellectual and developmental disabilities, who live in a residential care facility in Israel. Participants managed to learn how perform two new employment tasks by watching short video clips. The results showed that both tasks were performed better when the video instructions were displayed using the iPad, thus the averages increased with the beginning of the intervention compared to the baseline phase in both tasks.

Keywords

Video prompting, Residential facility, Older adults, Single subject design. Intellectual developmental disability

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