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Teaching multi-step math skills to adults with disabilities via video prompting.

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Summary: The purpose of this study was to evaluate the effectiveness of teaching multi-step math skills to nine adults with disabilities in an 18–21 post-high school transition program using a video prompting intervention package. The dependent variable was the percentage of steps completed correctly. The independent variable was the video prompting intervention, which involved several multi-step math calculation skills: (a) calculating a tip (15%), (b) calculating item unit prices, and (c) adjusting a recipe for more or fewer people. Results indicated a functional relationship between the video prompting interventions and prompting package and the percentage of steps completed correctly. 8 out of the 9 adults showed significant gains immediately after receiving the video prompting intervention.

Classification: C90 D40 C40 U80

Keywords: common core; adults; transition; disabilities; iPad; video prompting; video modeling

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