

Evaluation of a video prompting and fading procedure for teaching dish washing sk...

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The paper " Evaluation of a Video Prompting and Fading Procedure for Teaching Dish Washing Skills to Adults with Developmental Disabilities by Sigafoos" is an excellent example of an article on category. Disabilities among adults are seen as one of the major issues in the present-day societal context. Developmental disabilities are one of such health complications that prevail within the society extensively. Adults with developmental disabilities would not have the ability to complete daily household work like washing and cleaning of utensils among others. It will be crucial to mention that this inability of adults to complete a particular task efficiently makes them more and more dependent and reliant on others (Sigafoos et al., 2006). In some of the past research regarding this particular subject matter, it was apparent that the methods of video prompting and fading used to promote and improve the developmental skills of the adults can be removed abruptly in course of time without affecting the knowledge gained by a disabled adult (Sigafoos et al., 2006).

In this particular research article, the focus has been levied by the researcher for implementing methods such as video prompting and fading as an approach towards enhancing the washing skills of the individuals with abnormalities (Sigafoos et al., 2006).

Research Design

The article is to be reviewed on the basis of Scientific Merit Rating Scale (SMRS), which contains five main components including research design, ' measurement of the dependent variable' and measurement of the independent variable, participant ascertainment, and generalization. With

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regard to research design, the article intended to analyze the improvement of development skills among three disable adults who were also the participants of the research (National Autism Centre, 2009). For each of the three participants, the lack of developmental abilities was assessed by the author with the help of the Vineland Adaptive Behavior Scales, which is one form of an interview. A particular kitchen was considered as the training center of the participants (Sigafos et al., 2006).

Measurement of Dependent Variable

The author considered the dependent variable for the study is the number of steps of dishwashing executed appropriately by the three participants. The data received in this regard were directly used to determine the learning abilities and efficacies of each of the three participants. The inter-observer agreement for this particular study is 99% for the sessions conducted with the participants. An SMRS rate of 4 would have been received by the writer for this particular article (Sigafos et al., 2006).

Measurement of the Independent variable

The independent variable in the article was the withdrawal of the procedures implemented and analyzing the effectiveness of the entire study. In this regard, 80-100% of the tasks were conducted in an error-free manner by two of the three participants in the follow-up session of 10 weeks after the withdrawal of the procedures. In this context, the writer will be liable for a rate of 4 on the basis of the SMRS scale (Sigafos et al., 2006).

Participant Ascertainment

The three participants in the study namely Roy, John and Curt were diagnosed with autism and mental retardation with the help of the Vineland Adaptive Behavior Scales. Each of the participants was intervened under one common training center i. e. kitchen. The participants were mainly selected on grounds of their common health complications, which includes autism and mental impedance among others. A rating of 4 can be provided to the writer for the work relevant to participant ascertainment (Sigafoos et al., 2006).

Generalization

The article and the results obtained can be generalized to an extent. The setting in which the procedures were implemented on the participants were similar for all the three individuals owing to which the results of the study conducted by the author lacked generalizability. SMRS rate of 3 can be received in this regard (Sigafoos et al., 2006).

Results

There were more than 47 sessions that have been conducted upon the three participants within three months period. After these sessions, follow up sessions were also conducted to understand the efficacy of the study. Notably, during the follow-up process after the removal of the procedures used for teaching, Ray completed around 90% of the tasks correctly, John did 80% of the steps correctly and Curt did 90% of the steps correctly. This depicts the high efficacy of the procedures used in the study (Sigafoos et al., 2006).

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Conclusion

From the overall analysis, it can be concluded that the study conducted by the author delivered favorable results with regard to the learning abilities of adults with developmental disabilities.

Practical Application

Results determined from the study ascertained that measures such as video prompting as well as fading for teaching dishwashing skills to adults with developmental disabilities can be an effective approach. The approach can be implied practically owing to the aspect that after the completion of the study, each of the participants was able to conduct their daily kitchen activities correctly.