

Capstone Project (Knowledge Translation)

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Using one strategy to teach functional daily living skills builds transferability

Abstract

Children with exceptionalities (i.e., autism spectrum disorder, fetal alcohol spectrum disorder or downs syndrome) can struggle with functional daily living skills. Functional daily living skills are adaptive skills used in one's daily life. For example, setting the table, doing the laundry, brushing your teeth, or crossing the street. Students with exceptionalities need predictability and repetition to learn functional daily living skills as it improves their overall well-being by increasing independence, social opportunities, confidence, and their future into adulthood. Schools are one of the places where students with exceptionalities learn functional daily living skills through life skills programs. Life skills programs are programs within special education (in schools) that focus on teaching students' specific skills used in daily living (crossing the road, making chicken nuggets, or using the bathroom). However, the challenge in these programs within special education, is that paraprofessionals or teachers implementing these types of programs are not repeating the same strategies as each other. This study will review three different Applied Behaviour Analysis (ABA) strategies (video prompting, video modeling and picture prompts) to analyze the impact on student's ability to transfer the skills to another setting. This study will focus on how video prompting impact the student's ability does to complete the same functional daily living skill in another setting.