



# Incorporating Mobile Technology into Vocational Social Skills Training for Students with Disabilities



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# Post-school outcomes

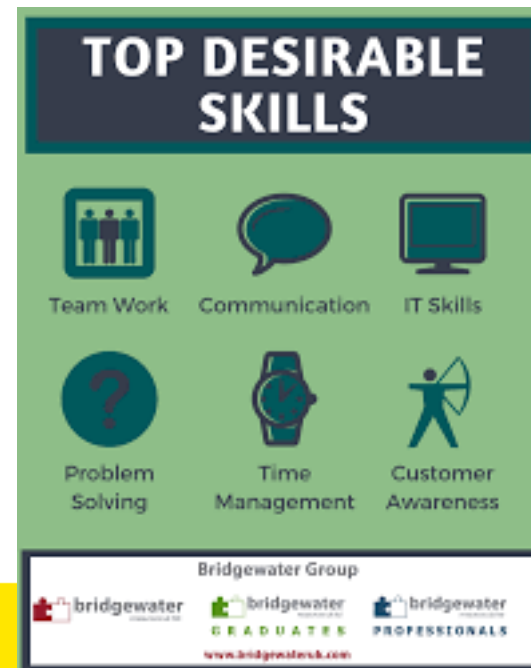
- **Students with disabilities often experience poor post-school outcomes, particularly in regards to employment**
  - inadequate job training
  - unclear expectations
  - difficulty interacting with co-workers
  - antisocial/irresponsible behavior
  - lack of social awareness
  - poor interpersonal relations

# Today's job market

- **Customers demanding higher levels of customer service**
  - Face-to-face
  - Over the phone
  - Online
- **Employers expect employees to have at least a minimal understanding of technology**
- **Students with disabilities often lack the social skills necessary to procure and maintain employment**

# What do employers want?

- **Desired vocational social skills:**
  - asking for assistance
  - following instructions
  - responding appropriately to feedback
  - managing time
  - navigating a job site
  - hygiene/grooming

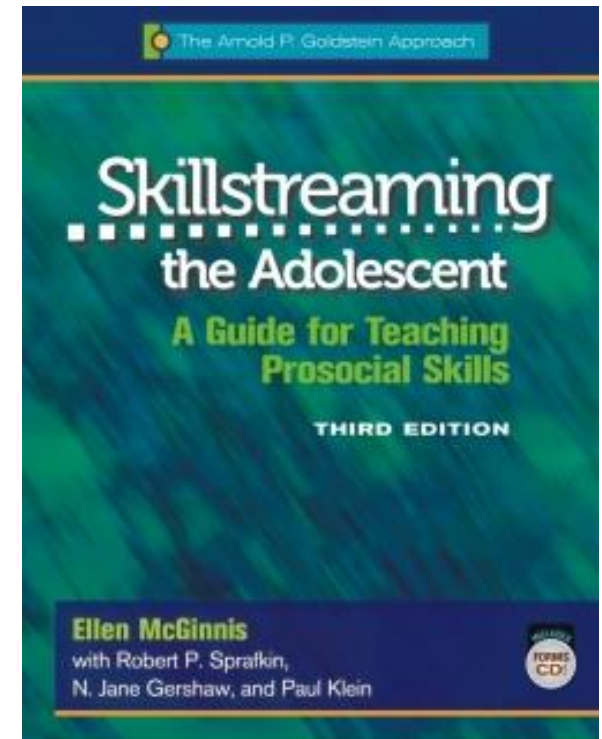


# Role of the School

- Students' social skills should be part of the annual progress assessment for their IEPs
- Transition planning should begin early- ideally by age 14, and include skills that the student will need to achieve their post-school goals
  - Early planning provides educators with the time necessary to teach the skills

# Choosing a curriculum

- Should have the following components:
  - Direct teaching
  - Modeling
  - Practice
  - Programming for generalization
- We used *Skillstreaming*



# Assessment

- Don't just teach all of the skills, assess students to determine what skills they need
- Many curricula include assessments
- Ways to assess:
  - Checklists (student, teacher, parent, employer)
  - Observation
  - Interviews



# Ecological Assessment

- If known, assess possible job sites
- What social skills will the student need to be successful here?
- Ways to assess:
  - Checklists
  - Observation
  - Interviews





# Video Modeling

- Students learn to do something by observing a video of themselves or others performing the task
  - Proactive: students watch the video before having to perform the task
- Solid evidence base
- 3 types:
  - Point of view (POV) modeling
  - Video modeling
  - Video self-modeling



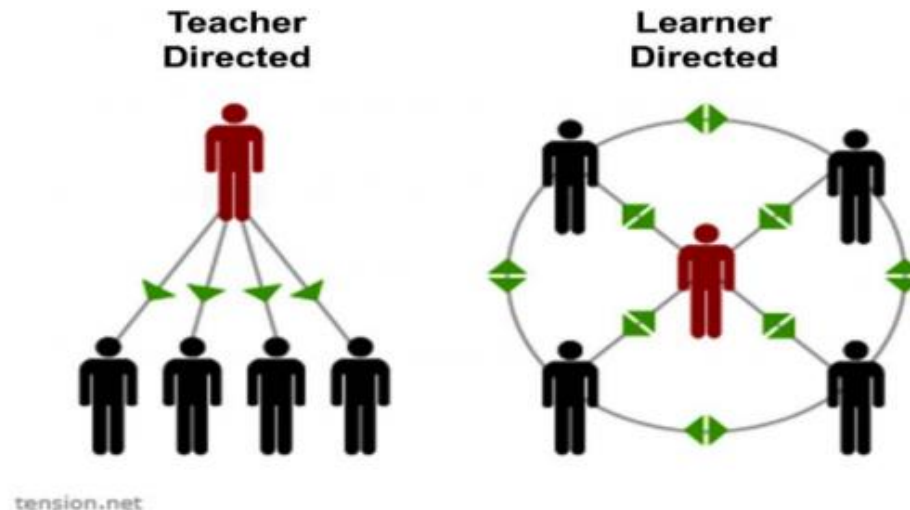
# Mobile Technology

- Video camera
- Tablet
- Smart Phone
- Learn to use the video recording function



# Two ways to incorporate

- Teacher-directed video recording
  - Teachers provide scenarios, record students, edit video, provide to students
- Student-focused video recording
  - Students write and perform scenarios, record each other



# Sample Week of Lessons-Teacher

Monday	Tuesday	Wednesday	Thursday	Friday
Define skill	Review skill and have students copy down steps	Students journal about a vocational scenario	Students perform role plays based on scenarios	Teacher screens videos for class
Model skill	Discuss homework	Class discusses	Teacher video records students	Teacher and peers give performance feedback
Establish student skill need	Students work on written vocational problem situations	Students practice skill using scenarios provided by the teacher		Teacher sends or downloads individual recordings to each student
Conduct student practice role-plays				Students view recordings to study for quiz
Provide performance feedback				Quiz on skill: can be written or practical, or both
Assign homework				

# Sample Week of Lessons-Student

Monday	Tuesday	Wednesday	Thursday	Friday
Define skill	Review skill and have students copy down steps	Students journal about a vocational scenario	Students perform role plays based on scenarios	Students screen videos for class
Model skill	Discuss homework	Class discusses	**Students take turns recording each other	Teacher and peers give performance feedback
Establish student skill need	**Students begin to write their own role play scripts	**Students finish scripts and rehearse role plays	**Students perform role plays based on scenarios	Teacher sends or downloads individual recordings to each student
Conduct student practice role-plays				Students view recordings to study for quiz
Provide performance feedback				Quiz on skill: can be written or practical, or both
Assign homework				

# Video modeling examples

- <https://www.youtube.com/watch?v=35vkioN42U0>
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# Challenges

- Reluctant students
- Resourcing/handling of equipment
- Legal issues with filming students
- Others?

# Questions?



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