

Using an iPod touch to teach social and self-management skills to an elementary student with emotional/behavioral disorders.

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Abstract

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modeled appropriate math group behavior. Video modeling resulted in a significant increase in on-task behavior and decrease in disruptive behavior. However, results showed variability across sessions. For the second intervention phase, the student was taught to self-monitor his behavior during math group. A combination of video modeling and self-monitoring then resulted in a consistent increase in percent of intervals on-task (near 100%), as well as consistently low levels of targeted disruptive behavior.

Using an iPod Touch to Teach Social and Self-Management Skills to an Elementary Student with Emotional/Behavioral Disorders

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Abstract

A ten year-old boy exhibiting frequent off-task and disruptive behavior during small group math instruction was taught to use an iPod Touch for video modeling and self-monitoring purposes. A single-subject changing conditions (A-B-BC) design was used to investigate the differential effects of video modeling versus a combination of video modeling and self-monitoring. During the first intervention phase, immediately prior to participating in a math group, the student viewed a 3-minute video in which peers modeled appropriate math group behavior. Video modeling resulted in a significant increase in on-task behavior and decrease in disruptive behavior. However, results showed variability across sessions. For the second intervention phase, the student was taught to self-monitor his behavior during math group. A combination of video modeling and self-monitoring then resulted in a consistent increase in percent of intervals on-task (near 100%), as well as consistently low levels of targeted disruptive behavior.

Students with emotional and behavioral disorders (EBD) repeatedly display off-task and disruptive behaviors in classroom settings (Gresham, Lane, MacMillan, & Bocian, 1999; Wehby, Symons, & Shows, 1995). These behaviors often result in the student with EBD experiencing negative outcomes such as removal from the instructional environment, decreased exposure to academic materials and decreased opportunities to learn (Carr, Taylor, & Robinson, 1991; Wehby, Symons, Canak, & Go, 1998), decreased academic proficiency and content knowledge (Nelson, Benner, Lane, & Smith, 2004), and difficulty forming or maintaining positive peer relationships (Cook et al., 2008). The disruptive classroom behavior of students with EBD can negatively impact the learning and behavior of other students

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