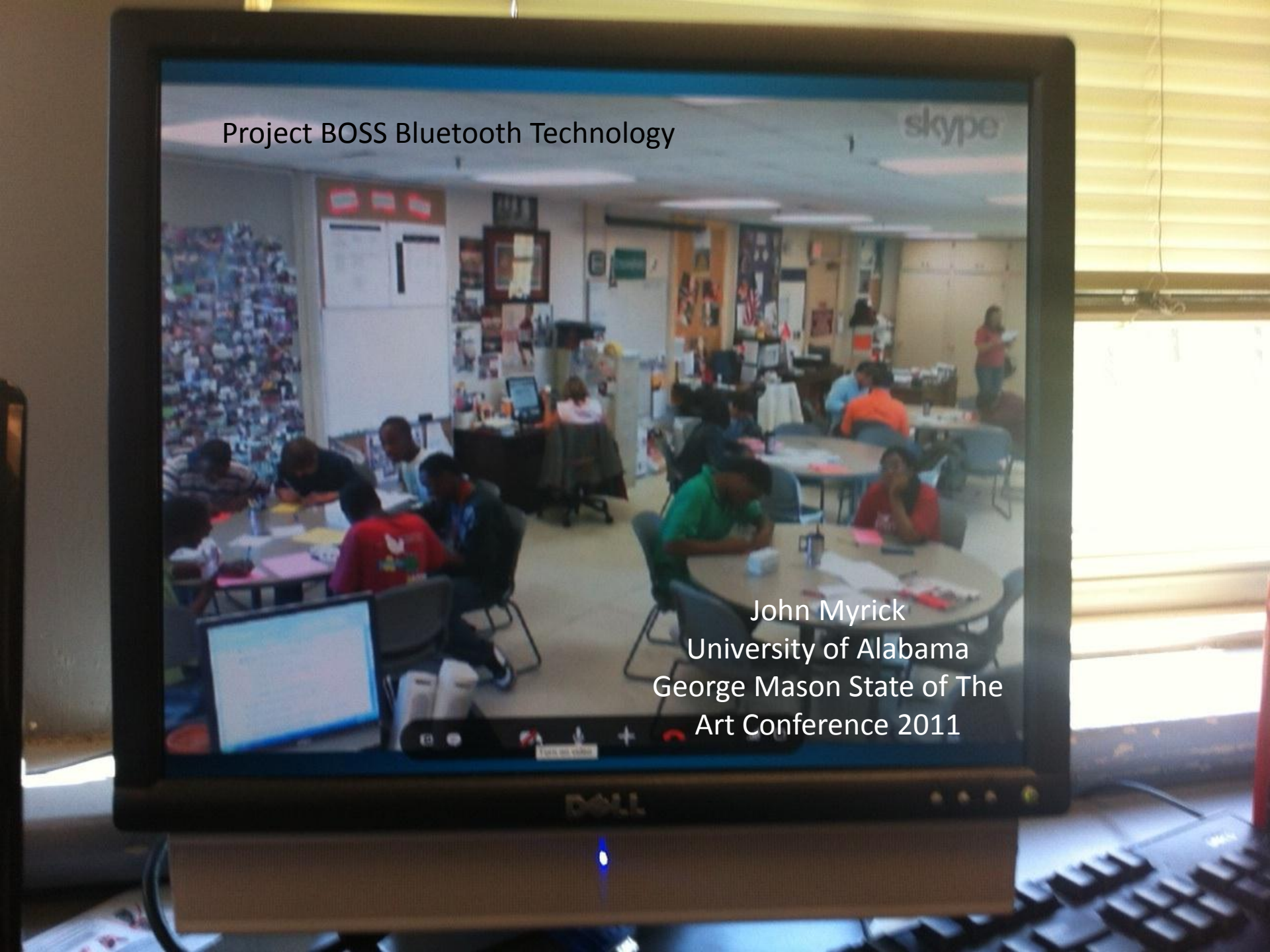
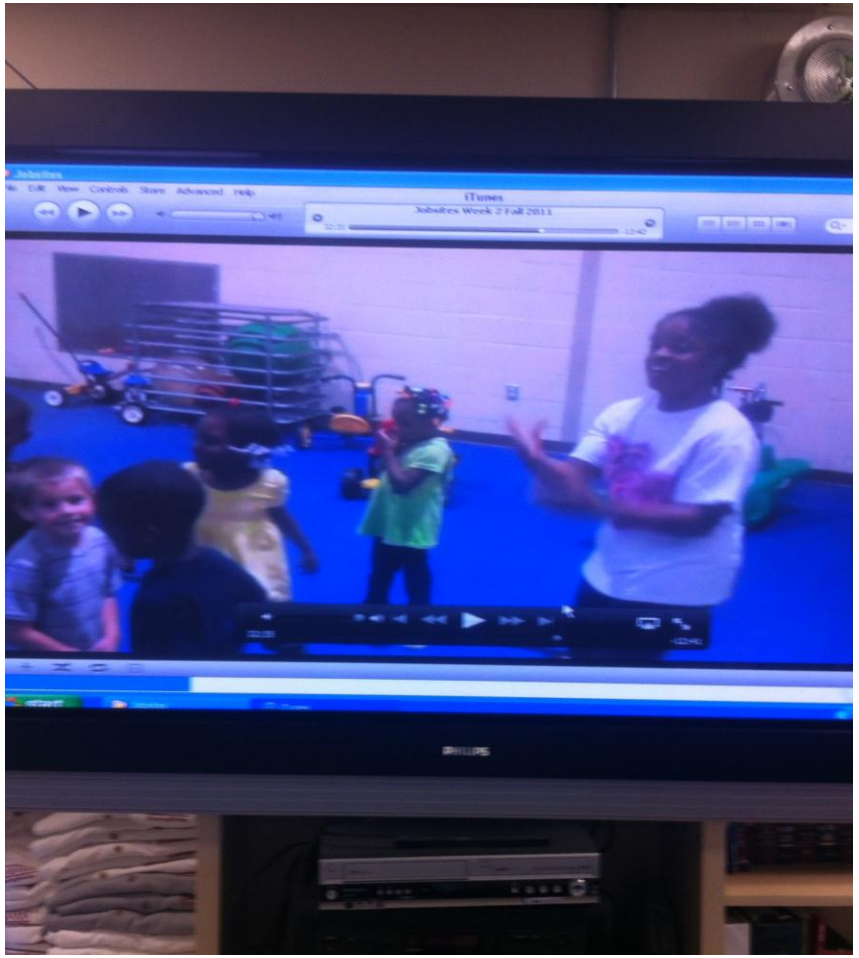

Project BOSS Bluetooth Technology
skype
John Myrick
University of Alabama
George Mason State of The
Art Conference 2011
DELL

Bluetooth and Observation for Social Skills (BOSS)

Project BOSS will investigate the effectiveness and feasibility of developing social skills in a high school age population using **Bluetooth technology** and **video self-modeling**.



Immediate Feedback

The concept for the Bluetooth coaching with video observation has proven effective in the instantaneous prompting of teaching procedures in novice teachers (Rock, Gregg, et al 2010; Scheeler, McAfee, Ruhl, & Lee, 2006).

Video modeling research conducted by Delano (2007) suggests that video modeling can be a successful intervention when used with individuals with autism.

Social skills instruction for adolescents ages 18-21 with exceptionalities such as autism, Down syndrome, and learning disabilities, has become the focus of many transition programs which provide students with job skills instruction.

Setting
CrossingPoints Transition Program

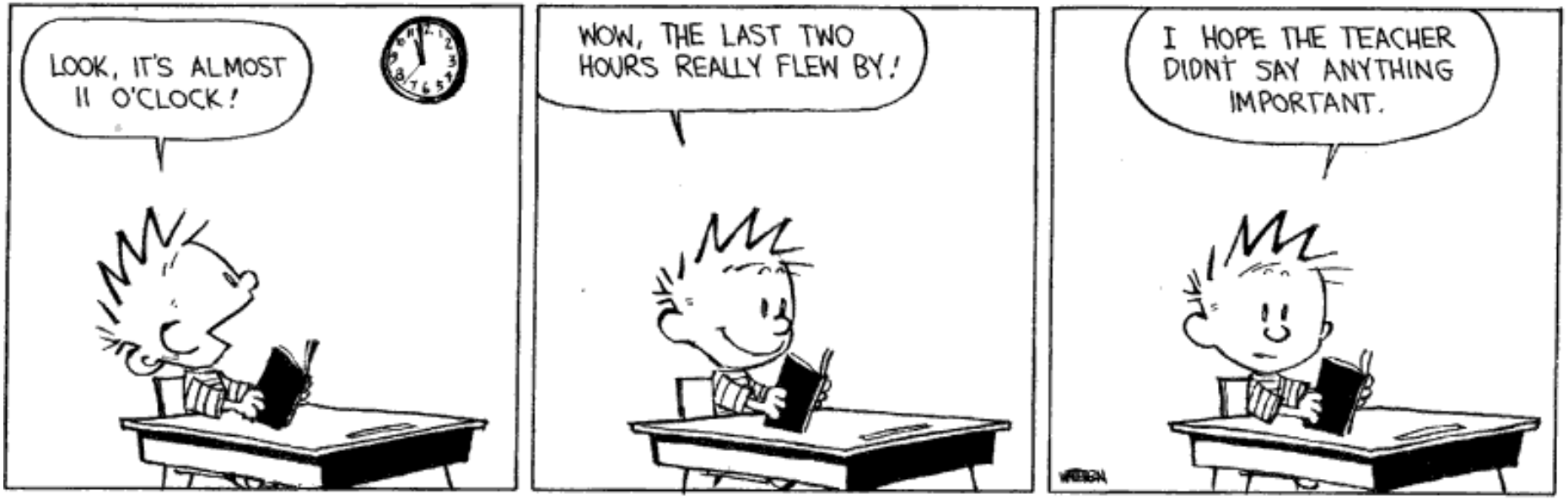
- Serves adolescents ages 18-21 with disabilities
- Collaborative program between The Tuscaloosa City and County School systems and the University of Alabama
- 23 students
- Two teachers, three para-professionals and a variety of practicum students, Interns and volunteers

Participants for Project BOSS

Selected from pool of CrossingPoints students who scored at least in the 60th percentile on the Wehmeyer Arc self-determination scale

Targeted Skills

- Attention
- Engaged Conversation
- Table Manners
- Active listening



Here will be a slide with a video demonstrating student being observed and recorded for attention data. (File was to big to send through e-mail)

Baseline Data

Start Time	End Time	Teacher close by	Attention	Teacher Close by	Non Attention	Out of Seat	Setting	Lesson
1:29pm	1:45pm	no	0:11	no	0:46		Classroom	Group lesson
		yes	3:01	no	2:46			
		no	0:33	no	0:10			
		no	0:13	no	3:17			
				no	1:23			
			3:58		8:22			
1:06pm	1:31	yes	1:03	yes	0:18		Classroom	Whole group
		yes	1:45	yes	0:14			
		yes	0:16	yes	0:08			
		yes	0:26	yes	1:41			
		yes	0:09	yes	2:15			
		yes	0:30	yes	0:45			
		yes	0:15	yes	0:13			
		yes	0:12	yes	4:33			
		Direct engagement	0:33	yes	0:44			
		yes	0:41	yes	0:59			
		yes	0:28	yes				
			6:18		11:50			
8:19am	8:31am	no	0:04	no	0:07		Classroom	Whole group
		no	0:16	no	0:09			
		no	0:11	no	0:55			
		no	1:01	no	0:41			
		mo	0:14	no	0:45			
		no	0:09	no	0:06			
		no	0:19	no	0:13			
		no	0:05	no	1:22			
		no	0:19	no	0:13			
		Direct engagement	2:23	no	1:28			
			5:01		5:59			

Bluetooth Intervention

Date	Start Time	End Time	Teacher close by	Prompts	Praise	Lesson	
9/1/11	10:16	10:54		17			
9/14/11	12:45	1:00		2	6		
9/19/11	1:25	1:45		9	20	Respecting space	
9/27/11	12:55	1:44		17	5	Exercise video	Student acted as if he could not hear me during this session
9/28/11	12:59	1:30		10	17	token economy	

Prompts used: Pay attention(*name*)
Praise used: Good Job (*name*)

Slide will be here showing student being observed and recorded for data collection on engaged conversation.

CrossingPoints

Student Name: Date:

Opportunity to Respond	Teacher/Lesson	Type of Setting	Answer (Y/N)	Type of Answer- How many words
1st				
2nd				
3rd				
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				
13th				
14th				
15th				
16th				
17th				
18th				
19th				
20th				
21st				
22nd				

Engaged Conversation Assessment

- ***Frequency of vocabulary used:*** tabulation of an individual's words spoken in an instructional setting
- ***Frequency of sentences used:*** tabulation of individual sentences spoken in an instructional setting
- ***Frequency of stuttering:*** tabulation of an individual's word blocks, injections and repetitions that interfere with the communication of an interaction in an instructional setting
- ***Mean utterance length:*** computed by tabulating an individuals number of words stated in an instructional setting divided by the individuals number of phrases spoken in the instructional setting
- ***Frequency of pauses:*** tabulation of occurrences of silence during an individual's spoken participation in an instructional setting
- ***Duration of pauses:*** measure of length of time of silence during an individuals spoken participation in an instructional setting