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Evaluating Video Modeling to Teach Job Seeking Skills: Composing a Professional Email

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Evaluating Video Modeling to Teach Job Seeking Skills: Composing a Professional Email

by

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A thesis manuscript submitted in partial fulfillment
of the requirements for the degree of
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ABSTRACT

Within the disabilities community, individuals with an Autism Spectrum Disorder (ASD) diagnosis consistently have some of the most detrimental employment related statistics. To address this issue, this study evaluated video modeling, an evidence-based procedure, in teaching professional emailing skills to individuals diagnosed with ASD when applying for a job. Results of the study support video modeling research as an effective teaching tool. Significant skill acquisition, in composing a professional email, occurred across all participants. Seventy-five percent of participants concluded the study at mastery level. Implications of this study are immediately impactful on the ASD community as a new evidence-based transition tool can be made readily available. If individuals use this tool to acquire the professional emailing skill, then it will add to their job-seeking skillset and may increase their likelihood of achieving gainful employment.

INTRODUCTION

Video modeling is an evidence-based strategy with substantial research showing the tool's effectiveness (Ayers & Langone, 2005; Bandura, 1977; Bellini & Akullian, 2007; Dowrick, 1999; McCoy & Hermansen, 2007). Studies have outlined the benefits of video modeling on many fronts, with major emphases on communication skills, social behavior, parent and professional training, vocational skills, and a variety of other skills. Furthermore, the results of these studies demonstrate that video modeling is an effective strategy in promoting maintenance of skills over time and across people and settings (Bellini & Akullian, 2007). The use of a video model can be practical and efficient, and is easily replicated; a single video can serve as a tutorial or model for many people over many years.

In a meta-analysis Bellini and Akullian (2007) concluded that video modeling and video self-modeling met criteria to be considered an evidence-based practice in the population of children and adolescents diagnosed with an ASD. MacDonald, Clark, Garrigan, and Vangala (2009) used video modeling to teach play skills, both actions and verbalizations, to two children with autism, each paired with a typically developing child. The skills were rapidly acquired and maintained in follow-up probes conducted approximately one month following skill mastery. Charlop and Milstein (1989) used video modeling to teach conversational skills to three children with autism. The skills were acquired by all three participants and maintained at 15-month follow-up probes. In addition to highlighting the repeated successes of video modeling in a more recent meta-analysis, Thompson (2014) observed that access to video-capable devices is the easiest it ever has been via computer, laptop, phone, and tablet to name the most common items.

The wider and easier the access for these video-based strategies, the more potential impact they can have on acquiring skills across a greater number of individuals.

Rightfully so, researchers have used video modeling to teach daily living skills and promote independence. A recent meta-analysis concluded that strategies utilizing video modeling to improve functional living skills were effective in individuals with ASD (Hong et al., 2016). Additionally, Hong et al. (2016) investigated the magnitude of effect of using a video model to teach functional living skills across age ranges and found that adolescent/adult (15 years and older), along with elementary aged (5 years to less than 10 years), individuals showed the strongest effects. The study also concluded that two forms of video modeling, from the viewer's perspective and a model of an adult/peer performing the skill, produced moderate to strong effects and did not significantly differ. Shipley-Benamou, Lutzker, and Taubman (2002) used video modeling to teach functional living skills to children with autism. All participants acquired the target skills and maintained the skills at a 1-month follow up. Video modeling has also been implemented on the job to teach vocational skills and further promote independence. Van Laarhoven, Winiarski, Blood, and Chan (2012) used video modeling to teach and maintain vocational skills in six adolescents diagnosed with autism. Compared to the control condition, the video modeling condition showed a substantially larger increase in performance. Allen, Wallace, Renes, Bowen, and Burke (2010) used video modeling to teach four adolescents and young adults job-specific vocational skills in a social setting. All of the participants in the study met performance criterion.

Children born in 1998 entered adulthood in 2016; the Centers for Disease Control and Prevention [CDC] (2000) list the 1998 birth rate at 3,941,553. One in 110 children born in 1998

is estimated to have received an ASD diagnosis (CDC, 2016). This estimation puts 35,832 individuals diagnosed with ASD entering adulthood this year. As of the 2012 surveillance year, the most recent available through the CDC, the estimated rate of children diagnosed with an ASD is 1 in every 68 children (CDC, 2016). The 2012 surveillance year focuses on children born in 2004, a year in which there were 4,112,052 births according to the CDC's National Vital Statistics Reports (2006). That translates to approximately 60,471 children born with an ASD in 2004. There is a markedly large increase in ASD diagnoses, for whatever reason, that will naturally result in more individuals on the spectrum entering adulthood in the coming years. Not only are children with ASD becoming adults with ASD, but many are entering the employment pool with hopes of joining the workforce.

For the most part, specific information on employment rates for individuals with ASD is incomplete. The National Longitudinal Transition Study 2 [NLTS-2] collected data from 2000 to 2009 to begin trying to understand the scope of employment for individuals with disabilities. They recruited students aged 13 to 16 in 2000 and they were between 21 and 25 when the final data was collected in 2009. Although the NLTS-2 (2009) found that 79.5% of these young adults with autism have worked for pay since graduating high school, only 47.7% of participants reported working for pay in the previous 2 years and just 32.5% reported being currently employed. It is unclear what accounts for the gradual decrease over the years. Of all 12 disabilities reported in the NLTS-2 (2009), only individuals with deaf/blindness had a lower current employment rate than those with autism. The total average current employment rate across all 12 disabilities was reported at 59%. Individuals with autism place in the bottom three for average hourly wage, are last in average number of hours worked per week, are top two in the

length of time it takes to find a job, and are last in benefits received. Individuals with autism also have one of the lowest percentages among young adults looking for work according to the survey. Despite these statistics, individuals with autism also had the second lowest rate of termination among all disabilities reported by the NLTS-2 (2009). We can derive from this data set that individuals with autism are underemployed and undercompensated.

There is currently a gap in the video modeling research as it relates to job-seeking skills. Thus more research in this area would be valuable when considering employment rates for people with autism. Although there is research, literature reviews, and meta-analyses in the areas of vocational skills, communication, and daily living skills, there is a lack of literature in the area of concrete job seeking skills. Such skills may include creating a resume, writing a cover letter, composing a professional email, and navigating a job search engine. Adolescents with ASD are expected to pick up these skills in the later years of high school as they prepare to transition to adulthood. Some young adults attend special transition programs or seek out help from government funded agencies to learn these skills. But, even in these transition programs, vocational services, or other gainful employment strategy settings, we find a lack of empirically validated strategies (Westbrook et al., 2014) and inconsistent or inadequate services (Chen, Leader, Sung, & Leahy, 2015). Lawer, Brusilovskiy, Salzer, and Mandell (2009) found that individuals with ASD receiving services in the vocational rehabilitation system were more likely to be denied services than others because of a perceived belief that their disability was too severe to benefit. Given the employment statistics for individuals with autism, there is room and need for improvement.

A simple internet search shows numerous tutorials and “how-to” videos on just about any topic. But, there are no peer-reviewed studies backing these videos to attest to their effectiveness in regards to the population of people with ASD. Research is needed to begin testing the validity of materials used in transition programs and to begin creating new evidence-based materials. VanBergeijk, Klin, and Volkmar (2008) add that interventions within vocational training need to be empirically evaluated and disseminated to professionals so that students with ASD “can reach their potential to become independent contributing members of society.” (p. 1368) Video is a medium that can be used fluidly and easily by many professionals at the primary and secondary school level, within transition programs, and at employment agencies. Videos can be distributed by family members, supports, and guardians, and can even be sought out by the individual online or at a library. As a highly accessible medium with a large amount of evidence indicating its effectiveness, video modeling would be an ideal approach to creating a tool designed to teach concrete job seeking skills to widespread amounts of individuals with ASD.

The implications of creating evidence-based job-seeking tools are vast. A series of helpful items, such as a collection of videos aimed at teaching specific job-seeking skills, can be created and widely used if proven to be effective. It is a step towards addressing a growing national issue of unemployment and underemployment within disability populations; an issue that, among the autism population, grows in size every year due to an increase in the prevalence rates of individuals diagnosed with ASD. The National Autism Indicators Report (Roux, Rast, Anderson, & Shattuck, 2016) estimates that 50,000 students diagnosed with ASD leave high school each year. There is a need to better prepare these young adults to be competitive in the workforce.

The purpose of this study was to assess the effectiveness of video modeling for teaching a professional email composition skill. The skill focuses on applying for a job via email. In preparation, a task analysis of a professional email was created through collaboration with Patricia Nickinson, the Director of the University of South Florida Business Communications Center (personal communication, November 2, 2016). The task analysis will allow for easy replication of the study in the future. Findings in the study can be used to enhance school and transition program curricula, or be made available for use to individuals.

METHOD

Participants

Four young adults, aged 19-23, with a diagnosis of an Autism Spectrum Disorder participated in this study. The participants were recruited through a local transition program in Tampa, Florida that requires a documented ASD diagnosis to attend. The study took place during the second semester of the one-year program and all participants remained in the study through completion. Students in the transition program may have other diagnoses in addition to ASD, but alternate diagnoses did not impact inclusion in the study. All participants met the inclusion criteria to participate in the study. Inclusion criteria required participants to score an average of 70% or below on the task analysis during baseline.

Participant 1 (P1) is a 19-year-old Caucasian male with diagnoses of Autism Spectrum Disorder, Obsessive Compulsive Disorder, Social Anxiety, and Attention Deficit Hyperactivity Disorder. While attending the transition program he completed a 60-hour internship at a park on the campus of a large Southeastern university. The instructor of the transition program reported that P1's strengths are in working as part of a team, communication, and noted that he is very likeable. Contrarily, the instructor reported his greatest weaknesses are time management and organization. In addition to completing an internship, P1 also joined and participated in several clubs at the University of South Florida including Crew, Surfing Club, and others.

Participant 2 (P2) is a 19-year-old Latino male with diagnoses of Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder. As a child, under the previous DSM-IV

guidelines, he had a diagnosis of Pervasive Developmental Disorder. P2 lived on the island of Puerto Rico for most of his life but speaks and reads exclusively in English. P2 reported he understands some phrases in Spanish. The instructor of the transition program reported that P2's greatest strengths are in goal-setting, time management, and initiating conversations while his greatest challenges are in reading, writing, and spelling. P2 completed a photography internship at a local zoo while attending the program. He also held a job as a dining room attendant at the Fort Buchanan Army Base in Puerto Rico before moving to attend the transition program. P2 was the only participant in the study with a driver's license and his own car that he drove to and from class.

Participant 3 (P3) is a 23-year-old Latino male with a diagnosis of Autism Spectrum Disorder. The transition program instructor reported that his greatest strengths are in organization, goal-setting, self-awareness, and interviewing. Meanwhile, weaknesses reported by the instructor are working on a team, managing his emotions (particularly frustration), and being on time. P3 has a focused interest area in radio and had completed several volunteer/internship experiences at radio stations, including a local radio station while attending the transition program.

Participant 4 (P4) is a 23-year-old Caucasian female with diagnoses of Generalized Anxiety Disorder and Asperger's Disorder (Autism Spectrum Disorder). The instructor of the transition program reported that P4 excels in the areas of professional development, time management, organization, communication, interviewing, and resume/cover letter writing. Her weaknesses, as reported by the instructor, are in working as part of a team, self-awareness, and regulating her emotions (especially as they relate to anxiety and self-esteem). During her time in

the program, she completed an internship for a local congresswoman that primarily focused on communication and speaking over the phone. In the past, P4 completed volunteer opportunities providing customer service as a waitress in a cafe and working with animals through an animal shelter. Additionally, she held temporary employment at a bookstore.

Each participant provided signed informed consent to participate in the study. The research study had no effect or influence on their time in the transition program and sessions occurred outside of normal class time. Participants were informed that participation in the study was voluntary that dropping out would result in no consequence to them. No compensation was offered to partake in the study. Once consent was obtained, participants began the baseline phase.

Setting

The baseline, video modeling, and follow-up sessions occurred in a classroom located at a large, Southeastern university. The classroom provided access to computers and a projector. Each participant was assigned his or her own computer while attending the transition program and used their assigned computers to complete the tasks in the study. Prior to the onset of the study, participants created a document on their assigned computer titled "*Name* Resume" or something similar. It was not required that the resume be complete, only that the document existed on the computer. The document was stored in an electronic file or location familiar to the participant.

Data Collection

Data were collected in the form of a permanent product. During baseline and video modeling sessions, participants composed a professional email and sent it to the primary

investigator. The composed email was based on a hypothetical job opening for which the participants were instructed to apply. The emails were scored on a 20-point task analysis. The 20-point task analysis of a professional email is based on articles written by business professionals and collaboration with the Director of a Business Communication Center at the University of South Florida, Dr. Patricia Nickinson (personal communication, November 2, 2016).

Inter-observer Agreement

Inter-observer agreement data was collected on 42% of trials. The secondary observer was trained by the primary investigator and used the 20-point task analysis to score emails. The agreement percentage was calculated by comparing the point-by-point score of the secondary observer to the point-by-point score of the primary investigator and dividing agreements by the number of steps in the task analysis.

Task Analysis

We created a 20-point task analysis for composing a professional email with the intent to apply for a job (P. Nickinson, personal communication, November 2, 2016). Participant emails were scored on the following components:

1. Subject Line: The subject line should clearly and concisely describe the intent of the email. The subject line is expected to contain fewer than 50 characters.
 - a. Example – “Applying for Customer Service Position”
 - b. Non-example – “RE: job”
2. Greeting Position: The greeting should be in the first available line at the top of the email and not indented.

- a. Example –
“Good morning Dr. Skinner,”
 - b. Non-example –
“ Good morning Dr. Skinner,”
3. Greeting: The greeting should include a salutatory statement and the reader’s name. An honorific title should only be used if known.
 - a. Example – “Dear Dr. Skinner,” or “Hello Jane Doe,”
 - b. Non-example – “Jane Doe,” or “Good Morning,”
4. First Space: There should be a space between the greeting and the main body paragraph. A space is defined as an entire blank line achieved by pressing the “Enter” key.
 - a. Example –
“Hello Dr. Skinner,

This is the body paragraph...”
 - b. Non-example –
“Hello Dr. Skinner,
This is the body paragraph...”
5. Introductory Statement: In the body of the email, the first sentence should be used to introduce yourself by full name and relevant association (ex. Where you currently work, go to school, reside, etc.). This introduction should not take more than one or two sentences.
 - a. Example – “My name is Jane Doe and I attend the University of South Florida.”
 - b. Non-example – Not introducing yourself or “Hi, I’m Jane.”

6. Intent: The sentence(s) after the one introducing yourself should clearly describe the intent of the email. For purposes of this study, the sentence of intent should specifically name the position the participant is applying for. Describing intent should not take more than one or two sentences.
 - a. Example – “I am interested in applying for the Customer Service Associate position that was advertised.”
 - b. Non-example – Not describing your intent or “I would be a good fit for the job.”
7. Why Statement: The sentence(s) after you describe the intent of your email should briefly attest to why you are a good candidate for the job. The why statement should reference a qualification skill listed on the job posting. The why statement should not take more than one or two sentences.
 - a. Example – “I believe I would be a good fit for this position because I am able to proficiently use Microsoft Office.”
 - b. Non-example – Not giving a why statement or “I am the best candidate for the job because I love the style of your products.”
8. Resume Attachment: After the why statement has been made, the next sentence should refer to your attached resume and/or cover letter. For the purposes of this study, the hypothetical job posting will request only a resume. The participant will also need to attach a file identified as a resume to the email to fulfill this component. Referring to an attached resume should only take one sentence to describe.
 - a. Example – “Attached to this email you will find my resume.’
 - b. Non-example – Not mentioning the attachment or “Here is my resume.”

9. Closing Statement: At the end of the body of the email, your closing statement should be made. This statement is typically part of the main body paragraph but can be its own paragraph. The closing statement should be a pleasantry that can thank the reader for the time he or she took reviewing the email, invite the recipient to make follow up contact, or something similar. The closing statement should not take more than one or two sentences.
 - a. Example – “Please free to call or email me. My contact information is below.”
 - b. Non-example – “When will you call me?”
10. Second Space: There should be a space between the main, or final, body paragraph and the sign-off. A space is defined as an entire blank line achieved by pressing the “Enter” key.
 - a. Example –
“...end of the body paragraph.

Regards,”
 - b. Non-example –
“...end of the body paragraph.
Regards,”
11. Sign-off Position: The sign-off should be located one space below the main, or final, body paragraph and not be indented.
 - a. Example –
“Thank you,”
 - b. Non-example –
“ Thank you,”

12. Sign-off: The sign-off is a cordial closing signaling the email is complete. The sign-off should include your name below it, also known as a signature. It is acceptable for your name to be in the line directly below the sign-off or for there to be one space in between.
- Example – Sign-off examples include “Thanks,” “Best,” and “Sincerely”.
 - Non-example – No sign-off or something contextually inappropriate like “Love,” “TTYL,” and others.
13. Contact Information: Contact information should follow your name below the sign-off. Contact information can include address, phone number(s), fax numbers and/or email. For the purposes of this study, only a phone number and/or email will be required for contact information. Contact information should be located directly below the signature in the email. Contact information may be separated by commas or be stacked line by line under the name.
- Example – “(Cell) 555-813-9741” or “sfontech@mail.usf.edu”
 - Non-example – No contact information or incorrect contact information.
14. Commas: Apply the two required commas appropriately in a professional email. One comma is placed after the greeting and one comma is placed after the sign-off.
- Example – “Dear Mr. Skinner,” and “Thank you,”
 - Non-example – “Dear Mr. Skinner” and “Thank you”
15. Spelling: All words should be spelled correctly; a spell-check function can help. Most email programs will display red or green squiggly lines below a word or phrase if they catch it; however, it is important to proofread regardless.
- Example – “Interested”

b. Non-example – “Intrested”

16. Capital Letters: Use capital letters appropriately throughout the email, including the subject line. A capital letter should be used at the beginning of a sentence, to signify a proper noun, at the beginning of the greeting, and at the beginning of the sign-off.

a. Example – “Hello Dr. Skinner,”

b. Non-example – “hello Dr. Skinner,”

17. Indent Consistency: The body paragraph can be indented but it is not required. A second paragraph can start the closing statement; if so, that second paragraph should follow the same indentation rule established by the main body paragraph.

a. Example –

“ My name is Scott and I’m a recent computer science graduate. I would like to apply for a professional typist position within your company. I would be a great fit given my computer literacy. The email attachment is my resume.

Thank you for your time Mr. Skinner and I look forward to speaking with you. You may find my contact information below.”

b. Non-example –

“ My name is Scott and I’m a recent computer science graduate. I would like to apply for a professional typist position within your company. I would be a great fit given my computer literacy. The email attachment is my resume.

Thank you for your time Mr. Skinner and I look forward to speaking with you. You may find my contact information below.”

18. Emoticons: Do not use emoticons when writing a professional email.

- a. Example – “I would be happy to speak more about it.”
 - b. Non-example – “I would be happy ☺ to speak more about it.”
19. Informal Abbreviations: Do not use informal abbreviations such as “lol”, “thx”, and “ttyl” in a professional email.
- a. Example – “I’m very interested in the position. Thanks for your help.”
 - b. Non-example – “Vry interested in position. Thx for ur help.”
20. Number Use: Do not substitute numbers for words (ex. “4” instead of “for”). Numbers should only be used if the context is appropriate (ex. “I have 5 years of sales experience”).
- a. Example – “I would like to apply for the customer service position.”
 - b. Non-example – “I would like 2 apply 4 the customer service position.”

See Appendix B for an example of a professional email.

Video Model

The video model consisted of two main parts and took the form of the viewer’s perspective. The first part of the video was purely instructional. In the instructional portion, the video showed the computer screen as if the individual was composing an email as well as referencing a hypothetical job posting when necessary to demonstrate where to locate pieces of information. As each task of composing a professional email was reviewed, an example was demonstrated in the video. The hypothetical job posting utilized in the video was one the participants saw during baseline, but did not see again during intervention phases. At the conclusion of the instructional portion of the video, the participants viewed an example of a completed professional email.

The second part of the video reviewed all of the professional emailing components while encouraging active responding. As each component was described, a correct and incorrect example of the component was displayed while asking the viewer to choose the correct example. Feedback was provided in the video by identifying the correct response for the viewer. Once again, at the end of the video, the viewer was able to see a completed professional email.

The video length was 20:52 min. The video was viewed once before each video modeling phase assessment and again before each checklist and feedback phase assessment (when these procedures were implemented). The primary investigator did not pause or answer questions during the video; this information was provided to participants. The video was shown using a projector and screen.

Experimental Design and Procedure

A multiple baseline design across participants was used to demonstrate the effectiveness of the video modeling. Baseline scores determined if participants met inclusion criteria. Participants began the video modeling phase at different times. Each participant's beginning of the video modeling phase was separated by two assessments. After starting the video modeling phase, at least one session per participant repeated a hypothetical job description from a baseline session to further demonstrate the effectiveness of the video. If mastery criterion was not met in the video model phase, then the participant entered the checklist phase; if criterion was still not achieved then the participant entered a feedback phase until either mastery of the skill was achieved or the end of the study was reached due to graduation from the transition program. A one month follow-up assessment was conducted for all participants to measure skill maintenance. Three of the four participants completed the follow-up assessment.

Baseline. During baseline, participants were shown a hypothetical job posting while at their assigned computers. A different hypothetical job posting was used for each baseline assessment. The primary investigator directed participants to apply to the hypothetical job posting by following the directions given on the posting. The participants were informed that no help could be provided while completing the task. The job posting included the name of the advertised position, a brief summary of the job, qualifications, a phony contact name, and a contact email (which was the primary investigator's email address). All hypothetical job positions were entry level. None of the hypothetical job positions had qualifications that could potentially disqualify a participant. A new hypothetical job position was used for each data point during the baseline phase. Participants completed between three and nine baseline assessments. Participant phase changes from baseline to intervention were separated by two assessments each (3, 5, 7, & 9). Staggering the participant phase changes helped demonstrate experimental control of the intervention. Baseline data for the study were collected from February 13th, 2018, to March 8th, 2018. P1, P2, and P4 began baseline on February 13th; P3 began baseline on February 21st. P1, P2, P4, and P3 respectively completed baseline assessments on February 20th, March 5th, March 8th, and March 7th. Individual assessments occurred at differing increments of time; time difference did not seem to impact the results of the study. All participants met the inclusion criterion and were included in the study.

Video modeling. Participants in the video modeling phase were instructed not to share information with those still in the baseline phase. During the video modeling phase, participants began by viewing the video model; the primary investigator requested that the participants pay

attention and watch the video in its entirety. Participants were informed that the video could not be paused, that questions could not be asked or answered during the video, and that participants would not be allowed to leave the room during the video (such as for a bathroom break).

Immediately after the video, participants were shown the hypothetical job position and instructed to compose a professional email to apply to the position. The primary investigator informed the participants that no help could be provided when completing the task. In the video modeling phase a participant needed to score 90% or higher during at least three consecutive assessments, or 90% or higher in four of five consecutive assessments, in order to meet the mastery criterion. Participants in the video modeling phase had at least one assessment that repeated a hypothetical job position from the baseline phase to show additional control of the video model. A different hypothetical job position was used in each session and a total of 12 hypothetical job postings were used during the entirety of the study; multiple participants saw a number of hypothetical job postings more than once due to the individual's progression to mastery criterion. Participants P1, P2, P4, and P3 respectively began the video modeling phase on February 27th, March 6th, March 19th, and March 21st. The final intervention assessment was collected on April 25th.

Checklist. If a participant was unable to meet mastery criterion in the video modeling phase and was not making upwards trending progress after three assessments, the participant entered the checklist phase (see checklist in appendix D). All setup and instructions were consistent with the video modeling phase as the checklist phase was co-occurring with other participants still in the video model phase. However, if in the checklist phase, the participant was given a checklist to use while composing an email. The checklist contained a list of every component in the video and the participant was instructed to check them off as he or she

completed them. Performance on the checklist was not graded or assessed by the researchers as it is not pertinent to the research objective; the email continued to be the only assessed product.

Feedback. If a participant did not meet mastery criterion during the checklist phase and was not making upward trending progress after three assessments, he or she entered a feedback phase. All setup and instructions were consistent with the video modeling phase as video modeling and feedback were co-occurring. During the feedback phase the participant viewed the video, then composed an email, had the checklist available, and sent the email to the primary investigator. Immediately following the completion of the task, the primary investigator printed a hard copy of the email and provided specific feedback on components the participant got correct and those he or she needed to fix. The participant was given the opportunity to immediately practice and correct the errors. The participant remained in the feedback phase until mastery criterion was met or until the study concluded due to graduation from the transition program.

Follow-up. A follow-up assessment was conducted approximately one month after the conclusion of data collection to measure skill maintenance across participants. The same procedure used in the baseline phase was utilized for the follow-up assessment. Only one follow-up assessment occurred per participant. Participants were permitted to complete the follow-up assessment remotely. One-month follow-up data was collected between April 30th, 2018, and May 17th, 2018.

Procedural Integrity

Procedural integrity data were collected during 45% of sessions by a secondary observer. The secondary observer was trained by the primary investigator and was familiar with the

procedure of the study. The secondary observer indicated “yes” or “no” to whether each step of the procedures was correctly followed in the session.

Social Validity

Social validity questionnaires were completed by all participants in the study. The seven social validity questions focused on whether participants would recommend this video training to others, how easy it was to understand the video, the length of the video, whether they felt their emailing skills improved, if they felt they would have a better chance of becoming employed after the study, their level of confidence in their emailing skills after the study, and whether or not they enjoyed participating in the study.

Social validity questionnaires were also completed by Master’s level or higher professionals who work in the field of transition, autism, and employment. The seven questions that professionals answered focused on the length of the video, the design of the video, how easy the video was to understand, how effective the video is, whether they would use the video in their own transition program or class, if the video would enhance their curriculum, and whether or not students would benefit from receiving this video training.

RESULTS

All participants met inclusion criteria during the baseline phase. Individual average baseline scores for P1, P2, P4, and P3 were 20%, 34%, 66.43%, and 66.11%, respectively. Baseline scores for P1 and P2 were level with very little or no variability. Each of P1's data points were scored at 20%. P2's baseline scores ranged from 25%-40%. Baseline scores for P4 trended slightly downward, with one data point of seven scoring above 70%. Her baseline scores ranged from 60%-75%. Baseline scores for P3 trended slightly upwards, with two of nine data points scoring above 70%. His baseline scores ranged from 50%-80%, making his baseline the most variable of the study.

Three of four participant scores increased substantially above baseline scores immediately after starting the video model phase. P1, P4, and P3 scored 60%, 95%, and 90%, respectively, in their first intervention assessment, increasing from 20%, 60%, and 65% in their final baseline assessment. In the video model phase, P1 scored between 60%-95%, with his final four data points scoring at mastery level. P1 met mastery criterion after six assessments in the video model phase. P4 had intervention scores ranging from 90%-95%. All four of her intervention assessments were at mastery level. P3 scored between 80%-95% during video model phase assessments. Five of his eight intervention data points were at mastery level, including four of his last five assessments.

One of the four participants did not reach mastery during the video model phase. P2 achieved an average score of 33% during the video model phase and his assessments scores

trended downwards. P2 then achieved an average score of 28% in the video model + checklist phase. Errors made in the video model + checklist phases were consistent with errors made in the video model phase. In the video model + checklist + feedback phase P2 scored between 50%-85%. In this phase, P2's assessment scores trended upwards before leveling off just short of mastery criterion. P2 remained in the study until his graduation from the program; given the trend of his data points in the final phase, it is within reason to hypothesize that P2 could achieve mastery criterion if he continued this phase of the study.

One-month follow-up data were collected for three participants in the study. P1, P4, and P3 scored 95%, 90%, and 85%, respectively, on their follow-up assessment. P1 and P4 had follow-up scores in the range of mastery criterion, suggesting successful maintenance of the skill. P3's follow-up score fell one task list item short of mastery criterion, but remained higher than any score achieved throughout his baseline assessments. P2 did not respond to a request for the follow-up assessment.

Procedural integrity data were collected during 45% of intervention sessions by a trained secondary observer. Procedural integrity was 100%. Inter-observer agreement data were collected on 42% of emails collected during the study by a trained secondary observer. Total inter-observer agreement between the primary investigator and the secondary observer was 98.91%. Mean inter-observer agreement for P2 was 100%. Mean inter-observer agreement for P1 was 98.33% (95%-100%). Mean inter-observer agreement for P4 was 98% (90%-100%). Mean inter-observer agreement for P3 was 98.75% (95%-100%). At least 33% of each phase that each participant completed received inter-observer agreement scores.

All participants in the study completed social validity questionnaires. These questionnaires were scored on a 1-5 point Likert scale: 1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree. “I recommend this video for people who want to improve their professional emailing skill” received an average score of 4.75. “The training video was easy to understand” received an average score of 4.25. “The training video was not too long” received an average score of 2. “My professional emailing skills improved” received an average score of 5. “I think I will now have a better chance of gaining employment” received an average score of 4.5. “I am more confident in my professional emailing skills” received an average score of 4.75. “I liked participating in this study” received an average score of 4.25. All social validity questions were rated as “Agree” and “Strongly Agree” except for the length of the video. Participant feedback indicates the video may be too long.

Three experts with work experience in the fields of transition, autism, and employment completed social validity surveys after viewing the training video using the same 1-5 point Likert scale. “The video length is appropriate” received an average score of 4. “The video is well designed/put together” received an average score of 4.67. “The video is easy to understand” received an average score of 4.67. “I believe this video is effective in teaching professional emailing skills” received an average score of 4.67. “I would use this video in my transition program/class” received an average score of 5. “The video would enhance my curriculum” received an average score of 5. “My students would benefit from watching this video” received an average score of 5. Expert feedback was positive on all questions, although the lowest score of 4.0 was given to the question about the length of the video.

The primary investigator tasked several experts with a background in autism, transition, and employment with scoring, at random, eight emails from the study. All identifying information contained within the emails was redacted prior to the scoring. The experts were asked to score the emails based on how professional they were using a 1-10 scale, with “1” being the least professional and “10” being the most professional. The experts scored two emails for each participant, their final baseline email and their final intervention email. The results of these scores indicated substantial improvement in three of the four participants. P1’s average baseline email score was 1.67 and his average intervention email score was 8.33. P2’s average baseline email score was 1 and his average intervention email score was 6.33. P3’s average baseline email score was 3.33 and his average intervention email score was 8. P4’s average baseline email score was 7.67 and her average intervention email score was 7.67. Although there was no improvement, her emails were already rated highly in baseline.

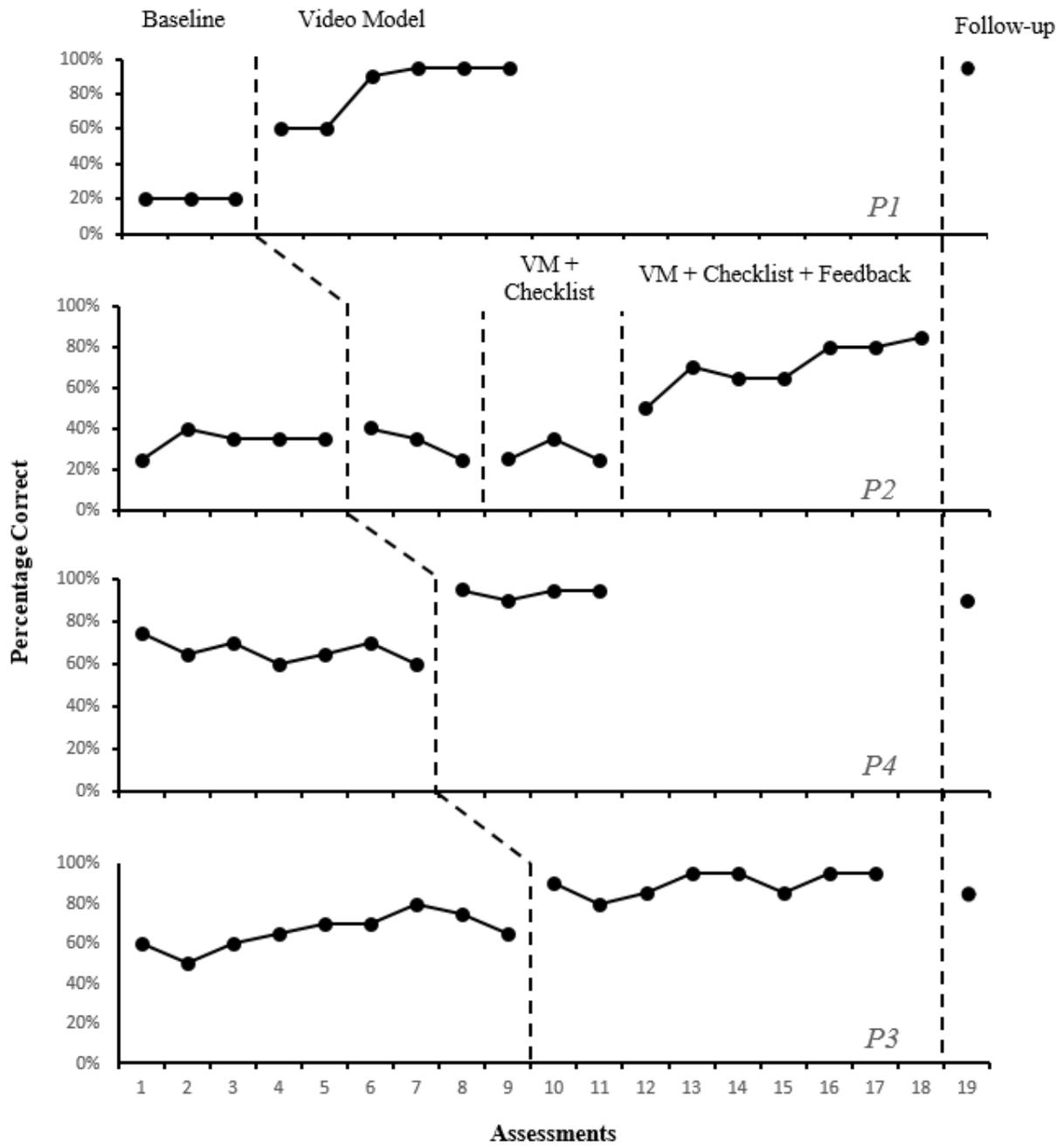


Figure 1. Shows the percentage of task analysis items successfully completed in each assessment for each participant.

DISCUSSION

Findings in this study are consistent with literature in video modeling. The video model by itself was effective for teaching the email skills for three of four participants. Improvements in performance were immediate for those three and mastery level was obtained expeditiously, in eight assessments or fewer for all three. The findings of this study are consistent with the findings in Hong et al. (2016) that videos models recorded from the viewer's perspective can be effective. Implications of these results are positive, especially in the benefit that the video can immediately provide to individuals participating in transition programs. As indicated by surveyed experts, the video can enhance an already existing transition curriculum. This study provides an evidence-based approach to teaching at least one job-seeking skill. It is possible that such an approach, when used widely, may be able to have an impact on autism employment statistics. Video modeling provides an effective medium for beginning to address individual job-seeking skills as one prerequisite to employment. Visual learning strategies, like watching videos, are known to be effective for many individuals with autism. More research is needed to evaluate video modeling for email preparation with a wider range of individuals transitioning into the workforce. More research is also needed to evaluate video modeling as an efficient and accessible intervention for teaching other important transition skills or work-related skills.

Some limitations found in the study are worth noting. The first notable limitation is the designation of the term "professional" and what it means to be professional. Although there was a collaboration involving a university business college, it can be argued that defining

professional, and thus a professional email, is inherently subjective. Given that subjectivity, it was important to clearly define each item in the task list to leave as little interpretation as possible. Even so, several topographies of response seen in the emails required judgment made by the scorer. The array of responding possibilities may be difficult to corral entirely with a single task list, but it is possible that there is room for improvement on the current definitions of the steps. Another limitation regarding the task list was the scoring itself. The set up for scoring the task list was dichotomous (yes/no) and made the results black and white; including a Likert scale for each step should increase the sensitivity of the measure and could be considered in future research or replication. For example, an email with one minor spelling error would receive the same point deduction as an email in which every word contained a spelling error. Surely, in this example, the former email would be perceived as “more professional” than the latter. Another potential limitation involving scoring was the use of experts with a background in autism and transition. There may be a view, filter, or culture within that field that could result in the bias of certain information or the presentation of information; it may be beneficial to receive scoring and feedback from business professionals without a background in autism and/or transition.

Other limitations in the study are related more closely to the participants. The first is the amount of overall participant information available to the researchers. Although certain documentation was required to attend the transition program from which the participants were recruited, such as a documentation of autism, having other information would be valuable. Information such as IQ scores, individualized education programs (IEP) from high school, or assessments on reading, writing, and other communication-related skills could be beneficial to

providing a more comprehensive analysis of individual performance. Secondly, participants in the study were solely responsible for their own scheduling and remembering to attend study sessions. In hindsight, it would be valuable to set up a system of reminders or assist with transitioning from class to the research space. There were multiple occasions when participants forgot to attend the research study or had scheduling conflicts arise and made requests to reschedule.

The findings in this study leave room for several areas of future research. The video modeling intervention alone was effective for three of four participants. The fourth participant, P2, made substantial gains during the study, achieving a score as high as 85% and receiving email scores from experts that increased from 1 in baseline to 6.33 in intervention. Based on the information available to the primary investigator, it is unclear what variables were present with P2 that may have contributed to a need for the feedback phase. The transition program instructor reported a lower skill level in reading, writing, spelling, and comprehension in P2 than all the other participants but no formal tests were conducted to measure these skills. Future research could examine what variables in transition-age individuals would promote success in acquiring the skill, as well as what may be a barrier to skill acquisition. Future research could examine creating a shorter video and measuring its effectiveness in order to address the only identified area of concern within the participant social validity. Replication of this study should be attempted with diverse individuals and with a variety of target behaviors. Future replication of this study should be prepared to make accommodations for participants who may need them. One accommodation that could be added is subtitles for the video if the participant has hearing-loss or a preference of reading instructions. Other future participants may require breaks during

the video; researchers can accomplish this by having videos that are individually viewed on laptops or other devices and can be paused however frequently the participant needs without disrupting others in the study. Another avenue for future research in this topic area is to train inclusion instructors to implement these or similar procedures. If instructors already working in applied settings could effectively implement training and produce meaningful changes in the target behavior, the intervention would be more accessible. Finally, future studies could also evaluate the effectiveness of the video model when available online (e.g., YouTube) and accessed independently or with minimal prompting. If shown to be effective, this approach would enhance accessibility even further.

More important than future research is future application. As a whole, transition services for adults on the spectrum, or with any disability, need to be improved. Improvements should be made in awareness of programs/services, access to these programs/services, and quality of programs/services. Autism is a diagnosis that continues to become more prevalent and detrimental employment statistics will continue to persist unless these needs are addressed. As a field, applied behavior analysis has identified an array of tools to positively impact quality of life. These tools need to be utilized more effectively in transition settings. Early intervention has gained popularity and traction, but services for transition-age youth have not received adequate attention. Application of evidence-based strategies and tools, such as the one identified in this study, by professionals will be key in successfully transitioning individuals and addressing the question of “What’s next?” after exiting school.

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APPENDIX A

Procedural Integrity Checklist

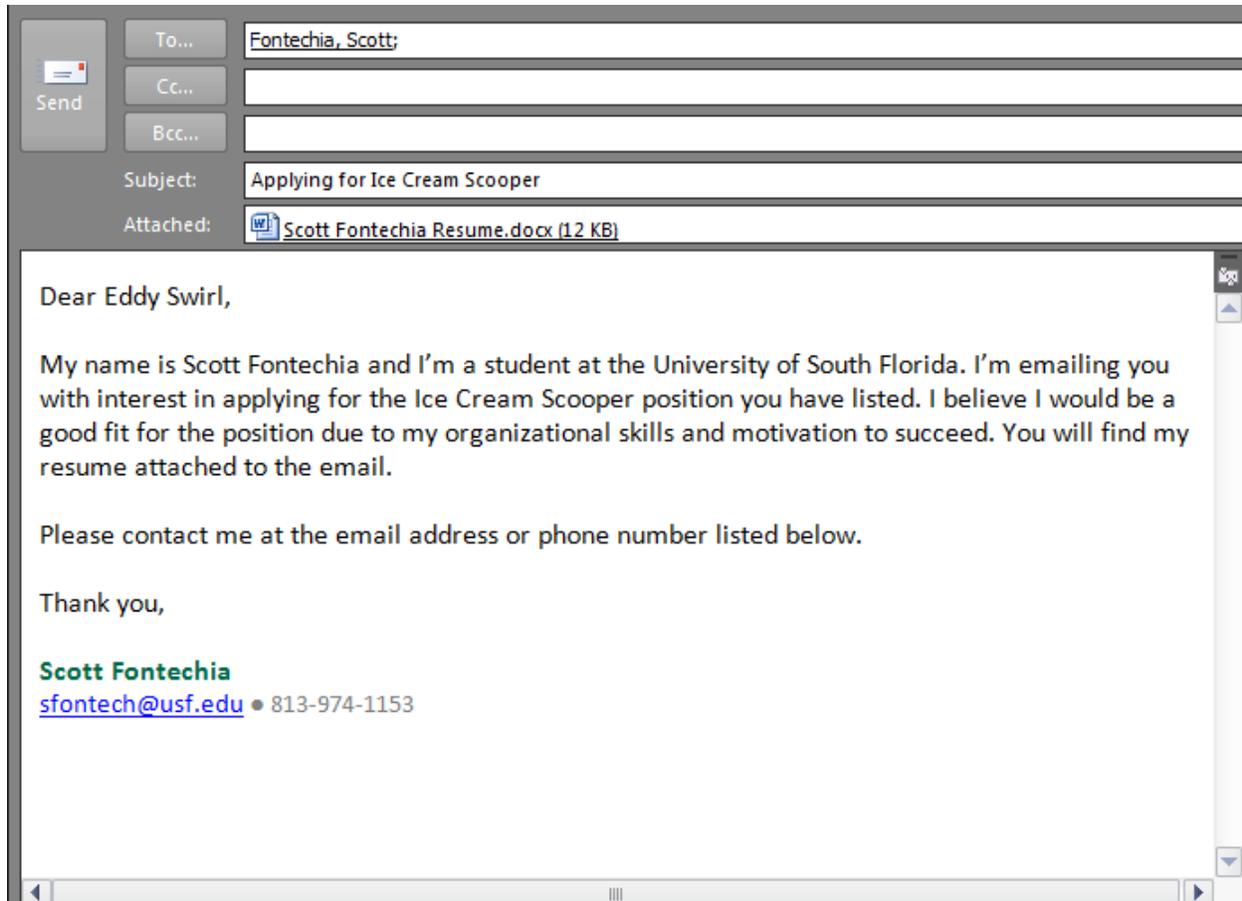
Name: _____ Date: _____

Procedural Integrity Checklist:

- 1. Researcher started the video.
- 2. Participants sat facing the screen.
- 3. Participants observed screen for entirety of video.
- 4. Researcher displays hypothetical job position.
- 5. Participants composed email following the display of the job position.
- 6. (If necessary) Researcher provided participants with supplemental checklist.
- 7. (If necessary) Researcher printed email and provided feedback.

APPENDIX B

Sample 20/20 Email



APPENDIX C

Hypothetical Job Postings 1-12

NOW HIRING

Title: Ice Cream Scooper

Company: Eddy's Ice Cream

Location: Tampa Bay Area

Company Profile: We are the greatest local ice creamery in town. Tons of flavors and tons of toppings is our motto. We love our customers and we cherish our workers. Come check us out sometime!

Job Description: We are a small creamery looking for an ice cream scooper in the Tampa area. The hours and pay are negotiable. You will need to take and fill customer orders. Sometimes the pace is slow and sometimes it is fast. You will need to keep your work space clean while on the job.

Qualifications:

Experience

- None required, entry level

Education

- High school level or greater

Skills

- Organizational skills
- Self-confidence
- Motivated to set realistic goals

Working Conditions:

- Will be surrounded by ice cream
- Expect several customers while working
- Cool environment, you may need to wear a sweater

If you are interested in this opportunity, please email Eddy Swirl at sfontech@usf.edu with your resume.

NOW HIRING

Title: Movie Crew Member

Company: AMC Theatres

Location: Tampa Bay Area

Company Profile: AMC is one of the largest movie theatre companies in the nation. We stay up to date with all the newest and greatest films released. We create a positive movie-going experience for every single customer. Our employees help create that positive experience.

Job Description: We are looking to hire someone to be a member of our movie crew. This person may be needed to collect tickets, make popcorn, sweep the floor, etc. Whatever task the person is needed for, we will train you on. We do ask that you come in to work positive and upbeat every day.

Qualifications:

Experience

- None required, entry level

Education

- High school level or greater

Skills

- Organizational skills
- Cleanliness
- Positive

Working Conditions:

- Movie theatre environment
- Several customers at certain times
- Sometimes working alone

If you are interested in this opportunity, please email Wendy Reel at sfontech@usf.edu with your resume.

NOW HIRING

Title: Bagger

Company: Publix

Location: Tampa Bay Area

Company Profile: Publix is a leading grocery store in the Southeast United States. We pride ourselves on fantastic customer service and our slogan is “Where shopping is pleasure.” We are known for our amazing sub sandwiches and chocolate chip cookies.

Job Description: A bagger helps put the customer’s purchases into plastic or paper bags. It is important to handle all the products carefully and not damage them. The bagger is also responsible for offering to help the customer bring their groceries out to their car.

Qualifications:

Experience

- None required, entry level

Education

- High school level or greater

Skills

- Organizational skills
- Social Skills
- Product handling skills

Working Conditions:

- Mostly indoors
- Semi-fast paced
- Friendly team of employees

If you are interested in this opportunity, please email Gerald Carts at sfontech@usf.edu with your resume.

NOW HIRING

Title: Transporter

Company: Florida Hospital

Location: Tampa Bay Area

Company Profile: Florida Hospital provides clinical, health, and wellness services to citizens of Tampa Bay. We provide many services, ranging from labor and delivery to emergency care services. Our goal is to keep Tampa healthy and happy. Our doctors save lives every day.

Job Description: The transporter will be responsible for transporting supplies and people to different locations. Ever wonder how patients get from the surgery room to the visiting room? The transporter! Who brings the doctor his supplies before he performs a brain transplant? The transporter!

Qualifications:

Experience

- None required, entry level

Education

- High school level or greater

Skills

- Must be able to walk and push
- Must wash hands frequently
- Must be able to follow directions

Working Conditions:

- You must walk down the hallways of a large hospital
- Many employees and patients present at all times
- Not required to see any blood or guts

If you are interested in this opportunity, please email Jean Cares at sfontech@usf.edu with your resume.

NOW HIRING

Title: Teacher's Assistant

Company: Hillsborough County School System

Location: Tampa Bay Area

Company Profile: Hillsborough County Schools provide quality education to our youth. Our teachers and staff pave the way for our bright next generation. Children leave our schools with a quality education and are ready to pursue college or work.

Job Description: The teacher's assistant is required to do just that, assist the teacher. It will involve getting supplies, assisting students, and other classroom chores. The teacher's assistant should be friendly, understanding, and helpful. This is an entry level position and you will be paired with a teacher in the subject of your choosing.

Qualifications:

Experience

- None required, entry level

Education

- High school level or greater

Skills

- Organizational Skills
- Social Skills
- Must be able to follow directions

Working Conditions:

- School setting, appropriate dress required
- In a classroom of 10-30 students
- School hours are 8:00am-3:00pm

If you are interested in this opportunity, please email Ryan Schoolski at sfontech@usf.edu with your resume.

NOW HIRING

Title: Office Assistant

Company: TECO

Location: Tampa Bay Area

Company Profile: TECO stands for the Tampa Electric Company. We ensure everyone in the Tampa area has power and electricity. We have been serving the Tampa area for over 100 years and we own and operate four power stations in the area. Solar power is our next initiative.

Job Description: We are seeking an office assistant to assist with clerical operations at one of our offices. The office assistant will be trained on scanning, filing, copying, and sending and receiving mail. The office assistant may be asked to do other common tasks.

Qualifications:

Experience

- None required, entry level

Education

- High school level or greater

Skills

- Organizational Skills
- Social Skills
- Must be able to follow directions

Working Conditions:

- Office setting
- Team of 15-20 coworkers
- Casual Friday's

If you are interested in this opportunity, please email Elena Powers at sfontech@usf.edu with your resume.

NOW HIRING

Title: Fulfillment Associate

Company: Amazon

Location: Tampa Bay Area

Company Profile: Amazon is the national leader of online shopping. We have offices in more than 30 countries around the world. Our warehouses use cutting edge technology and employ over 90,000 workers. Amazon is an equal opportunity employer that takes pride in the diversity of their employees.

Job Description: The fulfillment associate position is located in one of our many warehouses. In this job, you will be required to fill orders that are then shipped out to the customers. You will be given a list of items to find and package. You will be trained on how to use the technology in the building to assist you.

Qualifications:

Experience

- None required, entry level

Education

- High school level or greater

Skills

- Hard Worker
- Must be able to read
- Must be able to follow directions

Working Conditions:

- Warehouse Setting
- Involves walking or standing for most of the shift
- Casual dress code at work

If you are interested in this opportunity, please email John Stockman at sfontech@usf.edu with your resume.

NOW HIRING

Title: Barista

Company: Starbucks

Location: Tampa Bay Area

Company Profile: Starbucks first opened in 1971. We have been leaders in making coffee ever since. Every day we hope to make the lives of our customers more enriched through the power of coffee. We hope everyone begins their day with one of our cups. The customer always comes first.

Job Description: As a Starbucks barista you will learn to make all of the items featured on our menu. You will be expected to keep a clean work area and use fresh ingredients. Great customer service is a must. All baristas are given a uniform when they start to fully represent the Starbucks brand.

Qualifications:

Experience

- None required, entry level

Education

- High school level or greater

Skills

- Customer Service
- Must be able to keep clean work station
- Friendly and pleasant

Working Conditions:

- Baristas work in a kitchen-like setting
- Care must be taken as some products and machines are very hot
- Uniform dress code

If you are interested in this opportunity, please email Lisa Buckstars at sfontech@usf.edu with your resume.

NOW HIRING

Title: Maintenance Worker

Company: Super Bowl-O-Rama

Location: Tampa Bay Area

Company Profile: Super Bowl-O-Rama is the hottest new bowling alley this side of the Mississippi. Every weekend we turn out the lights and turn on the fun with our glow in the dark bowling. We always have specials running so come in and check out the deal of the day. Bowling is a great activity for the whole family.

Job Description: We need a maintenance worker to come in and help with a few tasks around the alley. They will help us clean the bowling balls and shoes. We need someone to sweep the floors sometimes and make sure the game room is clean. We can also teach you how to wax the floor and make the bowling balls fly down the lane!

Qualifications:

Experience

- None required, entry level

Education

- High school level or greater

Skills

- Hard worker
- Willing to learn how to clean
- Willing to help customers when needed

Working Conditions:

- Casual dress
- Coolest work place in town
- Great friendly coworkers

If you are interested in this opportunity, please email Mike Pinns at sfontech@usf.edu with your resume.

NOW HIRING

Title: Busser

Company: First Watch

Location: Tampa Bay Area

Company Profile: First Watch serves a delicious and healthy breakfast and lunch to its patrons. We use the freshest ingredients in all of our dishes. We source our ingredients locally and try to buy from local farmers.

Job Description: The busser is responsible for assisting the wait staff. The primary job functions for the busser will be to clear and wipe down the table when the customer is finished eating. Bussers bring the dirty dishes back to the kitchen and pass them over to the dishwashers. Bussers help keep table supplies like salt and pepper stocked and are also responsible for rolling silverware when needed.

Qualifications:

Experience

- None required, entry level

Education

- High school level or greater

Skills

- Hard fast-paced worker
- Must be a team player
- Must provide excellent customer service when needed

Working Conditions:

- Kitchen and restaurant setting
- The kitchen may be hot during hours of operation
- Fast-paced

If you are interested in this opportunity, please email Krystal Cooks at sfontech@usf.edu with your resume.

NOW HIRING

Title: Inventory Specialist

Company: Best Buy

Location: Tampa Bay Area

Company Profile: Best Buy is a leading provider of technology products, services, and solutions. We offer expert services at unbeatable prices. We house the Geek Squad within our company to help people with their tech needs. 70% of the nation's population lives within 15 minutes of a Best Buy location.

Job Description: An inventory specialist will perform duties throughout the store. In the backroom responsibilities include receiving and unpacking boxes, sorting and stocking products, and keeping a clean area. The inventory specialist will ensure the shelves on the floor remained stocked and deliver products from the backroom to customers if needed. All new employees receive training from our qualified management staff.

Qualifications:

Experience

- None required, entry level

Education

- High school level or greater

Skills

- Work as part of a team
- Hard worker in a fast-paced environment
- Organizational skills

Working Conditions:

- Fast-paced
- Must handle heavy products, accommodations available if needed
- May need to climb a ladder

If you are interested in this opportunity, please email Ivan Torrey at sfontech@usf.edu with your resume.

NOW HIRING

Title: Kennel Assistant

Company: Humane Society

Location: Tampa Bay Area

Company Profile: The Humane Society is dedicated to ending animal homelessness and providing care and comfort for companion animals in need. We are leading the way in Tampa Bay because every animal life counts. Please come in if you would like to adopt or surrender a pet.

Job Description: The kennel assistant will be responsible for providing a level of care to some of the animals at our shelter. A kennel assistant job functions include: providing food and water to animals, cleaning out kennels, walking and playing with animals, and making sure animals are treated well. No animal experience is needed to begin.

Qualifications:

Experience

- None required, entry level

Education

- High school level or greater

Skills

- Compassion for animals
- Ability to follow directions
- Positive attitude

Working Conditions:

- Around animals
- Indoors and outdoors while working
- Sometimes dogs barking can be loud

If you are interested in this opportunity, please email Karen Barkmen at sfontech@usf.edu with your resume.

APPENDIX D

Checklist

Name: _____ Date: _____

Supplemental Checklist

Check off the following items as you complete your email:

- 1. Subject line – Brief, explains purpose of your email
- 2. Greeting Position
- 3. Greeting – Address the contact person for the job
- 4. First Space
- 5. Introductory Statement – Your name and something about you
- 6. Statement of Intent – Purpose of your email and name of the job applying for
- 7. Why Statement – Why you're a good candidate including a skill the job requires
- 8. Resume Attached – A sentence and attach your resume using paperclip icon
- 9. Closing Statement – Thank reader or invite them to follow up
- 10. Second Space
- 11. Sign-off Position
- 12. Sign-off – Professional and include your name
- 13. Contact Information – Phone number and/or email address under your name
- 14. Commas – After greeting and sign-off

- 15. Spelling – Use spell check and carefully re-read your email
- 16. Capital Letters – Beginning of sentences and proper nouns
- 17. Indent Consistency
- 18. No Emoticons
- 19. No Informal Abbreviations
- 20. No Numbers for Words

APPENDIX E

Participant Validity

Thank you for participating in my study “Using Video Modeling to Teach Job Seeking Skills: Composing a Professional Email”. Please read and answer the following feedback questions based on your experience. For each statement, circle the number that shows how you feel - strongly agree, agree, neither, disagree, or strongly disagree.

Please Circle One Option

1. I recommend this video for people who want to improve their professional emailing skills.

1 ————— 2 ————— 3 ————— 4 ————— 5
Strongly Disagree Disagree Neither Agree Strongly Agree

2. The training video was easy to understand.

1 ————— 2 ————— 3 ————— 4 ————— 5
Strongly Disagree Disagree Neither Agree Strongly Agree

3. The training video was not too long.

1 ————— 2 ————— 3 ————— 4 ————— 5
Strongly Disagree Disagree Neither Agree Strongly Agree

4. My professional emailing skills improved.

1 ————— 2 ————— 3 ————— 4 ————— 5
Strongly Disagree Disagree Neither Agree Strongly Agree

5. I think I will now have a better chance of gaining employment.

1 ————— 2 ————— 3 ————— 4 ————— 5
Strongly Disagree Disagree Neither Agree Strongly Agree

6. I am more confident in my professional emailing skills.

1 ————— 2 ————— 3 ————— 4 ————— 5
Strongly Disagree Disagree Neither Agree Strongly Agree

7. I liked participating in this study.

1 ————— 2 ————— 3 ————— 4 ————— 5
Strongly Disagree Disagree Neither Agree Strongly Agree

APPENDIX F

Expert Validity

Thank you for participating in my study “Using Video Modeling to Teach Job Seeking Skills: Composing a Professional Email”. Please read and answer the following questions to provide feedback on the video. When answering, consider how the video would be used in a transition program environment. For each statement, answer if you strongly agree, agree, neither, disagree, or strongly disagree. Please select “N/A” if you feel the question would not apply to you.

Please Circle One Option

1. The video length is appropriate.

1 ————— 2 ————— 3 ————— 4 ————— 5
Strongly Disagree Disagree Neither Agree Strongly Agree

2. The video is well designed.

1 ————— 2 ————— 3 ————— 4 ————— 5
Strongly Disagree Disagree Neither Agree Strongly Agree

3. The video is easy to understand.

1 ————— 2 ————— 3 ————— 4 ————— 5
Strongly Disagree Disagree Neither Agree Strongly Agree

4. I believe this video would be effective in teaching professional emailing skills.

1 ————— 2 ————— 3 ————— 4 ————— 5
Strongly Disagree Disagree Neither Agree Strongly Agree

5. I would use this video in my transition program/class.

1 ————— 2 ————— 3 ————— 4 ————— 5 N/A
Strongly Disagree Disagree Neither Agree Strongly Agree

6. The video targets important skills.

1 ————— 2 ————— 3 ————— 4 ————— 5 N/A
Strongly Disagree Disagree Neither Agree Strongly Agree

7. My students would benefit from watching this video

1 ————— 2 ————— 3 ————— 4 ————— 5 N/A
Strongly Disagree Disagree Neither Agree Strongly Agree

APPENDIX G

Expert Email Scoring

Thank you for participating in my study “Using Video Modeling to Teach Job Seeking Skills: Composing a Professional Email”. You will be asked to rate 8 emails, in random order, based on how professional the email is. For each email, the instruction given to the participant was to apply for a job by composing a professional email. Rate the emails from 1 – 10, with 1 being the least professional and 10 being the most professional. Consider email quality and likelihood to interview/hire when scoring.

Please rate 1 – 10, using whole numbers only

1. **Email number:** _____ **Score:** _____

2. **Email number:** _____ **Score:** _____

3. **Email number:** _____ **Score:** _____

4. **Email number:** _____ **Score:** _____

5. **Email number:** _____ **Score:** _____

6. **Email number:** _____ **Score:** _____

7. **Email number:** _____ **Score:** _____

8. **Email number:** _____ **Score:** _____



RESEARCH INTEGRITY AND COMPLIANCE
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November 16, 2017

Scott Fontechia, II, B.A.
ABA-Applied Behavior Analysis
4202 East Fowler Ave.
Tampa, FL 33620

RE: **Expedited Approval for Initial Review**

IRB#: Pro00032350

Title: Using Video Modeling to Teach Job Seeking Skills: Composing a Professional Email

Study Approval Period: 11/15/2017 to 11/15/2018

Dear Mr. Fontechia:

On 11/15/2017, the Institutional Review Board (IRB) reviewed and **APPROVED** the above application and all documents contained within, including those outlined below.

Approved Item(s):

Protocol Document(s):

[Protocol, Version #1, 11-08-2017](#)

Consent/Assent Document(s)*:

[Adult Assent Form, Version #1, 10-31-2017.pdf](#)

[Informed Consent Form, Version #1, 10-31-2017.pdf](#)

[LAR Consent Form, Version #1, 11-15-2017.pdf](#)

*Please use only the official IRB stamped informed consent/assent document(s) found under the "Attachments" tab. Please note, these consent/assent documents are valid until the consent document is amended and approved.

It was the determination of the IRB that your study qualified for expedited review which includes activities that (1) present no more than minimal risk to human subjects, and (2) involve only procedures listed in one or more of the categories outlined below. The IRB may review

research through the expedited review procedure authorized by 45CFR46.110. The research proposed in this study is categorized under the following expedited review category:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

As the principal investigator of this study, it is your responsibility to conduct this study in accordance with IRB policies and procedures and as approved by the IRB. Any changes to the approved research must be submitted to the IRB for review and approval via an amendment. Additionally, all unanticipated problems must be reported to the USF IRB within five (5) calendar days.

We appreciate your dedication to the ethical conduct of human subject research at the University of South Florida and your continued commitment to human research protections. If you have any questions regarding this matter, please call 813-974-5638.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kristen Salomon', followed by a horizontal line.

Kristen Salomon, Ph.D., Vice Chairperson
USF Institutional Review Board