

# About SpecialNeedsWare

SpecialNeedsWare is a leading provider of software solutions dedicated to special education students, families, teachers, and organizations around the world. It was founded after years of research in 2011, by computer scientist Jonathan Izak, whose younger brother is on the autism spectrum and was the initial inspiration for the formation of the company. Since that time SpecialNeedsWare has developed the award winning AutisMate platform, acquired a board that consists of leading industry experts, partnered with Boston Children's Hospital, and most recently launched two new platforms: the language development game PuddingStone, and the learning management system, TeachMate365.

## Board of Advisors

SpecialNeedsWare has built a diverse and active advisory board consisting of leading educators, researchers and professionals in the special needs community. Its advisors are committed to the success of the company, its products and most importantly, its users. They participate in trainings, implementations and conduct regular webinars and guest lectures around the country.

						
Howard Shane, PhD Director, Boston Children's Hospital	Dr. Peter Gerhardt, Ed.D. Chair, OAR Scientific Council	Melanie H. Johnston, MA Executive Director, BRITE Success	Tammy Taylor, MS Speech Language Pathology Center	Kelly Fonner, MS Consultant, Assistive and Educational Technology	Gemma White, CCC-SLP Director, Spoonful of Sugar, Inc.	Jennifer Dantzer Executive Director/Founder, Including Kids, Inc.

## In Proud Partnership With Boston Children's Hospital

SpecialNeedsWare partnered with Boston Children's Hospital, Harvard Medical's world-renowned research institute in 2012. Since that time, SpecialNeedsWare has collaborated with Boston Children's Hospital to develop PuddingStone - a first-of-it's-kind virtual learning game, and TeachMate365, a learning management system for special education.

## SpecialNeedsWare's Vision

As SpecialNeedsWare continues to grow, develop, innovate and push the boundaries of what technology can do for the special needs community, the company's foundation remains in its passion to improve the lives of individuals with special needs by addressing the unique abilities they have and struggles they face every day.




## WOONSOCKET PUBLIC SCHOOLS VIDEO MODELING CASE STUDY



# Woonsocket Public Schools - Video Modeling Case Study

“TeachMate365 has changed the way therapists, teachers and families approach the task of teaching language development, social expectations and functional communication for our diverse student population.”

Beth Campanelli, CCC-SLP  
Pothier Elementary School  
Woonsocket Public Schools

## VIDEO MODELING CASE STUDY

### INTRODUCTION

The greatest challenge facing our school systems today is the enormous variation of students coming into any classroom. This in turn makes the idea of group instruction that much more challenging. There are a number of questions a teacher is faced with: How do I group my students? How do I advance their individualized skills within a group? How do I keep them motivated, participating and on task? Building motivation and attending skills is the backbone for learning and preparing students for an inclusive setting.

Video modeling is a research-based intervention that has demonstrated more effective skill acquisition in comparison to in person modeling. The use of video modeling is highly reinforcing due to its dynamic and interactive qualities. TeachMate365 enables users to upload videos into the platform for targeted use during both group instruction or 1:1 instruction.

This case study examines the implementation of video modeling within a group setting to increase attention to task over a 6-week period of time. Quantitative data were collected by the classroom teacher to measure:

- (1) Attention to task
- (2) Student motivation

This study indicated that the use of video models increased student motivation to sustain attention for work tasks by 46% over the course of six weeks.

### METHODOLOGY

Group activities varied weekly consisting of sensory activities, tabletop games and group snack time. The goal of this intervention was to increase sustained attention to task and maximize student motivation to participate. Based on teacher reports prior to implementation, students illustrated distractibility during group instruction, which required increased redirection and verbal prompting from the teacher to stay on task.

### FINDINGS

Results of this case study indicated that video modeling during group instruction had a significant impact on elevating student motivation, and thus increasing sustained attention to task. According to teacher reports, students were highly reinforced when the teacher presented the video model, which played a video of their peers sitting quietly and attending to the task. At the end of the intervention, students were attending to task independently 80% of the time when the video model was implemented using TeachMate365.

