Seeing Is Believing! Video Modeling to Solve Academic, Social-Communication, and Behavioral Challenges

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Symbaloo for VM

http://www.symbaloo.com/home/mix/13eP705d6H

You Decide…

Video Modeling

Video modeling is a teaching method that uses assistive technology (computers, digital cameras, etc.) as a core component of instruction.

It involves the following basic components:

(a) the individual being taught or other models are videotaped performing some targeted behavior,

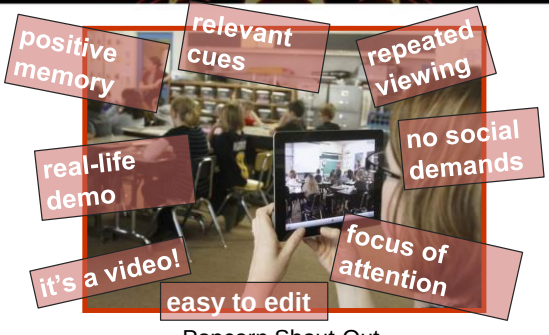
(b) the video recording is then played back to the learner, and

(c) the learner is prompted or asked to perform the behavior.

Take a look!

Prezi Link

Why does this work?



Popcorn Shout-Out

4 Types of Video Modeling

- Video self-modeling
- Video modeling
- Point-of-view video modeling
- Video prompting

Video Self Modeling

The primary model ***is the actual student.***

Prompting, reinforcement, and repetition are often needed throughout the observation and performance parts of video modeling.

Inappropriate or other behaviors are edited out of the final video.

Video Modeling

The primary model is ***someone other than the student.***

Prompting, reinforcement, and repetition are often needed throughout the observation and performance parts of video modeling.

http://youtu.be/DVPyDXNbnfU

Point-of-View Modeling

The targeted behavior is videoed as it would look through the student's eyes.

Only the hands of the model and the materials being used are seen in the video.

http://youtu.be/b6t7nALqa50

Video Prompting

Shows sequence of task or behavior in different clips

- The task is broken down into parts.
- Not shown start-to-finish.
- The student views one part, followed by a pause.
- At the pause, the student is asked to perform that part of the task.
- The process is repeated until the entire sequence of behaviors is complete.

You Decide

Example: P B & J

Tying your shoe

When you lose at a game

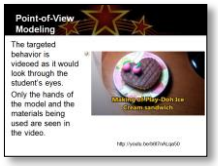
Getting lunch tray in cafeteria

Staying on topic

Solving a multiplication problem

Asking for help on an assignment

Going to the doctor or dentist



Which type of VM would you try first?	Video Self Modeling	Video Modeling	Point of View Video Modeling	Video Prompting
Tying your shoe				
When you lose at a game				
Getting lunch tray in cafeteria				
Staying on topic				
Solving a multiplication problem				
Asking for help on an assignment				
Going to the doctor or dentist				

"I think I would use point of view video modeling to teach this because…

Who might benefit?*

- Students receiving special education services
- Students in RTI

- Possible limitations:
  - Under age 4
  - Significant ID
  - Attention and self-recognition issues

*obtain informed written parental consent

What can be taught?

Anything that can be videotaped!

- Communication
- Emotion recognition
- Perspective taking
- Adaptive behaviors
- Pretend and reciprocal play
- Academics (staying on task, reading comprehension, fluency, etc.)
- Social initiation

Based on Jeff Sigafoos, Mark O'Reilly, and Berenice de la Cruz (2007). *How to use video modeling and video prompting.* Austin, TX: Pro-Ed.

Step One: Target the Behavior

- Choose a behavior that is important for the student to learn.
- Describe and define the behavior in a way that is very clear.
- Measurable and observable behaviors are critical for monitoring progress.

Step Two: Have the Correct Equipment

- Orient the camera properly.
- "V.V.S."
- Use a tripod if necessary.
- Eliminate background noise (visual and auditory).

Step Three: Plan it Out

- Task Analyze
- Create Script or Storyboard
  - Tells model what they will need to say or do.
  - Lists all of the steps needed to complete the target behavior.

Step Four: Collect Baseline Data

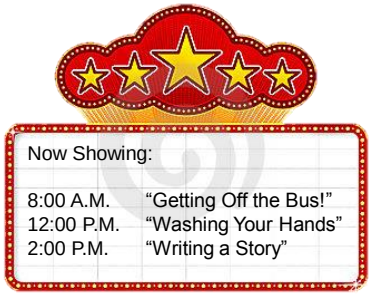
- Document the parts of the skill the student is able to perform and not perform.
- Used to measure progress after the video modeling intervention.

Step Five: Make Your Movie

- Decide which of the four types is best…then…

Step Six: Plan to Show the Video

- Plan when to show the videos.
  - Natural times
  - Natural setting etc.
- Have learning materials ready.
- Use the same materials during performance of the behavior as when videotaped.



Step Seven: Watch the Video with the Student

- Provide prompts to gain or keep attention.
- Allow learner to watch an appropriate* number of times before expecting him to use the target skill.
- Student performs the skill in the authentic context.

*suggested= 3 or more times

(Finally!)

Step Eight: Monitor Progress

- Collect post-intervention data.
- What can they do independently?
- What part of the video do they refer to when using the behavior?
- After collecting data three to five times, if progress is being made continue until maximum proficiency.
- Otherwise, see trouble shooting guidelines.

Step Nine: Troubleshoot if the Learner is Not Making Progress

Analyze data, checking for needed procedural changes.

To adjust the intervention, some reflection questions:

- Is the learner watching the video enough times per week?
- Is the learner watching the video, but not attending to the most relevant parts?
- Is the learner getting enough prompting from adults and/or peers to use the target behavior?
- Is the learner receiving the appropriate amount and type of reinforcement for performing, or attempting to perform, the target behavior(s)?
- Is the video too complex? Would slowing it help? Muting the audio?
- Does another task analysis need to be completed to make sure that the video includes the correct steps?
- Does the learner have the skills (e.g., imitation, learn by observation) needed to benefit from video modeling?

Implement the adjustments.

Step Ten. Fade the Video and the Prompts

Fade the use of prompting to encourage independent use and to promote maintenance by:

- Delaying start/premature stop
- Only the particular scene where the mistake has been occurring is played for the learner to rewatch and practice
- Gradually removing scenes or parts of the task from the video

Teachers/practitioners allow the learner to continue watching the video to some extent if it is appropriate, enjoyable for the learner, and supports the behavior.

Examples

Thank you!

This presentation was a collaboration between the following Exceptional Student Services Units:

Special Projects-Assistive Technology

&

Professional Learning and Sustainability

Bonus Track

Jacob stands in line: