

VIDEO MODELING

Using Video Modeling to Implement the Coordinated Set of Activities

Video Modeling is an evidence-based tool used to teach students with intellectual and developmental disabilities. Research has indicated that this instructional strategy may result in a reduction of instruction time needed to acquire a skill and the reduction of levels of support. It is successful with children from early childhood age through young adults.

Materials: (1) video camera, iPad, electronic tablet, or Smartphone of any kind, (2) Task Analysis, (3) purposeful environment, i.e. try to teach in the environment in which the skill will naturally be used.

Types of Videos: the type of video selected depends on the purpose of the video. For example, how will the video be used, for the student to:

- View the steps to a task with someone else as the model?
- View him/herself completing a task?
- Video prompt during a task?
- Demonstrate appropriate/inappropriate behaviors?
- Complete a video of the targeted skill steps and edit using teacher voice-overs? *For targeted skill: "I wait in line. I pick up my lunch tray and fork." For a targeted behavior: "Students in the hallway hold their books and do not hit other students."*

Step 1: Identify the skill or behavior to be taught

- a. What are the skills and behaviors identified in the IEP goals and objectives?
- b. Skills/behaviors must be measurable and observable in order to be used for video modeling. *Example: unpacking his backpack. Non-Example: Will become more independent.*
- c. Select the targeted skill/behavior to be taught using video modeling
- d. Examples of a targeted behavior or skill from an IEP Goal:
 - Early Childhood: how to put on a jacket
 - Elementary: Unpacking the Backpack after entering the classroom
 - Middle: Navigating the lunch line in the large middle school cafeteria
 - High School: Zoning the shoe shelf at Walmart as part of CBVI
 - Adult Transition Services for 18+: Using the city metro, taxi, bicycling, or pedestrian skills to get to work in the community

Step 2: Obtain and test your video equipment

- a. Determine which type of equipment is best to conduct the video modeling. If you are in the classroom, it may even be possible to use a laptop computer with a camera if you do not have access to anything else. If you have an iPad or smart tablet, that is easier to handle than a laptop. The easiest electronic tool for videoing is a Smartphone or small video camera.
- b. Determine how you will display the video for the student to ensure your video product is usable. For example, how much memory is on your computer? If it is an older computer, will the computer software download a video clip from your Smartphone? You may need to film

short video clips in small stages or steps to ensure you can download and store on an electronic device that will be used with the student.

- c. Practice filming a short video without the student. Download and run the video prior to using the video modeling strategy with your student. This will ensure you have all of the technology devices and software aligned prior to using it with the student. *(Note: if you skip this step and have too much go wrong with the student in your presence, you will quickly discard this very critical practice that is so successful with students. The reason would not be because the practice was not useful but because there was not preparation.)*

Step 3: Create a Script/Plan for the Video Modeling Activity

- a. Describe what needs to be said or done during the video.
- b. Prepare a script: the use of a script tells the student what to say during the video. The Task Analysis tells the student what to do during the video.
- c. Write the steps, needed to complete the skill/behavior, on a Task Analysis to create a monitoring process.
 - For example, brushing teeth, preparing a snack, stocking cereal at Kroger's, etc.

Step 4: Collecting Data

- a. Use the Task Analysis to collect data that will be the baseline data for the skill/behavior.
 - The baseline data helps identify which steps of the skill are already known by the student and which steps are not known, or are known and not performed.
- b. The Task Analysis can continue to be used to document progress on the skill/behavior acquisition.

Step 5: Creating the Video

- a. Make the final decisions regarding the type of video that will be created, i.e. for instruction, self-modeling, prompting, etc.
- b. Decide who the model will be, the student, same age peer, the teacher, job coach, etc.
- c. Use the script to systematically film the actions/steps for the targeted skill/behavior.
- d. The video can be shot at one time or it can be shot in short sequences for each step.
- e. Once the video is completed, ensure it is of a quality that can be used by the student.
- f. This is the point when the video can be edited, if needed, or use a voice over by the teacher to prompt the student for each step.
- g. Next, make decisions about how the video will be used with the student, the appropriate time to have the student view the video and began the instruction using the video as an instructional tool or prompt.

Step 6: The Video Demonstration and Use by the Student

- a. Determine where you will show the video to the student.
- b. Will you show it on a computer with a large screen or on a Smartphone?
- c. Most students will view the video while others may need to be prompted to attend and watch the video.
- d. The purpose of this activity is to show the student the video of the skill/behavior he/she will be expected to perform.
- e. If the student will use the video to complete a task, determine which technology device will be used by the student and download the video if the device was not the one used to take the video.
 - For practicality and Transition Services, attempt to use devices that may be available to the student in other classes and at home. The student is more apt to learn and use the strategy if the technology is not always changing. Sound familiar? We do the same thing as teachers!!!!

Step 7: Video Modeling

- a. Show the student how to use the technology device to view the video.
- b. Ensure the materials and locations used to film the video are the same that are used for the instruction.
- c. Allow the student to watch the video an appropriate number of times before expecting the student to be comfortable with the technology and use the target skill.
- d. Remember to stop the video after each step to give the student time to perform the skill or behavior.

Step 8: Monitoring Progress

- a. Use the Task Analysis to document the skill acquisition and levels of support the student uses during the instruction using the video.
- b. Note how often and when the student uses the video to prompt the next step.
- c. If after 3 to 5 sessions, the student is not making progress using the video modeling, troubleshoot to determine if it is problems using the technology, too much information and maybe need to eliminate the words or simplify the words, etc.
 - Is the student watching the video enough times per week?
 - Is the student watching the video, but not attending?
 - Is the video too complex?
- d. If the student makes progress, continue to use the video modeling until the student achieves maximum proficiency and reduces the levels of support needed from the teacher, paraprofessional, or co-worker.

Step 9: Fading the Video Modeling

- a. The goal for any instruction is to acquire and maintain skills while fading the use of prompts.
- b. How to do this varies for each student.
- c. Strategies to fade video prompts
 - Delay the start of the use of the video prompt by allowing the student to begin the task independently and use the video at a later step.
 - Allow the student to complete the steps of the task and refer to the video only when a prompt is needed.
 - Allow the student to complete the steps of the task and use the video prompt to self-monitor progress or for error correction.
 - Some students may continue to need the video prompt because he/she finds it enjoyable and/or the video supports their success and independence. If this is the case, continue to use video prompting but use it in a manner that is acceptable in the world in which they live. For example, you and I use YouTube to learn to make a Holiday Wreath or replace the broken doorknob. What is the difference? Find every way you can to make their experience and use of video modeling to look like yours and all will be okay with the world!