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Lights! Camera! Magic! 
Video Modeling

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Learning Objectives

- After this course, participants will be able to describe video self modeling.
- After this course, participants will be able to identify 3 resources for evidence based research.
- After this course, participants will be able to list 3 pre-requisite steps to video modeling.
- After this course, participants will be able to recognize required equipment for video capture and video editing.
- After this course, participants will be able to list 3 implementation strategies for video self modeling.
Agenda

- Define
- Evidence Based Research
- Planning (documentation, etc.)
- iMovie Tutorial
- Implementation
- Commercial Products
- Resources
- Activities

Video Modeling
Video Self Modeling
Point of View
Video Prompting

National Professional Development Center on Autism Spectrum Disorders
Video Modeling

Using video as a teaching strategy used with special needs students to teach desired behaviors and tasks.

Cindy Nankee

Video Capture Techniques

- Video Self Modeling
- Point of View
- Video Prompting
Video Self Modeling (VSM)

VSM is a form of observational learning in which videos are manipulated so that a person is able to watch themselves performing a behavior correctly or at an advanced level.

Tom Buggey

Video Self Modeling

- The subject is the model
- Focus on positive
  - Video is edited so that only the best examples of the behavior or task are viewed.
- Expect change

Cindee Nankee
Point of View

Recording a task from the perspective of the learner.

Video Prompting

Recording individual steps within a task with the opportunity for the learner to practice each step.
**Beyond Video Modeling**

- Video modeling is a valuable tool for self improvement.
- Staff training
- Motivation tool
- Visual schedule
- Assessment
- Digital Tool

**What is VSM being used for?**

- Social skills
- Behavior skills
- Communication
- Motor skills
- Academic skills
- Computer skills
- Activities of daily living
- Vocational skills
Who is using VSM?

- Special educators
- Occupational therapists
- Speech language pathologists
- Physical therapists
- Vision and hearing teachers
- Specially designed phys. ed.
- Vocational rehab
- Parents and family
- Paraprofessionals

Who benefits from VSM?

- Autism spectrum disorders (ASD)
- Developmental disorders
- ADHD
- Downs Syndrome
- Cognitive Disabilities
  (Define by skill or behavior not by diagnosis)
**Why VSM?**

- 40 years of research
- Success and maintenance
- Generalization to other environments
- Easy video capture with cameras and mobile devices
- Cost effective
- Commercial products

**Prerequisites**

- Self recognition (ages 18-24 months)
- Attention (2-3 minutes)
- Retention or recall
- Motor ability
- Motivation
Where is VM being used?

Therapy

- Motor skills
- Perceptual skills
- Direction following
- ADLs
- Communication skills
- Gait training
Classroom

- Writing skills
- Reading fluency
- Computer training
- Social and behavioral
Home

- Activities of Daily Living Routines
  - Dressing
  - Hygiene
  - Cooking
  - Cleaning
  - Transitions
Activities of Daily Living

Community

- Life skills
  - Safety
  - Recreation/leisure
  - Job
  - Shopping
  - Money management
Transition

- Independent living
- Vocational training

Evidence Based Practice
Evidence Based Practice

National Professional Development Center on Autism Spectrum Disorders recognized Video Modeling as an evidence based practice.
http://autismpdc.fpg.unc.edu

What makes it EBP?

- Research
- Professional judgement
- Values and preferences
- Capacity to deliver

Patricia Wright
Research

Research indicates that VSM is an effective means for teaching:
- Behavioral functioning
- Social communication skills
- Functional skills
- Academic skills and behaviors

Research

- Research began in the 1970s
- Focused on children on the autism spectrum
  - Dr. Tom Buggey
  - Albert Bandura
  - Peter Dowrick
Research

- www.universaltech4learning.com
- Karen Stindt: a compilation of research

Resource

Seeing is Believing by Tom Buggey, PhD
http://www.utc.edu/Faculty/Tom-Buggey/
Research

Research indicates that with VSM:
\- Skills maintain for a month
\- Generalize to other persons and settings

Research- Bandura 1997

The more similar someone is to the model he is watching, the more closely that person will pay attention to the model (gender, race, age, ability).

People are more likely to attempt a skill if they feel confident they can do it.
Resources

- National Professional Development Center on Autism Spectrum Disorders
  - http://autismpdc.fpg.unc.edu/

- AIM (Autism Internet Modules)
  - http://www.autisminternetmodules.org

- ATIM (Assistive Technology Internet Modules)
  - http://www.atinternetmodules.org
Planning

- Documentation
- Assessment
- Task analysis
- Tools
- Implementation strategy
- Data collection
- Sharing

Documentation

- Department policy
- Photo/video release
- Parent letter
- IEP

Assessment

- Determine behavior to change
- Determine replacement behavior

Task Analysis

- Skill developmentally appropriate
- Skill within child’s ability
- Slightly above functional level

  Video self modeling storyboard
Task Analysis-
Develop a storyboard or a script

Planning/Tools

- iPad
- iMovies
- Clips
iMovies

• Create projects
• Edit video: crop, split, zoom, freeze, titles, transitions
• Edit audio: detach, voice, crop, split, speed
• Share

Video Capture

• Imitation
• Role playing (scripted)
• Peer model (hand and mouth models)
• Point of view
• Chaining
• Short video clips vs. extended video
Implementation of Video Playback

- Prior to activity
- Designated time in class schedule
- As frequently as they want to view
- Mobile, on the fly
- Fade out upon goal achievement

Data Collection

- WATI Trial Use Guide (in handouts)
Plan for Progress

- Results might be immediate
- Fade frequency of VSM
- No results after 5 viewings
  - Re-evaluate
  - Break down task

Video Capturing and Editing Using iMovies
Commercial Products

Conover Company Apps
(http://www.conovercompany.com/)

- Functional Skills System
- Communication Apps (Go Talk Now)
- Picture Scheduler

Commercial Products

- Watch Me Learn
  - Video modeling videos for rent or purchase
Resources

• Cindy Nankee, OTR/L, ATP
  www.universaltech4learning.com
• Karen Stindt, OTR/L, MA, ATP
  Video modeling research:
  Summary posted on
  www.universaltech4learning.com
• Autism Internet Module (AIM)
  www.autisminternetmodules.com
• Link to YouTube playlist for
  UniversalTech4Learning

Resources

• www.utc.edu/Faculty/Tom-Buggey/
• Siskin Children’s Institute:
  www.siskinvsm.org
• Video: Tom Buggey Overview of
  Video Self Modeling
• Family Testimonial
Resources

*Lights! Camera! Autism! Using Video Technology to Enhance Lives*
By: Karen McGinnity, Sharon Hammer, and Lisa Ladson
Amazon $25

Resources

- *Success Stories* by Jessica Robert
  - [www.teacherslittlehelper.blogspot.com/](http://www.teacherslittlehelper.blogspot.com/)

- *Storymovie* (2007) by Carol Gray and Mark Shelley
  - 25 social stories on DVD $150
Commercial Products

- Conover Company- Functional Skills System
  - www.conovercompany.com/
- Activity Trainer
  - www.dttrainer.com
- Picture Scheduler app
- Social Skill Builder
  - www.socialskillbuilder.com/

It’s a Wrap!
iMovies Tutorial

- Load iMovies app to your iPad
- Open iMovies on your iPad
- Click lower left corner hand corner. Explore.
- iMovies app tutorial:

Activity 1
Storyboard Task Analysis

- Select task
  - (ADL routine/motor/language/academic/behavioral)
- Determine behavior to change
- Task analysis/Storyboard
- Verbal prompts
- Select method: Role play, imitation, self model, peer model, point of view
Activity 2
Capture Video

- Select your tools: iPhone, iPad, camera
- Prep your subject
- Prepare your stage and materials
- Capture video

Activity 3
Edit Video

- Review resources for iMovie tutorial as needed
- Using iMovie- Edit your media into a short video
- Use video and photos
- Use audio overlay
- Use titles
iMovie Tutorial

Picture Scheduler
Questions?
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