Video Modeling Intervention

Aleksandra Hollingshead

Tuesday, November 15\textsuperscript{th} 2011
3:00- 4:00 p.m.
Agenda:

- Warm-up quiz
- Overview of video modeling
- Steps of video models creation
- Examples
- Mid-way quiz
- Traditional video modeling vs. mobile technology
- Examples of mobile video models
- Q&A
Warm-up quiz:

Please turn on your microphones

1) True or False: Video modeling is an evidence-based practice.
   TRUE

2) True or False: In order to implement video modeling you need a special certification and a license
   FALSE
Warm-up quiz:

3) True or False:
Video modeling is often a very effective strategy for students with autism.

TRUE

4) True or False:
Video modeling is very difficult to implement and takes lots of time.

FALSE
What is video modeling?

- Video modeling is a teaching strategy in which a teacher shows a video of desired behaviors or interactions to an individual student or small group of students.

- The student imitates the behavior or interaction when in the appropriate situation (Bellini, Akullian, Hopf, 2007).
Let’s watch an example of video modeling of brushing teeth:
1. Click on the link provided in your invitation email
2. Pick Brushing Teeth link
3. Click Play

Here are some examples of commercial videos of brushing teeth - links in the resource page!
<table>
<thead>
<tr>
<th>Skill</th>
<th>Authors</th>
<th>Participants</th>
<th>Age</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Engagement</td>
<td>Bellini, Akullian, &amp; Hopf, 2007</td>
<td>2 males with autism</td>
<td>4-5 years old</td>
<td>Preschool classroom</td>
</tr>
<tr>
<td>Social Initiations Tantrums</td>
<td>Buggey, 2005</td>
<td>10 students with autism</td>
<td>5-11 years old</td>
<td>Private school classroom</td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Getting Ready for School</td>
<td>Buggey, 2007</td>
<td>1 male student with Asperger’s Syndrome &amp; ODD</td>
<td>10 years old</td>
<td>Home</td>
</tr>
<tr>
<td>Eating lunch and cleaning up</td>
<td>Buggey, 2007</td>
<td>1 male student with moderate autism</td>
<td>8 years old</td>
<td>Lunch room</td>
</tr>
<tr>
<td>Schedules</td>
<td>Cihak &amp; Ayres, 2010</td>
<td>4 students with autism</td>
<td>11-13 years old</td>
<td>Special education classroom</td>
</tr>
<tr>
<td></td>
<td>Cihak, Fahrenkrog, Ayres, &amp; Smith, 2010</td>
<td>4 individuals with autism (3 males, 1 female)</td>
<td>6-8 years old</td>
<td>Across settings in elementary school.</td>
</tr>
<tr>
<td></td>
<td>Davies &amp; Stock, 2004</td>
<td>40 adults with intellectual disabilities</td>
<td>18-54 years old</td>
<td>Office building for supported employment</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Small, private, specialized school</td>
</tr>
<tr>
<td>Within school transitions</td>
<td>Lang, Shogren, Mackalicek, Rispoli, O’Reilly, Baker &amp; Regester, 2009</td>
<td>2 males with Asperger’s Syndrome</td>
<td>5 years old</td>
<td></td>
</tr>
<tr>
<td>Independent Decision Making</td>
<td>LeBlanc, Coates, Daneshvar, Charlop-Christy, Morris, &amp; Lancaster, 2003</td>
<td>3 males with autism</td>
<td>7-13 years old</td>
<td>Afterschool program for one student Special education classroom for 2 students</td>
</tr>
<tr>
<td>Classroom Rules</td>
<td>Lowy-Apple, Billingsley, Schwartz, &amp; Carr, 2005</td>
<td>2 males with autism</td>
<td>5 years old</td>
<td>Preschool classroom</td>
</tr>
<tr>
<td>Perspectiive Taking Skills</td>
<td>Mechanling, Gast, &amp; Gustafson, 2009</td>
<td>3 students (2 females and 1 male) with intellectual disabilities</td>
<td>19-21 years old</td>
<td>Kitchen and barbeque area of apartment</td>
</tr>
<tr>
<td>Compliment Giving</td>
<td>Nikopoulos &amp; Keenan, 2004</td>
<td>3 males with autism</td>
<td>7-9 years old</td>
<td>Experimentation room and play room</td>
</tr>
<tr>
<td>Fire Extinguishing</td>
<td>Nikopoulos &amp; Keenan, 2007</td>
<td>3 males with autism</td>
<td>6-7 years old</td>
<td>Assessment room within a specialized school</td>
</tr>
</tbody>
</table>

(Carnahan, Basham, Christman, & Hollingshead. (in press). Overcoming Challenges: Going Mobile with Your Own Video Models. *Teaching Exceptional Children.*)
## What does the research say? (cont’d)

<table>
<thead>
<tr>
<th>Category</th>
<th>Author(s)</th>
<th>Participants</th>
<th>Age Range</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-help skills</td>
<td>Norman &amp; Collins, 2001</td>
<td>3 students (1 female with Down Syndrome, 1 male with Down Syndrome and 1 male with autism, ADHD and moderate cognitive disabilities)</td>
<td>8-12 years old</td>
<td>Self contained special education classroom</td>
</tr>
<tr>
<td>Transition Related Tasks</td>
<td>Riffel, Wehmeyer, Turnbull, Lattimore, Davies, Stock, &amp; Fisher, 2005</td>
<td>4 individuals (2 females with moderate mental retardation, 1 male with autism and OCD, 1 female with Prader Willi Syndrome)</td>
<td>16-20 years old</td>
<td>Cafeteria Dining room Local restaurant Home</td>
</tr>
<tr>
<td>Conversation Skills</td>
<td>Sherer, Pierce, Paredes, Kisacky, Ingersoll, &amp; Schreibman, 2001</td>
<td>5 males with autism</td>
<td>3-11 years old</td>
<td>For 4 students at home For 1 student at home and research laboratory</td>
</tr>
<tr>
<td>Daily Living Skills</td>
<td>Shipley-Benamou, Lutzker, &amp; Taubman, 2002</td>
<td>3 individuals with autism (2 males, 1 female)</td>
<td>5 years old</td>
<td>Assessment room Across settings in middle school</td>
</tr>
<tr>
<td>Microwave Use</td>
<td>Sigafoos, O’Reilly, Cannella, Upadhyaya, Edrisinha, Lancioni, Hundley, Andrew, Garver, &amp; Young, 2005</td>
<td>3 adult males with developmental disabilities</td>
<td>34-36 year olds</td>
<td>Kitchen</td>
</tr>
<tr>
<td>Daily Living</td>
<td>VanLaarhoven, Kraus, Karpmann, Nizzi, &amp; Valentino, 2003</td>
<td>2 males with autism and mild to moderate intellectual disabilities</td>
<td>13-14 years old</td>
<td>Across settings in middle school</td>
</tr>
<tr>
<td>Spontaneous Requesting</td>
<td>Yingling &amp; Wert, 2003</td>
<td>4 males with autism</td>
<td>3-6 years old</td>
<td>Preschool classroom</td>
</tr>
</tbody>
</table>

(Carnahan, Basham, Christman, & Hollingshead. (in press). Overcoming Challenges: Going Mobile with Your Own Video Models. Teaching Exceptional Children.)
WHO are the recipients and the actors?

• According to the National Autism Center:
  • Modeling is effective for students of ages between three and eighteen
  • It is effective for children with the Autism Spectrum Disorders

• Video modeling and video self-modeling are both effective means of providing a visual representation of a desired behavior or skill (Sherer et al., 2001).
  • Self
  • Other
    • Peer
    • Adult
What does video self-modeling look like?

- Let’s watch another example
  1. Click on the link provided in your invitation email
  2. Pick Leisure Self Model link
  3. Click Play

“Self-modeling may require significant editing of the video by the educator in order to make the student appear successfully perform the task independently” (National Autism Center, Evidence-Based Practice and Autism in the Schools. http://www.nationalautismcenter.org/pdf/NAC%20Ed%20Manual_FINAL.pdf)
What are the advantages and disadvantages?

**Advantages:**

- Addresses the needs of students with ASD for visual representation
- Saves time!
- Supports individualized instruction
- Provides control through editing
- Applicable in a variety of settings

**Disadvantages:**

- Requires a certain level of attention from the student

  “Attention and motivation are essential to observational learning. If a child does not attend to a model, she will not be able to imitate the model’s behavior” (Bellini S., Akullian J. 2007)
What are the steps of video model creation?

1. Identify target behavior
2. Obtain necessary permission
3. Interview parents and observe the child
4. Select and train models
5. Prepare equipment and setting
6. Record target behavior
7. Edit the video
8. Collect baseline data
9. Show the video clip of desired behavior
10. Collect intervention data and graph data
11. Promote maintenance and generalization
   (Banda, Matuszny, Turkan, 2007)

Let’s talk about the Video Implementation Checklist
Half-time quiz

What is the first step to video modeling?

a) Collect intervention data
b) Obtain permissions
c) Train the actors
d) Identify target behavior
What is one disadvantage identified in research on video modeling?

a) It is expensive to implement

b) It takes a long time to implement

c) It requires a certain level of attention from a student

d) It is not effective for students on the spectrum
For what target behaviors has video modeling been shown to be effective?

a) Social skills  
b) Daily living skills  
c) Self-help skills  
d) All of the above
What does it look like in practice?

Let’s watch an example of a video for getting dressed

1. Click on the link provided in your invitation email
2. Pick Getting Dressed link
3. Click Play
Why is traditional video modeling getting replaced by mobile technology?

- Learners view appropriate social interactions in one room and then were required to go to another room to play and demonstrate the skill of the video (Nikopoulus, Kennan, 2004).

- With advances in technology, video modeling can become more efficient and effective in addressing the needs of diverse students (Nikopoulos, Kennan, 2007).
What are the advantages of mobile technology?

- **Ease of...**
  - Editing digital video clips
  - Start/stop/restart
  - Touch screen availability
  - Social acceptance of iPod and ear buds
  - Video at home, school, work, public transportation

- **Transitioning to audio only**
  - Hearing prompts through ear bud
  - Start and stop on ear bud
What apps are out there?

First Then Visual
Education

Model Me Going
Education

Conover
Company App

www.hdc.lsuhsce.edu
What would a mobile video modeling look like in practice?

Example of work at desk video modeling

1. Click on the link provided in your invitation email
2. Pick Work at Desk iPod link
3. Click Play
Are there any practical solutions you might need?

- Video formats compatible with Apple devices: .m4v, .mp4, .mov, .avi. For additional specifications on formats per device, see support.apple.com/specs
- Video formats produced by a Flip Camera: .mp4
- Video formats produced by an Android phone camera: .3gp, .mp4.

- Using a Mac computer, access *iMovie* program to upload the videos to, and to convert/“share” to other extensions compatible with the mobile devices
- Using a PC, go to [www.download.com](http://www.download.com) and get *Any Video Converter*, a freeware program to convert video between device formats
Questions?

- Does anyone currently use video modeling in their classrooms?
- What skills do you teach utilizing this intervention?
- What benefits or problems would you like to share?


Additional resources regarding video modeling can be found at:

- LASARD Social Interaction Module: [http://www.laqitm.org/Main_Menu.html](http://www.laqitm.org/Main_Menu.html)
- National Professional Development Center on Autism Spectrum Disorders-briefs can be found at: [http://autismpdc.fpg.unc.edu/content/video-modeling](http://autismpdc.fpg.unc.edu/content/video-modeling)
- OCALI Module on Video Modeling (coming soon): [http://www.autisminternetmodules.org](http://www.autisminternetmodules.org)
- You Tube videos for brushing teeth:
  - [http://www.youtube.com/watch?v=mzXRehGBEOg](http://www.youtube.com/watch?v=mzXRehGBEOg)
  - [http://www.youtube.com/watch?v=zq75zTvXLDE](http://www.youtube.com/watch?v=zq75zTvXLDE)
Thank you for participating in today’s LASARD Workgroup:

**Today** one person should email Bambi Polotzola at bpolot@lsuhsc.edu with the names of those who participated in the group. That person will receive an email within the next two weeks with the CEU certificates of all persons in the group and will be asked to disseminate to their group.

Each person will receive a **follow-up email with additional resources**. In the follow-up email you will receive a link to a survey, each participant is expected to **complete that survey**.

The next Workgroup on Effectively Utilizing Paraeducators will be on Tuesday, Dec. 6 at 1Pm. Register by Dec. 2 to participate in this Workgroup.