

Seeing is Believing: Video Self-Modeling as a Teaching Tool



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Consultant

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- Certified in Animal-Assisted Therapy
- Worked in Pre-K, Elementary, Middle, High School
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Outcomes:

- **Understand the components needed to create an effective video**
- **Learn to create video self-modeling videos for students**

Video Self-Modeling

(VSM) is a form of observational learning in which individuals observe themselves performing a behavior successfully on video, and then imitate the targeted behavior.

Types of Video Modeling

- Basic Video Modeling
- Video Self-Modeling
- Point-Of-View Video Modeling
- Video Prompting

Basic Video Modeling



Video Self-Modeling



Here the children were asked to hand Lillian some digging tools to make it appear they were playing together.

<https://youtu.be/nZv9sBtQbHE?t=2>

YouTube

Point-of-View



<https://youtu.be/tifNDUG99ms>

YouTube

Video Prompting

<https://youtu.be/Kv7kEs4m6rU>

Washing a Window



YouTube

Discussion

- Thoughts on Video Modeling?
- Are you currently using videos at your building?
 - If so, how? What works well?
- Which students would benefit from video modeling?

Behaviors Taught through VSM

- Social Skills   
- Motor Skills
- Mood and Self-Esteem 
- Procedures & Routines
- Verbal Responding & Initiation
- Increasing Social Interactions
- Expressive Language in Stressful Environments

Why it works?

- Feedforward: Allows you to see how you could be performing; a future self.
- It has been found to be especially effective with children with autism who tend to be visual learners and who seem to attend better to monitors than to live models.
- Self-Efficacy (Bandura, 1994): "People's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives."
- Bandura (1997): "Individuals can acquire self-efficacy through... the observation of their own success."



Equipment

- Video Camera
 - iPad
 - Tablet
 - Smartphone
 - Flip Vid
- Computer
- Editing Software
 - iMovie
 - Windows Movie Maker
- Students
- Props



Steps for Implementation

1. Choose Target Behavior
2. Complete a Task Analysis
3. Collect Baseline
4. Create a Story Board
5. Record Video
6. Edit Video
7. View the Video
8. Progressing Monitor
9. Fade the Video

Identify Target Behavior

- Clear definition of the skill that is:
- Observable
 - Measurable
 - Positively stated



Complete Task Analysis

- Break the skill down to individual steps
- No more than 7 steps
- Resources: Boystown, Skillstreaming, Tough Kids Tool Box



Collect a Baseline

- Observe and collect data on target behavior
- 3-5 baseline data points
- Frequency, duration, intensity



Create a Story Board

- Map out scenes
- Coincide with task analysis
- Student can help with this process



Record Video

- Use location where task is expected to occur
- May need multiple takes
- Zooming in on focus areas
- Does not have to be look perfect



Edit Video

- Take out all negatives and leave only positives
- Add sound effects
- Remove unwanted noises
- Speed up or slow down
- Edit so video is a seamless model of task
- 30-45 seconds



View Video

- When, where, how many times will student view
- Right before activity
- Make sure necessary equipment is available
- Watch at home?



Fade Video

- If data is showing a positive response to video then start fading process.



Progress Monitor

- Continue to collect data using same method as baseline
- Track how often video is shown (fidelity check)
- Who is responsible for collecting and analyze data
- How often is data reviewed



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Example:
Getting the Teacher's
Attention

1. Look at the teacher.
2. Raise your hand and stay calm.
3. Wait until teacher says your name.
4. Ask your question.

Example:
Disagreeing
Appropriately

1. Look at the person.
2. Use a pleasant voice.
3. Tell why you feel differently.
4. Give a reason.
5. Listen to the other person.

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Editing a Video



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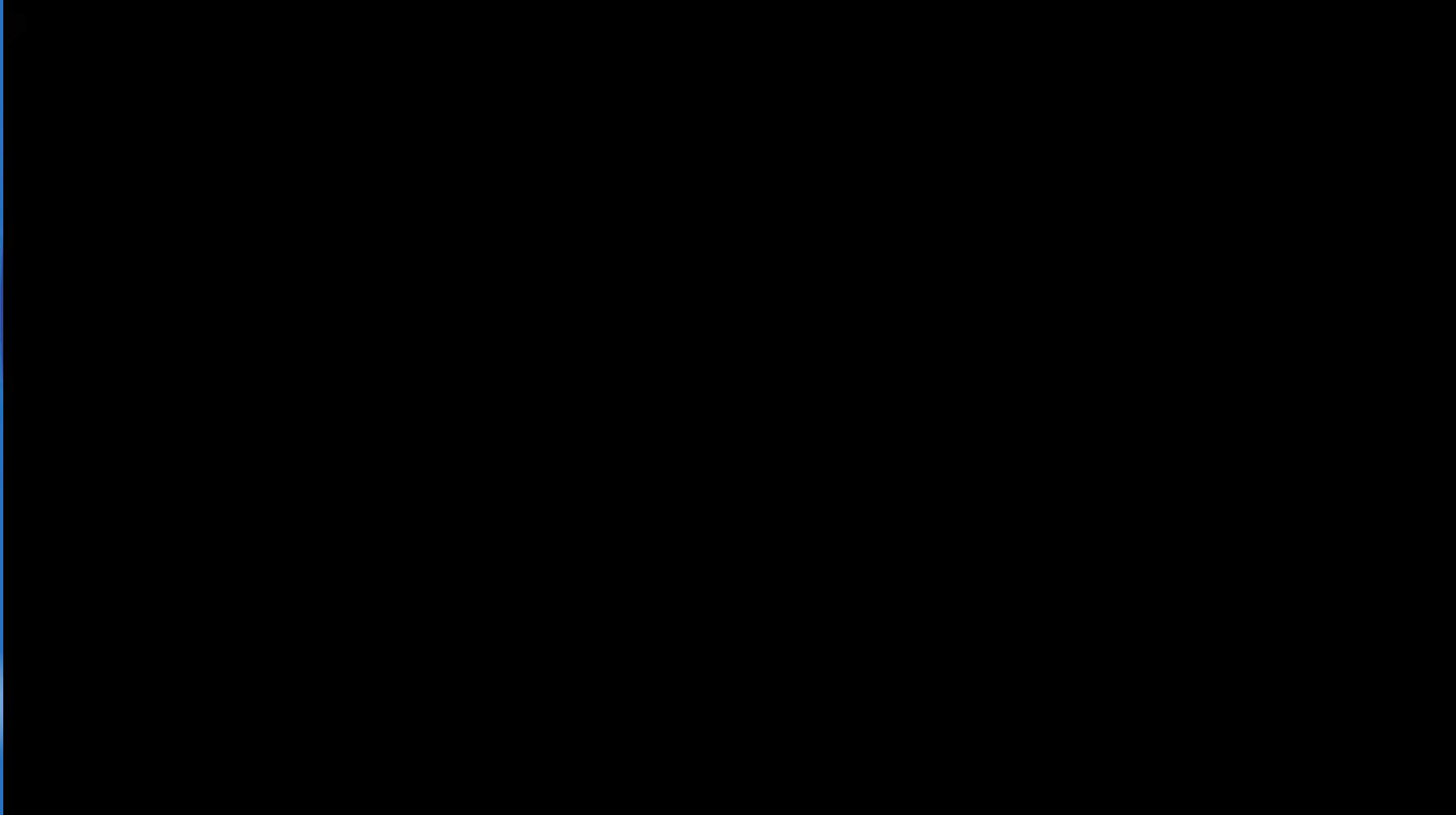


Positive Self-Talk



<https://youtu.be/8AQQqJEwkjw>

Personal Space



Thoughts on Videos?

- What did you like?
- What would you have changed?
- Other comments?

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Acquisition & Generalization

- Charlop-Christy et al. (2000)
- Five ASD Children presented with 2 tasks
- Video Self-Modeling vs. Basic Video-Modeling
- Concluded that video self- modeling leads to quicker acquisition and greater generalization of skills

Tips to Support Generalization

- Availability of Videos at Home
- Share Videos w/ Multiple Adults
- Repeat Video as Needed
- Take Advantage of the Benefits
 - Affinity for the Screen
 - Portable Technology
 - Restricts the Focus of Attention



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**Questions,
comments,
concerns?**

Resources

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