



# Super Cubs to the Rescue! How to Use Video Modeling to teach SW-PBS Expectations in Early Childhood



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# Our Journey



## Gerner Family Early Education Center 2013-2018 Building School Improvement Plan

### VISION STATEMENT

A Community United in Building Successful Students

### MISSION STATEMENT

Caring Staff • Quality Instruction • Purposeful Learning

### VALUES

Every child has the right to a quality education.  
Every child has the ability to learn.  
Early learning is critical to child development.  
Early parent involvement is the key to student success.  
Children learn developmentally appropriate skills through meaningful, research-driven, play-based instruction.

### STRATEGIC FOCUS AREAS

Improving Academic Achievement  
Customer and Employee Focus  
Academic Relevancy

### SCHOOL IMPROVEMENT GOALS

The Gerner Center will:

- Increase the percentage of 3 and 4 year olds with "meets" on EC Report Card.
- Increase the percentage of Pre-K students reading at a Late Emergent Reader on the STAR Literacy Assessment.
- Increase the percentage of students who report their teacher cares about them.

The Gerner Center will increase the percentage of parents reporting:

- Their child is safe at school.
- The teachers are meeting their child's individual needs.
- Their child's teacher cares about them.
- Their child's educational program is relevant for kindergarten readiness.

# Gerner Center Video Models



Be Ready  
Be Safe  
Make Good  
Choices



Gerner Center Hallway Expectations

<http://youtu.be/XESHKVzDilg>



# Super Cub Expectations



Expectations	Hallway	MPR	Playground	Bathroom
<b>Be Ready</b>	<ul style="list-style-type: none"> <li>• Voice off</li> <li>• Eyes looking straight ahead</li> </ul>	<ul style="list-style-type: none"> <li>• Use inside voice</li> </ul>	<ul style="list-style-type: none"> <li>• Use the bathroom before going to the playground</li> </ul>	<ul style="list-style-type: none"> <li>• Ask before going into the bathroom</li> <li>• Wait my turn</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>• Use walking feet</li> <li>• Hands by my sides</li> </ul>	<ul style="list-style-type: none"> <li>• Sit on my pockets</li> <li>• Use walking feet</li> <li>• Close milk carton before I leave the table</li> <li>• Keep my hands to myself</li> </ul>	<ul style="list-style-type: none"> <li>• Sit on swing and hands on chains</li> <li>• Only teachers push the swings</li> <li>• Wait by the pole to swing</li> <li>• Feet first on slide</li> <li>• Crawl through tunnels</li> </ul>	<ul style="list-style-type: none"> <li>• Keep my hands to myself</li> <li>• 1 person at a time</li> <li>• Wait at the STOP sign</li> </ul>
<b>Make Good Choices</b>	<ul style="list-style-type: none"> <li>• Stop at STOP signs</li> <li>• Follow the leader</li> <li>• Use cub wave</li> </ul>	<ul style="list-style-type: none"> <li>• Use my utensils and napkin</li> <li>• Clean my area</li> <li>• Ask before I leave the table</li> <li>• Put my trash in the trash can</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns</li> <li>• Line up when my teacher blows the whistle</li> <li>• Wood chips stay on the ground</li> </ul>	<ul style="list-style-type: none"> <li>• Use the hand washing routine</li> <li>• Clean up after myself</li> </ul>

# Identification of PBIS Teaching Strategies

2013-2014	2014-2015
Super Cub Expectations Matrix	Added pictures to Matrix for hallway
Direct instruction of expectations by classroom teacher	Hallway, Lunchroom, Playground expectations taught by support staff with teacher present
Target dates to teach area expectation in handbook	Dates to do booster lessons on curriculum calendar Reminders to do lessons stated in staff newsletter
Super Cub Stories	Super Cub Stories
Videos of Expectations (staff and website)	Started using videos in January at staff meetings



# Super Cub Kick Off

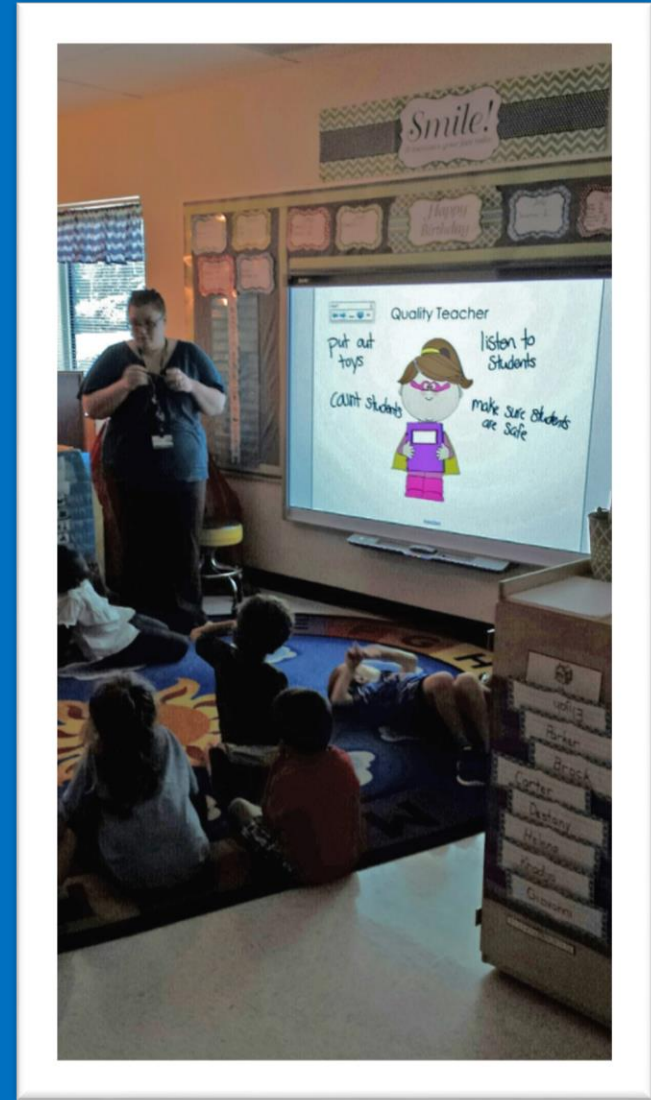


# Video Modeling Overview

- Video modeling is the use of video to instruct an individual on desired skills or behaviors by viewing someone demonstrating those skills or behaviors (Prelock, 2006; Prelock, Paul, & Allen, 2011).



“Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important.” –Bill Gates





# Research on Video Modeling

<http://vsmproject.pbworks.com/w/page/27899037/Research>

[Video Technology and Persons with Autism and Other Developmental Disabilities: An Emerging Technology for PBS](#)

Author: Peter Sturmey

Journal of Positive Behavior Interventions, Volume 5, Number 1, Winter 2003, 3-4

The use of video technology can lead to a range of positive social, language, and academic outcomes for children with a variety of disabilities. It may be used in a variety of ways as an educational intervention. Videos may present peer, self-, or adult models of appropriate social and language behavior. Observing a videotape of correct performance can also be used as a correction procedure. Video technology also has the potential to promote stimulus control of appropriate child behavior through nonsocial stimuli, thus freeing the child from reliance upon prompts from other people. Finally, video

[A Meta-Analysis of Video Modeling and Video Self-Modeling Interventions for Children and Adolescents with Autism Spectrum Disorders](#)

Authors: Scott Bellini and Jennifer Akullian

Exceptional Children, Volume 73, Number 3, Spring 2007, 264-287

This meta-analysis examined the effectiveness of video modeling and video self-modeling (VSM) interventions for children and adolescents with autism spectrum disorders (ASD). Twenty-three single-subject design studies were included in the meta-analysis. Intervention, maintenance, and generalization effects were measured by computing the percentage of nonoverlapping data points (PND). Results suggest that video modeling and VSM are effective intervention strategies for addressing social-communication skills, functional skills, and behavioral functioning in children and adolescents with ASD. Results also indicate that these procedures promote skill acquisition and that skills acquired via video modeling and VSM are maintained over time and transferred across persons and settings. The results suggest that video modeling and VSM intervention strategies meet criteria for designation as an evidence-based practice.

# Test Your Skills Through Video Modeling!

<https://www.youtube.com/watch?v=lwTtNAgrc74&safe=active>



# Super Cub Expectations



Be Ready  
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Choices

Gerner Center Hallway Expectations

<http://youtu.be/XESHKVzDilg>

Gerner Center Playground Expectations

<http://youtu.be/B63qzjfpFwo>

Gerner Center MPR Expectations

[http://youtu.be/JZhc2SCP\\_Vc](http://youtu.be/JZhc2SCP_Vc)

Gerner Center Bathroom Expectations

<http://youtu.be/GCgU0GddHao>

# How to Create a Video



Movie Maker

<https://youtu.be/7GREeD2icUo>



Videolicious

<https://videolicious.com/video-journalism>



iMovie

<http://www.youtube.com/watch?v=YMg7yh-lQR4>



# Booster Videos

I Spy Playground Expectations

<https://youtu.be/IK4rWV0vyCE>



I Spy Super Cub Hallway Expectations

<https://youtu.be/V53TTcaW3Qw>

# PBIS Celebrations



Staff  
Incentives



Classroom  
Celebrations



Flash  
Mob



<https://youtu.be/fyGzLEniyc4>

# Movin' and Grovin' Celebration



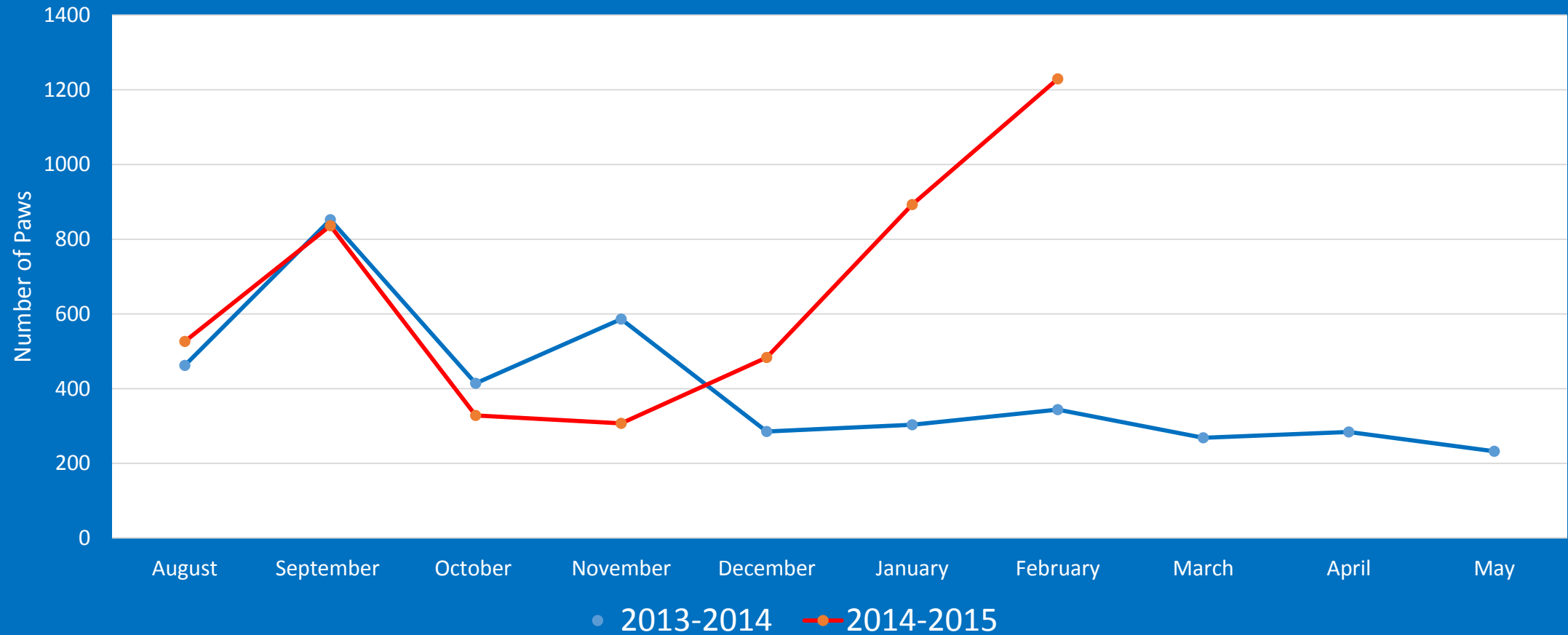


# Results



# Staff Participation Data

## Super Cub Paws



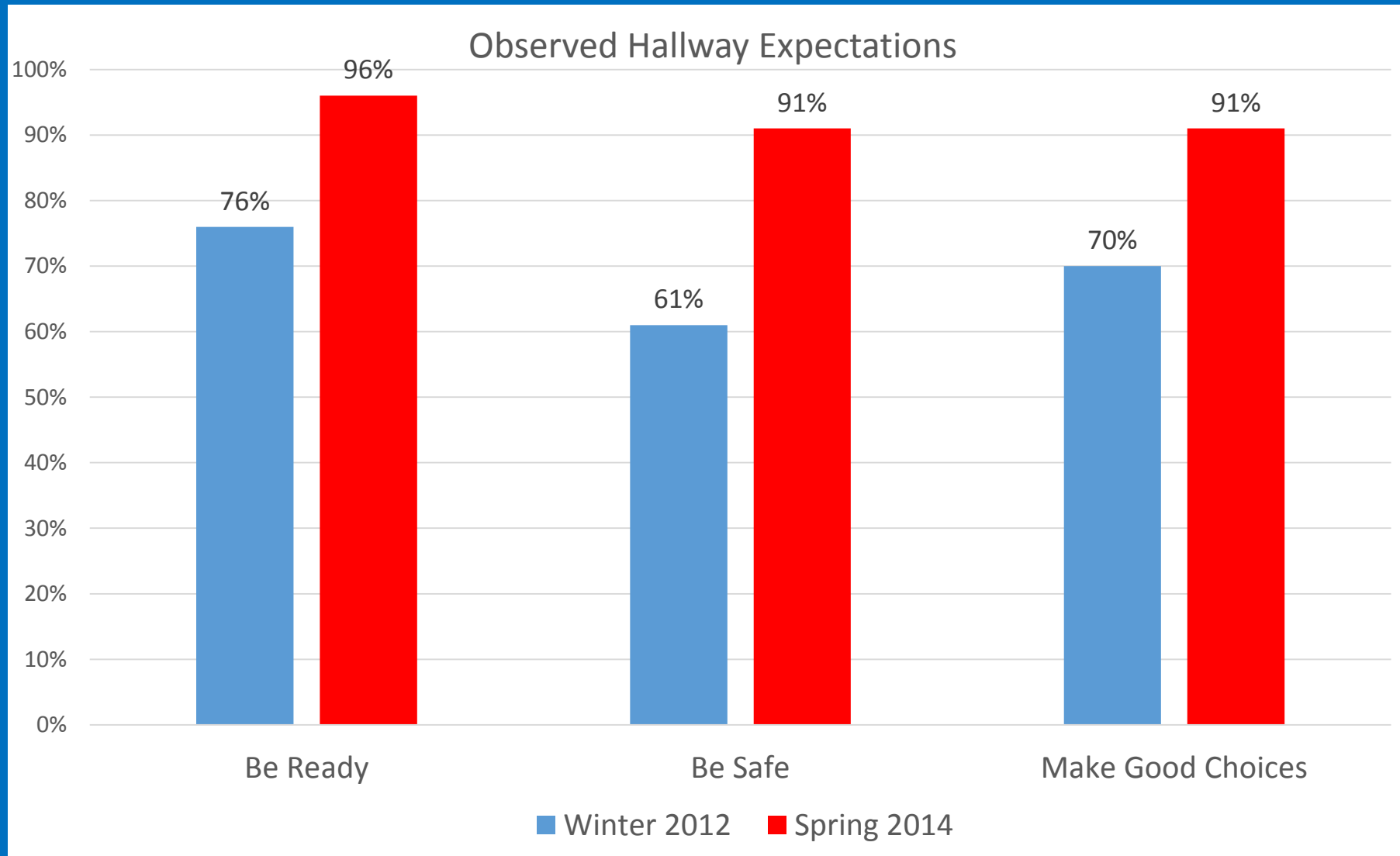
# Paws Collected per Month

Idea borrowed  
from Raytown  
Early Childhood

Staff  
incentives  
implemented  
with new  
booster  
lessons



# Pre and Post Hallway Data



# Identification of PBIS Building Strategies

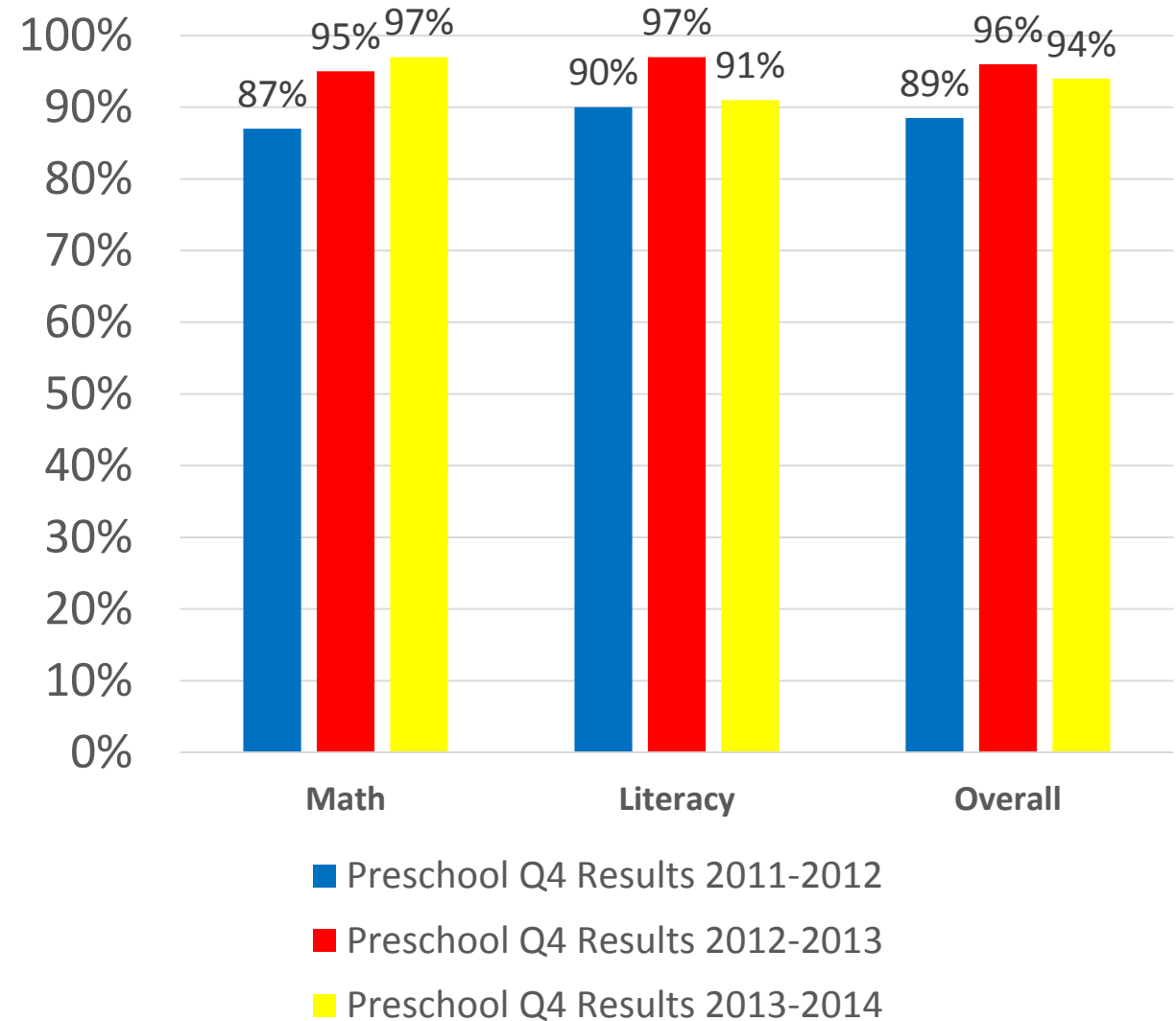
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	PBIS Celebrations



# Academic Results



## Tuition Preschool Results 2011 to Current Literacy and Mathematics

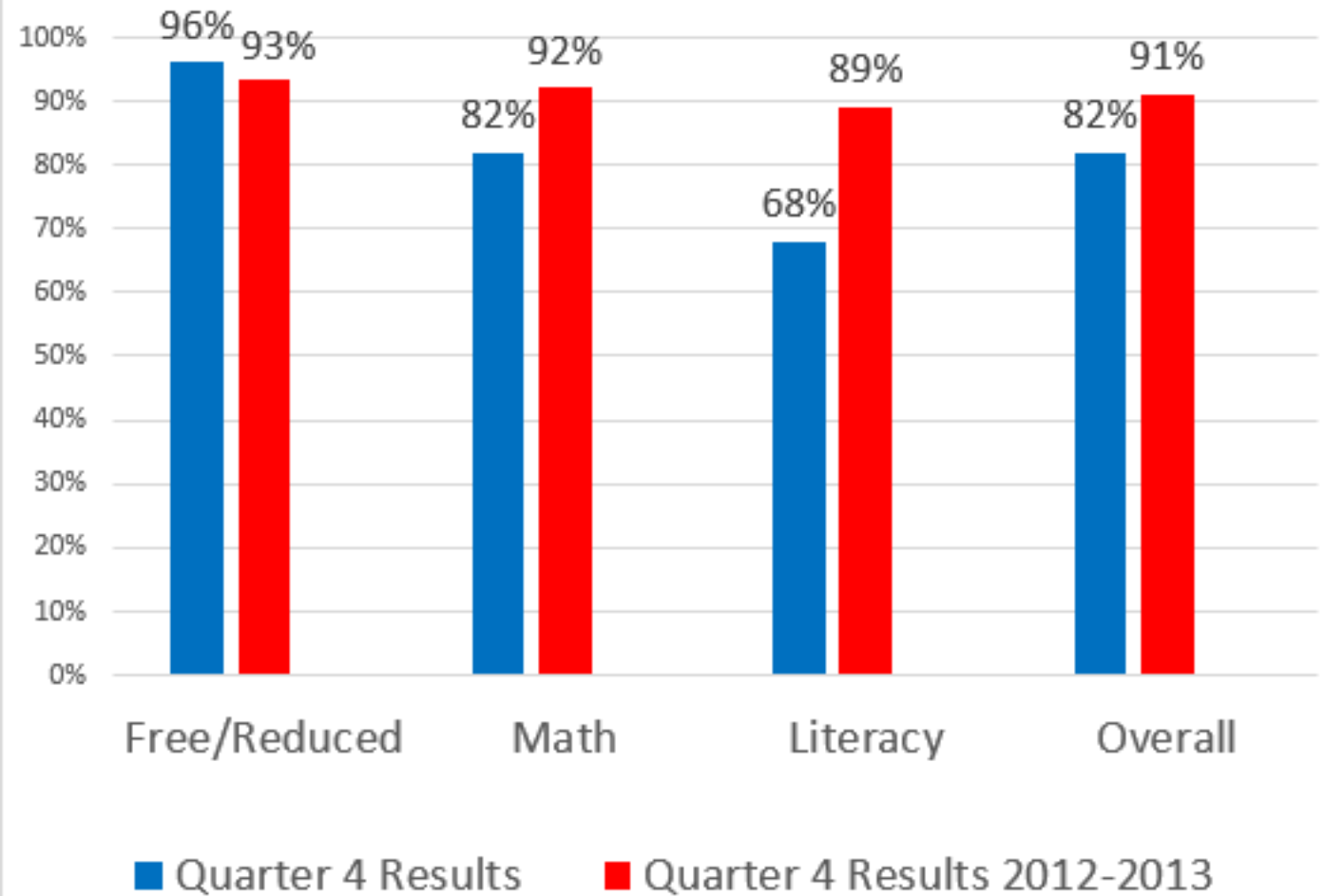


# Academic Results

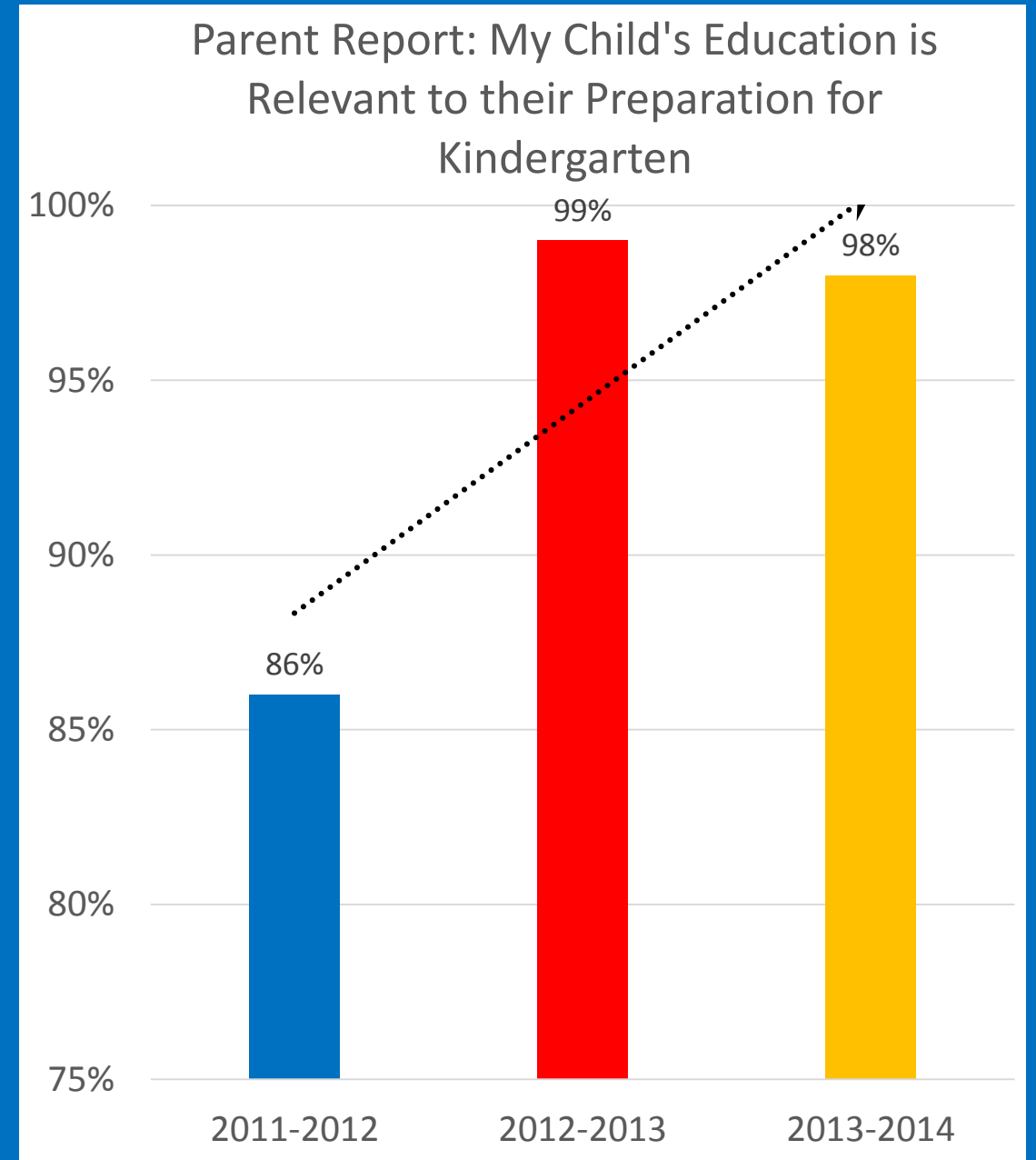
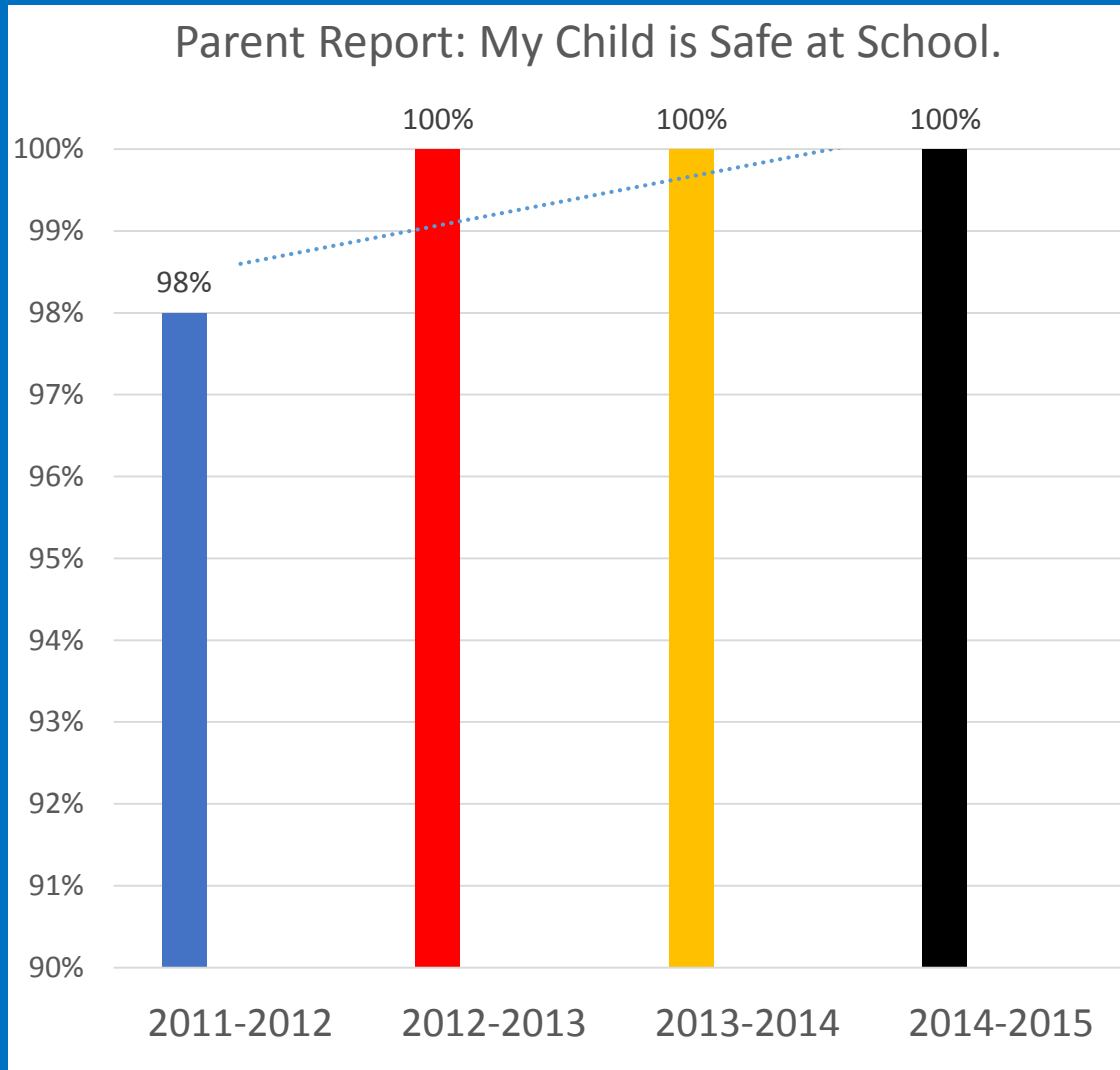
## Gerner Students

Tuition Preschool	225
ECSE Classroom	175
Title I	105
<b>TOTAL STUDENTS</b>	<b>505</b>

## End of Year Academic Results 2013 to Current



# Parent Results





# Questions

