Video Modeling Implementation Guide

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What Type of Video Modeling Do I Use?

Video Modeling Type	When To Use	Tips
Traditional video modeling	Traditional video modeling can be used to teach any task to any learner, but is best for learners who have the skillset to not only attend to a video that is 1 minute or longer, but also imitate all the steps in that video *after* viewing. Students who will need pauses in-between may be better suited for video promoting.	Ideal for more fluid skills that need to be viewed all at once, like work-related social skills (e.g., greeting a customer).
Video self-modeling	Can be used any time traditional video self-modeling is used. This is particularly useful when teaching a work-related social skill so the learner can see what *they* look like engaging in the skill correctly.	This is great to help with buy-in for a wary learner while teaching because everyone loves to watch themselves on video!
Point-of-view video modeling	Can be used any time traditional video self-modeling is used, but especially useful when a close up of a task from the learner's perspective is needed. For example, if the learner needs to learn a sequence of buttons being pressed.	For tasks where left and right (or forwards and backwards) can get mixed up in traditional video modeling, like folding a shirt or sheet, point-of-view modeling is especially helpful.
Video prompting	Can be used to teach any discrete skill to any type of learner, but should be the first choice to teach tasks to learners who have higher support needs and need tasks broken down into chunks.	Once the learner begins to master each step of the skill, the video separate video clips can be edited together to form a video model. This is an easy and effective way to fade prompts.
Video priming	This is best to use for tasks that have *already* been mastered, rather than for teaching new skills.	Use one of the above types of video modeling to teach a new task, and then use video priming to string together multiple mastered tasks at a job site to help form a work routine! Think video social story.

Prerequisite Skills Checklist: Individuals **MUST** be able to do these in order to benefit from VM		
Attend to the video: can sustain attention	O Yes	O No
Vision: able to see the video	O Yes	O No
Read: able to read if written directions are used (videos do not necessarily have to require reading)	O Yes	O No
Hear: able to hear the video (if audio is included)	O Yes	O No
They are able to cognitively attend to the video: able to understand what is being modeled	O Yes	O No
Language: able to hear and understand verbal language (no language barrier)	O Yes	O No
Independently operate iPad	O Yes	O No
Able to independently turn iPad on	O Yes	O No
Able to independently access correct app	O Yes	O No
Able to independently access specific video within app	O Yes	O No
Able to adjust volume (optional)	O Yes	O No

Please note that some of the items on the checklist are optional depending on the video being used and skill being taught. Make your decisions regarding whom to use VM with based on this checklist along with other sources of information you have available.

Sample Video Modeling Consent Form

Dear Parent/Guardian,

The purpose of this form is to provide information to you about a video modeling intervention with your son/daughter. As part of an individually-designed video modeling intervention, I will take a video of your son/daughter for instructional purposes if you provide consent for me to do so. Please put your initials in the spaces below to give permission to use the videos in specific ways, and sign at the end of the release form. Please do not hesitate to ask questions or seek clarifying information as needed.

Permission for Videos:

1. _____ My son/daughter may be filmed for the purposes of a video modeling intervention.

2. _____ The video may be shown to other students who may benefit from the instruction provided in the video.

3. _____ The video may be shown to other educational professionals (e.g., teachers, administrators, counselors) for professional development purposes.

4. _____ I decline for videos to be taken of my son/daughter.

Parent/Guardian Name: _____

Child's Name: _____

Signature: _____

Date: _____

Sample Video Modeling Script

Target Skills: Verbalizing greeting, service, and closing phrases during an interaction with customers.

Opening image: Narrator standing outside employment setting with store logo showing.

Narrator: When a customer goes through your line, you should look the person in the eye, smile, and give a greeting phrase. Say, "Hello, how are you today?" When the customer responds, you should then give a customer service phrase. You can say, "Did you find everything okay?" or "Did you find what you were looking for today?" Then, when you have finished checking all of the customer's items, giving a closing phrase like "Have a good day!" or "Thanks for shopping at [store name]!" Watch the following video so you can do the same.

2nd image: Point-of-view of the student, showing customer in line at the register.

Customer approaches the line and peer model says, **"Hello, how are you today?"**

Customer: "I'm good, thank you!"

Peer model: **"Did you find everything okay?"**

Customer: "Yes, I did."

[Peer model continues checking items out.]

Peer model: "That will be $10.25."

[Customer pays.]

Peer model: **"Have a great day!"**

Customer: "Thank you, bye!"

END SCENE

Directions: Check off each step in the left hand column as it is completed.

	TASK ANALYSIS INSTRUCTIONS
	1. Watch the task being performed and write down steps necessary to complete the task in sequential order. Make sure that EACH step:
	a. Is necessary
	b. Is listed sequentially (top to bottom) within the list of steps
	c. Cannot be broken down into a smaller step
	2. Gather materials needed to perform the task
	Have a coworker or colleague perform the steps exactly as written
	A. If the model successfully completes the task from your steps, stop.
	B. If the model is unable to complete the task or completes the task incorrectly, ask the model for feedback as to why he/she was unable to perform step
	3. Return to step 2 and modify your task analysis

Directions: Check off each step in the left hand column as it is completed.

Video Prompting Set-Up on an iOS Device	
To Film the Videos Clips	
	1. Gather materials needed for task
	2. Obtain actor for video
	3. Open "camera"
	4. Slide to "video"
	5. Press the red record button and read the first step from your task analysis
	6. Following, have the actor perform that step
	7. Press the red button to end recording
	Repeat steps 5 through 7 for your remaining task analysis steps
To Put Your Prompts Together	
	1. On an IOS phone, click on camera
	2. Make sure you have recorded your video clips (prompts) using the above steps
	3. Go to "all photos' at the top right hand corner
	4. Click "albums" on the bottom right hand corner
	5. Click the "+" button on the top left hand corner
	6. Enter the name of your task and press "save"
	7. Select the videos that you have already recorded and press "done"
To Access and Use Your Video Prompts	
	1. On an IOS phone, click on camera
	2. Got to "all photos" at the bottom right hand corner
	3. Click "albums" on the bottom right hand corner
	4. Click on desired task
	5. Click on the first clip in the series and press play
	6. When the clip has finished, swipe left and press play
	7. Repeats for the remaining steps of the task

Laundry Task Analysis and Data Collection Sheet

Participant: _____ **Task or Skill: Doing the Laundry**

KEY: 1 - Step completed correctly   0 - Step not completed correctly

Task Analysis Steps:	Date				
1. Remove Clothes from bag					
2. Separate Colors from Whites					
3.Place Remaining Darks in Basket					
4. Count the Number of Items being Was					
5.Identify Load Size (small)					
6.Obtain Soap Pod					
7.Place Pod in with Laundry					
8.Close Laundry Machine					
9.Replace Pod Container					
10.Place Clothes in Washer					
11.Turn Water Level Knob to Small					
12.Identify Washing Temperature					
13.Set Temperature (Hot/Cold)					
14.Push Start Knob in					

15. Turn Start Knob to "Regular 10"					
16. Pull Start Knob out to Start Load					
Total Steps					
Average % of Steps Completed Correctly					

Blank Data Collection Sheet

Participant: _____   **Task or Skill:** _____

    KEY: 1 - Step completed correctly   **0 - Step not completed correctly**

Task Analysis Steps:	Date				
1.					
2.					
3.					
4.					
5					
6.					
7.					
8.					
9.					
10.					

11.					
12					
13.					
14.					
15.					
# of Steps Completed Correctly					
Total Steps					
Average % of Steps Completed Correctly					

Directions: Check off each step in the left hand column as it is completed.

	Video Prompting Implementation Error Correction
	Teaching
	1. Brings student to setting and positions in front of task
	2. Holds the iPhone in front of the student so they can easily see the screen
	For Tasks
	A. Say, "Watch this," and plays the video clip of the first step
	B. "When the clip ends say, "Now you do it."
	C. If student completes step correctly, move on to next step
	C. *1. If student starts step incorrectly or does not start within 5 seconds, block the response*
	2. say, "Not quite right. You need to _____.
	3. Say, Here, watch this again." and play the video clip a second time.
	4. If the student performs the step incorrectly again, complete the step for them.
	After Last Task
	3. Upon completion of the task, thank the student for working.

VIDEO MODELING
PROCEDURAL FIDELITY CHECKLIST

Setting: _____   Teacher's name: _____

Date: _____   Student's name: _____

VIDEO MODELING PROCEDURAL FIDELITY CHECKLIST		
Video Modeling Instruction		
1. Teacher tells the student it's time to watch an instructional video. For example, "It's time to watch your video about [target skill]."	⭕Yes	⭕ No
2. The teacher and student go to a quiet area where the student can watch the video.	⭕Yes	⭕ No
3. The teacher selects the correct video from the playback device (e.g., iPad, computer).	⭕Yes	⭕ No
4. The video plays from the playback device with sound that's loud enough for the student to hear.	⭕Yes	⭕ No
5. The student is provided with the opportunity to perform the target skill demonstrated in the video.	⭕Yes	⭕ No

Number of steps implemented: _____

Notes:

Sample Satisfaction Survey

Name: _____   Date: _____

Directions: *Answer the following questions by circling your level of agreement with each statement*

4 = Strongly agree   **3 = Agree**   **2 = Disagree**   **1= Strongly disagree**

1. The video modeling intervention helped me do the target skill better.

       4   3   2   1

2. I liked watching the videos before performing the target skill.

       4   3   2   1

3. The videos helped me remember what to do or how to perform the task.

       4   3   2   1

4. The thought the videos were fun and engaging.

       4   3   2   1

5. I would like to keep watching the video.

       4   3   2   1

6. I would like more videos about different topics.

   4   3   2   1

What was your favorite part about the video modeling intervention?

What was your least favorite part about the video modeling intervention?

Please write anything else you'd like to share about the video modeling intervention.

Additional Video Modeling Resources

Dr. Kellems Youtube Channel- Has sample videos and task analysis that can be accessed in videos comments.

ClemsonLIFE video modeling/prompting app

AFIRM Video Modeling Module