
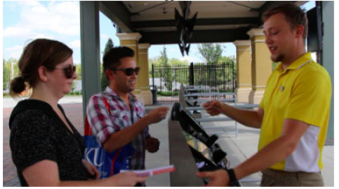


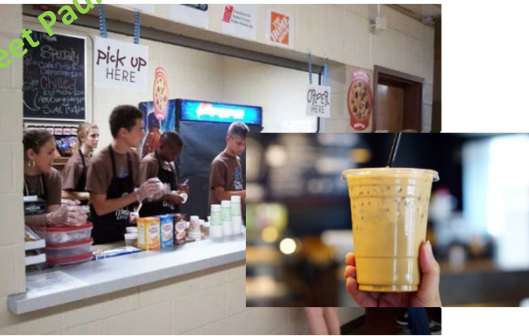
Video Modeling for Learners with Autism Spectrum Disorder

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Why Video Modeling?




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What is Video Modeling?

- Video modeling (VM) is an instructional method where individuals learn desired skills by watching a video of the skill and then imitating the skill demonstrated in the video.

Watch




⇒


⇒

First

Then



3



Skills Successfully Taught Using VM

| | |
|---|--|
| <ul style="list-style-type: none"> • Employment skills <ul style="list-style-type: none"> – Cleaning a Kennel – Customer Service – Setting a table | <ul style="list-style-type: none"> • Academic skills <ul style="list-style-type: none"> – Math – Literacy |
| <ul style="list-style-type: none"> • Functional/independent living skills <ul style="list-style-type: none"> – Personal Hygiene – Cooking – Cleaning | <ul style="list-style-type: none"> • Social/communication skills <ul style="list-style-type: none"> – Initiating a conversation – Transitioning between activities |

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Types of Video Modeling

| Types of VM | Key Features |
|-----------------------------------|---|
| Traditional video modeling | <ul style="list-style-type: none"> Model can be a peer or other individual who performs the target skill Video is watched in its entirety |
| Video self-modeling | <ul style="list-style-type: none"> Individual with ASD performs the target skill in the video |
| Point-of-view | <ul style="list-style-type: none"> Only the key features of the target skill are filmed (e.g., hands making a sandwich) |
| Video prompting | <ul style="list-style-type: none"> Video is divided into different clips Individual performs steps of the target skill after watching brief video clips for each step |
| Video priming | <ul style="list-style-type: none"> Video is viewed prior to completing the target skill (e.g., before work shift starts) Designed to refresh previously learned skills as opposed to teaching new skills (e.g. video of daily routines viewed in the morning) |

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Types of Video Modeling

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| Video self-modeling | <ul style="list-style-type: none"> Individual who will be watching the video appears in the video Video clips may be edited together if needed |
| Point-of-view | <ul style="list-style-type: none"> Only the salient features of the target skill are filmed (e.g., hands making a sandwich) |
| Video prompting | <ul style="list-style-type: none"> Individual performs steps of the target skill after watching brief video clips for each step |
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Video Self-Modeling: Taking an Order



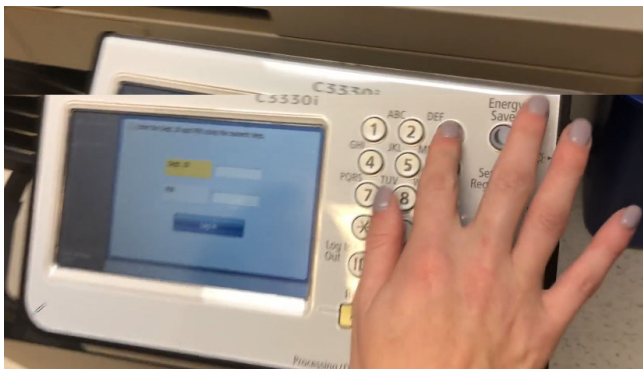
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Point of View: Making Photocopies



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Video Prompting: Clean Museum Display Case



A photograph showing a person's hands cleaning a glass display case in a museum. The case contains a framed document and a red sign with the word 'BAKE' visible.


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Video Priming: Courage Reins




Fasten the bridle

A photograph of a person standing in a field with two horses. In the background, there are mountains and a cloudy sky. The text 'Fasten the bridle' is overlaid at the bottom of the image.

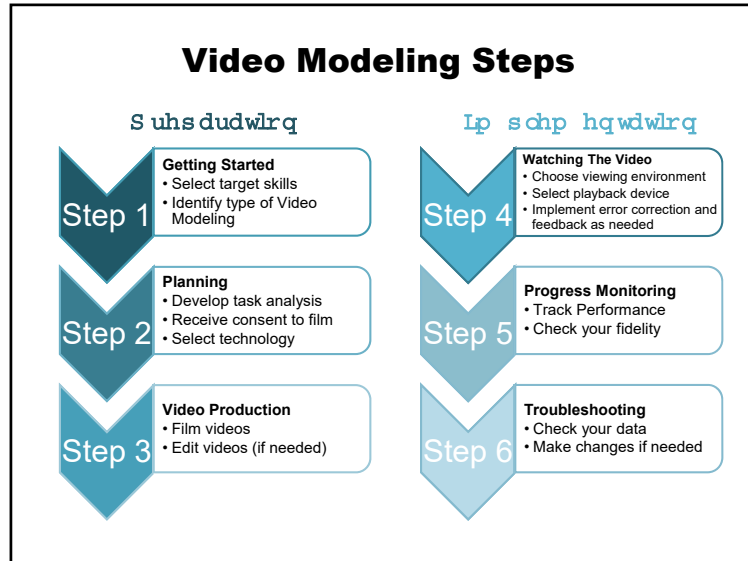
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What Type of Video Modeling Should I Use?

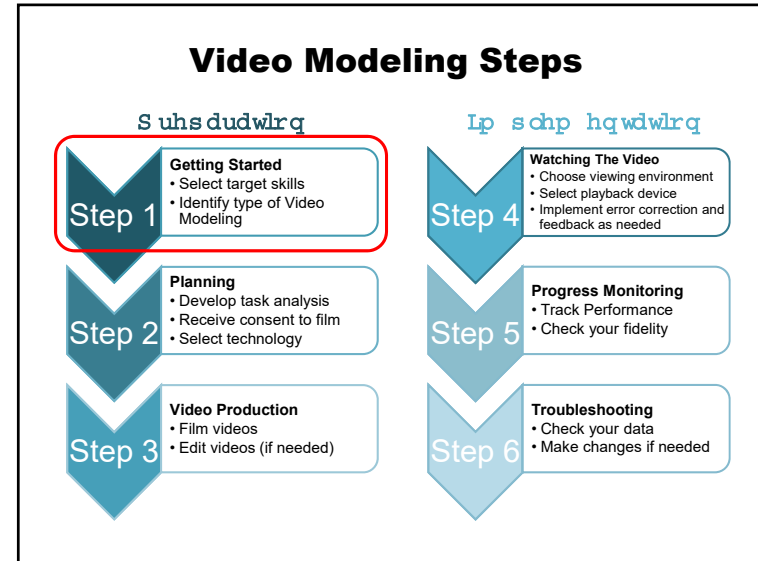


A 3D illustration of a white figure standing on a blue path that splits into several arrows pointing in different directions, symbolizing a choice or decision.

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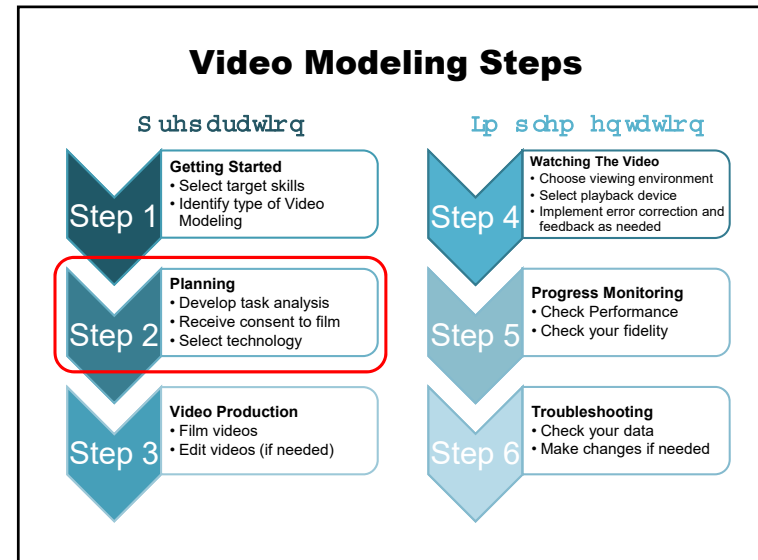
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Step 1: Select target skills & type of VM

- Decide type of video modeling
 - ✓ Traditional, Self, Prompting, Priming
- The target skill needs to be:
 - ✓ Well-defined
 - ✓ Observable and measurable
 - ✓ Socially valid for the learner




Once target skill is defined, complete a task analysis operationally defining the steps in the skill.

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Step 2: Advance Planning


-  Develop task analysis
-  Consent to film
-  Select technology

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Step 2: Advance Planning

Task analysis

- Break target tasks into individual steps.
- The task analysis will be used as a script for the video in addition to progress monitoring.
- Sample and blank task analysis are available on the additional resources slide.



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Sample Task Analysis

| | |
|--|---|
| <p>Making an iced latte</p> <ol style="list-style-type: none"> 1. Get a cold cup from the stack 2. Fill the cup to the line with ice 3. Pour 3oz of cold brew into the measuring cup 4. Dump cold brew into the cold cup 5. Fill cup with milk to the line 6. Pour one small cup of flavor into the cold cup 7. Stir drink with the long spoon 8. Place lid on the cup 9. Serve with straw | <p>Starting a conversation</p> <ol style="list-style-type: none"> 1. Look at the person and smile 2. Be about an arm's length away 3. Use a nice voice tone 4. Ask a question 5. Wait for your turn to talk |
|--|---|

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Video Modeling Steps



| | |
|---|---|
| <p>Step 1</p> <p>Getting Started</p> <ul style="list-style-type: none"> • Select target skills • Identify type of Video Modeling | <p>Step 4</p> <p>Watching The Video</p> <ul style="list-style-type: none"> • Choose viewing environment • Select playback device • Implement error correction and feedback as needed |
| <p>Step 2</p> <p>Planning</p> <ul style="list-style-type: none"> • Develop task analysis • Receive consent to film • Select technology | <p>Step 5</p> <p>Progress Monitoring</p> <ul style="list-style-type: none"> • Track Performance • Check your fidelity |
| <p>Step 3</p> <p>Video Production</p> <ul style="list-style-type: none"> • Film videos • Edit videos (if needed) | <p>Step 6</p> <p>Troubleshooting</p> <ul style="list-style-type: none"> • Check your data • Make changes if needed |

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Step 3: Film and Edit Videos

Filming

- Select who the model will be
 - Try to select a model similar in age and appearance to intended audience (peer, paraprofessional). Just make sure the model is able to complete the task correctly.
- Make sure you have all the necessary equipment and you know how to use it
- Tips for steady filming:
 - Hold device as still as possible
 - Consider a tripod




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NTACT
National Technical Assistance Center for Transition

Step 3: Film and Edit Videos

Editing

- Consider adding text or audio to enhance the video
- For text slides, must consider the reading level of the target individual
- For audio, consider voice-over (edited later) or providing narration as task is being filmed

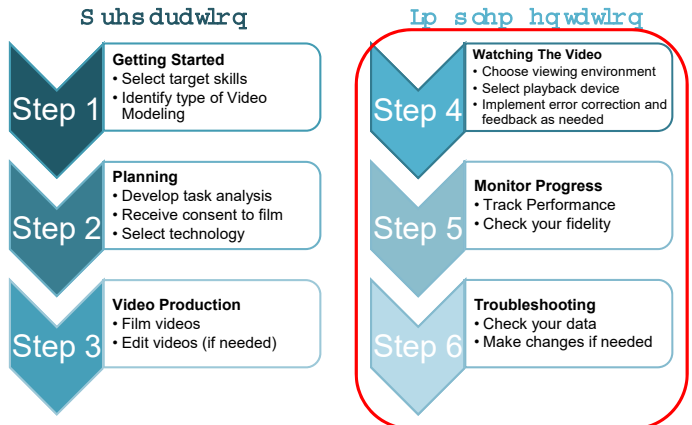


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Video Modeling Steps

S uhs dudwlrq

Ip schp hqwdwlrq



Step 1 Getting Started

- Select target skills
- Identify type of Video Modeling

Step 2 Planning

- Develop task analysis
- Receive consent to film
- Select technology

Step 3 Video Production

- Film videos
- Edit videos (if needed)

Step 4 Watching The Video

- Choose viewing environment
- Select playback device
- Implement error correction and feedback as needed

Step 5 Monitor Progress

- Track Performance
- Check your fidelity

Step 6 Troubleshooting

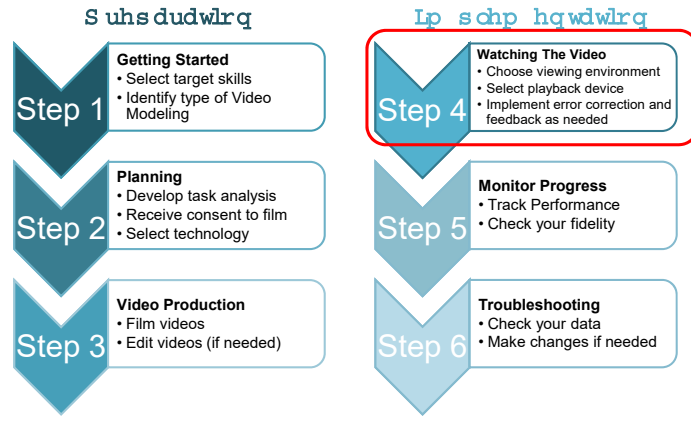
- Check your data
- Make changes if needed

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Video Modeling Steps

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Step 1 Getting Started

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Step 4: Watching the Video

Viewing environment

- Determine *where* the video will be watched (e.g., classroom, home, work setting)
- Determine *when* the video will be watched

Playback device

- Tablet, smartphone, laptop, desktop
- Is training needed on how to operate the playback device?



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Step 4: Implement the VM Intervention

Error correction

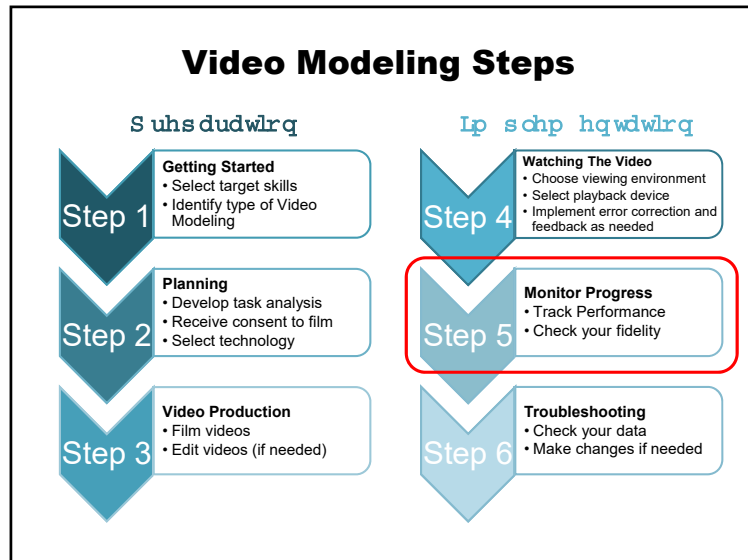
- Used “in-the-moment”
- Pause -> say “not quite” -> model the correct response -> rewind video -> try again

Feedback

- Used after the student completes the task/skill
- Go over steps performed correctly and those that need work
 - Use the task analysis as a guide
 - Rewind the video model as you go through the steps



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Step 5: Progress Monitoring & Treatment Fidelity

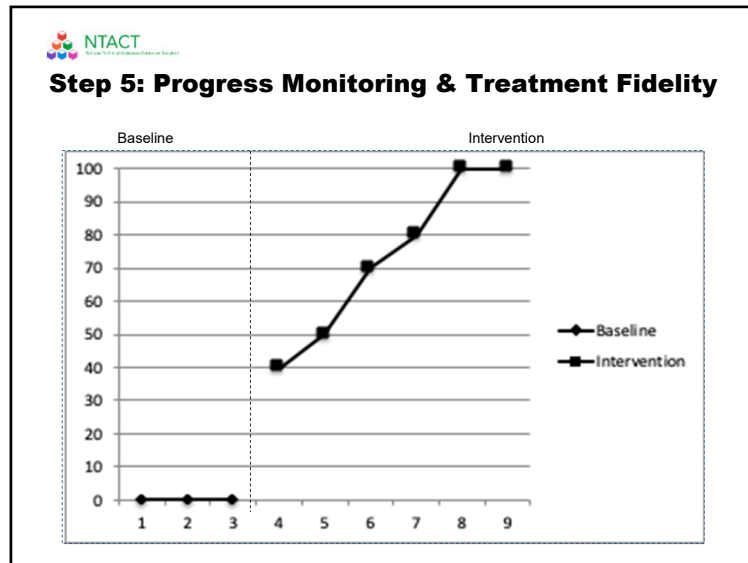
Progress Monitoring

- Collect data through observations on the performance of target behaviors.
- Graph and compare baseline data to post-intervention data.
- Make data-based decisions to determine if changes to the VM intervention are needed.

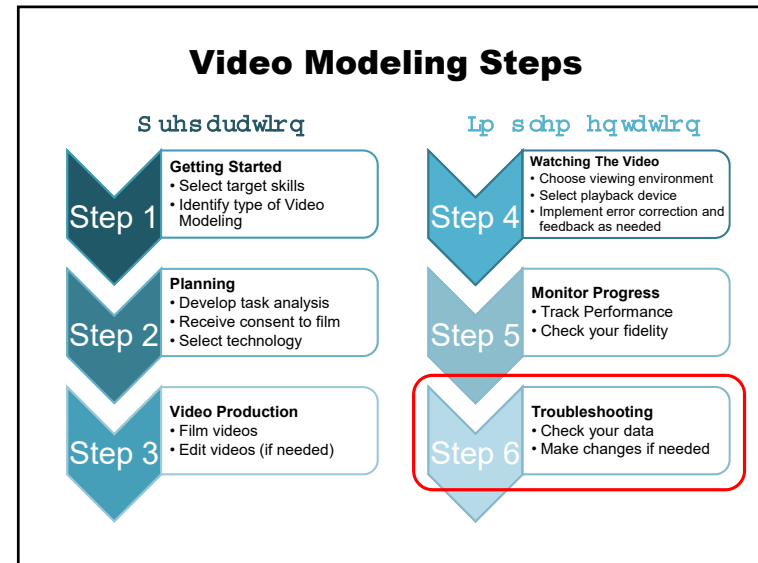
Treatment Fidelity

- Use a procedural fidelity checklist to monitor consistent implementation of the VM intervention.
- Train other support staff (e.g., para-professional, job coach) to implement with fidelity.

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Step 6: Troubleshooting

- Use progress monitoring data to identify areas of difficult
- Make changes as needed based on individual's responding.
- Troubleshoot as needed:
 - Is the individual paying attention to the video?
 - Is the target task too complex?
 - Does the video demonstrate all steps required to complete the target skills?

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Tips and Tricks

- ❖ VM is a flexible tool- mix it up!
- ❖ Get your students involved
- ❖ Make a video library
 - Private YouTube channel
 - DropBox
 - Google Drive

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Video Modeling Resources

[ClemsonLIFE video modeling/prompting app](#)

[AFIRM Video Modeling Module](#)

[Sample Video Modeling Videos \(Task Analysis are linked in video comments\)](#)



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Next 2 Week Activities

- Identify your student
- Identify a target skill & type of VM (step 1)
- Planning (step 2)
 - Develop task analysis
 - Obtain consent to film
 - Identify technology
- Film & edit (step 3)
- Use the video (step 4)
- Post questions, comments, problems and successes to the LERN Network discussion!!

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At the end of this LERN....

You will have a completed video modeling intervention ready to use with learners from the task analysis to complete video.

Use this to start your VM library of resources!!!

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