# Look at Us Now! Using Video Self-Modeling as an Intervention Across All Tiers

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## Create a Video Self Modeling Strategy

- Video modeling is an intervention in which a person is shown a video of the model performing a target behavior (Sigafoos, O'Reilly, & de la Cruz, 2007).
- Video modeling has been shown to be effective with a variety of behaviors (Buggey, 2005)
  - Selective mutism
  - Aggressive behaviors
  - Life skills acquisition
  - Social behaviors
  - Language development

# What is Video Modeling?

- Based on Albert Bandura's Social Learning Theory
  - We do what we see
- Video modeling is an intervention in which a person is shown a video of the model performing a target behavior and the person watching the video imitates the modeled behavior
- Video modeling has three components:
  - Attention
  - Retention
  - Reproduction

# Why should we use video modeling?

- Video modeling increases attention
  - Studies have shown that children with autism attend to video models more than live models
- Can decrease anxiety
- Can increase motivation
  - Tech can increase motivation
  - Ex. Worksheet vs. iPad (Haydon, Hawkins, Denune, Kimener, McCoy, & Basham, 2012)
    - Increased engagement to almost 100%
    - Doubled the correct problems per minute

## Why should we use video modeling?

- Incorporates visual learning
  - Children with ASD tend to be more keenly aware of visual learning methods than other styles of learning
- Video self modeling can increase self awareness of an individual
- The end product is reusable
- The video is more consistent than a live model

## Why you should not be afraid of video modeling

- Easier access to video equipment
- Digitization of media
- Editing software is easier than ever and many are free
- Video devices are more user friendly

# Tier 2/3: Peer or Adult Video Modeling

## Adult Model

- Adult models are typically easier to recruit
- Can be effective for modeling more complex skills
- Adults can be either familiar or unfamiliar
  - Know your student – i.e. Will the student fixate on the familiar adult or the skill you are trying to teach?

## Peer Model

- Peer models used for social skills targets
- Peer models represent students of similar age
- Choose peer models who is similar in age, grade and sex of the target student
- May need to be prompted more than adults
- http://www.youtube.com/watch?v=GF8uIDx-whI&feature=related

# Tier 2/3: Point of View Video Modeling

- The video model is recorded and viewed from the perspective of the student
- Can be used for functional skills – i.e. tying shoes
- Can be used for learning a social skill – i.e. playing a game
- This is a new type of video model that is just beginning to emerge in the literature
- http://www.youtube.com/watch?v=dbsOrQvMDeo
  - Memory Game
- http://www.youtube.com/watch?v=tifNDUG99ms
  - Greeting others

# Tier 3: Video Self-Modeling (VSM)

- Watching a video of themselves completing a desired behavior
- Has shown to be particularly effective with children with autistic tendencies
- Can be used to reduce problem behaviors and enhance skill performance

# Video Self-Modeling

- Two types of video self modeling
  - Positive Self Review (PSR)
    - Student views themselves completing an appropriate behavior that they are currently able to do
    - Best possible version
    - Edit tape of student completing positive behavior
  - Video Feedforward
    - When the student has all of the components of a behavior but doesn't know how to pull them all together
    - A video is made of all of the pieces to the behavior and then edit the footage to make it look like one seamless appropriate behavior

# Why use video self-modeling?

- Fairly short intervention duration is roughly 1-3 minutes
- Reduce classroom disruption
- Consistent positive teaching of the behavior
- No negative behavior is shown
- Rapid and spontaneous improvement
- Culturally indifferent
- Self evaluation
- Effective for a variety of behaviors
- Effective in the school system
- Quick and efficient due to advances in technology

# Group Video Self Modeling (GVSM)

(McNiff, 2015)

- As behavior management decreases, reliance on punitive and ineffective strategies increase (Martin, Linfoot, & Stephenson, 1999)
- Maintaining appropriate mastery of behavior skills with students takes repetitive teaching and re-teaching of expectations on the part of the teacher
- These skills should be taught explicitly and with fidelity.

## Group Video Self Modeling (GVSM)

- Without habitual maintenance and explicit teaching of behavioral skills can lead to:
  - A chaotic and disorganized classroom environment
  - A reduction in learning time for the students
  - An increase in behavior management issues
    - (Lane, Kalberg & Menzies, 2009; Codding & Smyth, 2008)
- Video self-modeling can be a way to increase fidelity in programming and provide a quick behavioral intervention

## Why using GVSM is valuable?

- Featured a group instead of individual
- Combines two video modeling strategies into one intervention
  - Settles controversy surrounding whether VSM or video modeling is better
- Showed that intervention could be removed suddenly and benefits continue

# Why using GVSM is valuable?

- Exhibited all of the advantages of VSM except with more students
  - Minimally intrusive
  - Easy to implement
  - Quick review period
  - Purely positive intervention
  - Culturally indifferent
  - Immediate change
  - Follows current best practice for individual intervention

# What is Task Analysis?

- How you break down a task or skill
- Methods of analyzing people's jobs:
  - what people do
  - what things they work with
  - what they must know

# An Example

- Vacuum the carpet
  - get the vacuum cleaner out
  - fix the appropriate attachments
  - clean the rooms
  - when the dust bag gets full, empty it
  - put the vacuum cleaner and tools away
- Must know about:
  - vacuum cleaners, their attachments, dust bags, cupboards, rooms etc.

# How to Task Analyze

- **Task analysis** is the process of breaking a skill down into smaller, more manageable components.
- The steps, described in greater detail on the following pages, include
  - Identify the target skill
  - Identify the prerequisite skills of the learner and the materials needed to teach the task
  - Break the skill into parts
  - Confirm that the task is completely analyzed
  - Determine how the skill will be taught
  - Implement the intervention and monitor progress

# How to Task Analyze

- Important that they know how to do each of the skills
  - Example: For washing clothes, student needs to make sure that they know how to put in detergent or get detergent
  - Example: For brushing teeth, student must need to know how to unscrew a cap
- Many times we take things for granted that students know the task when they don't.
- If they can't do it, go through a task analysis to see where they are getting stuck and teach that step.

# Example: Brushing Teeth

- Obtains materials
- Takes cap off toothpaste
- Puts paste on brush
- Replaces toothpaste cap
- Wets brush
- Brushes left outer surfaces
- Brushes front outer surfaces
- Brushes right outer surfaces
- Brushes lower right chewing surfaces
- Brushes lower left chewing surfaces
- Brushes upper left chewing surfaces
- Brushes upper right chewing surfaces
- Brushes upper right inside surfaces
- Brushes upper front inside surfaces
- Brushes upper left inside surfaces
- Brushes lower left inside surfaces
- Brushes lower front inside surfaces
- Brushes lower right inside surfaces
- Rinses toothbrush
- Wipes mouth and hands
- Returns materials

## HOW TO DO YOUR VERY OWN VIDEO SELF MODELING

- Select a model and skill to teach
- Identify other actors
- Plan the production
  - Script, camera angles, story board, set up of room, etc.
- Determine the edits that will be necessary to show the proper behaviors
- Prepare for the filming stage
- Edit
- Share the video
- Collect data

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