

There is More to Life
than Just Apps:

Using the iPad to Decrease Behaviors
in the Classroom

Presented by Matt McNiff, Ph.D

What we know it can do:

- Apps
- Tell time
- Get us places (sometimes)
- Apps
- Take funny pictures of ourselves
- GAMES!!!!
- Read books
- Do some homework
- Play music
- Buy music
- Buy apps
- Video tape
- Task manager
- Look on the internets
- Make videos
- Watch videos
- Upload videos
- Apps

What you may not know it can do

- Real time student observations
- Enhance your data collection capabilities
- Ability to coach your student covertly
- Increase engagement with academic material
- Create video self modeling strategy
 - Individual and Group
- (Did you know it has apps too?)

What the iPad has replaced

- Pad and paper
- Video camera
- Camera
- Video editing equipment
- DVD player
- VCR
- Beep tape/CD
- Video conferencing technology
- Stop watch
- Audio recorder
- Atari

Why Should I Even Observe Remotely?

- Glad you asked. . .
- Reduces the “Observer Effect” or “Hawthorne Effect”
 - Both the student AND teacher
- Allows related services providers the ability to gather accurate data and take on a more appropriate consultative role
- Creates minimally invasive strategies to reduce behavior through early interventions

Okay, so how do I do it?

- For iPad:
 - Connect both devices to internet for FaceTime, Skype, or Zoom or any conferencing app or software
 - Open the FaceTime app
 - Tap the number or email address and have teacher or para on other end accept
 - On receiving end, push the “camera” button to switch camera to the outside angle
 - On the sending end, push mute
 - Observe and take data

Taking Data with the iPad

- Variety of features that you can use
- Video camera can increase reliability of data collected
 - Exact frequency
 - Intensity
 - Duration
- Snapshots for interval recording
- Dictation software for notes on the fly

Issues with Digital Image Recording

- Let parents and school officials know that it may be used – Put it in writing!!
- Confidentiality
- Staff acceptance or resistance
- Post data collection
- Gotcha moments

Covert Social Tele-Coaching

- Covert is the ability to conceal or hide
- Social Tele-Coaching is the use of video and audio components to deliver direct interventions and social coaching to students
- Covert Social Tele-Coaching uses technology to enhance pro-social student behaviors without other people knowing that the intervention is happening.
- Take baseline data and provide direct instruction
- Goal is to fade the instruction over time

Covert Social Tele-Coaching

The Tele-Coach observes student from separate location



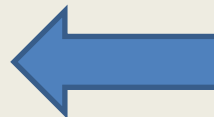
The student has a Bluetooth capable earpiece to hear Tele-Coach



The Tele-Coach delivers instruction or correction covertly to student through cellular device



The Tele-Coach verbally reinforces student for the behavior change or follow through of the direction



Student corrects or makes changes to behavior in the classroom

Program Delivery Equipment - Audio

- Bluetooth earpieces
 - gsm spy earpiece
 - www.gsm-earpiece.com
 - May use a regular Bluetooth device



Screen capture: Morning Meeting Coaching Session



Why use Covert Social Tele-Coaching?

- Generalization of skills across settings is a constant concern (Schlosser & Lee, 2000; Stokes & Baer, 1977)
- Allows for training in the natural setting
- Delivery can be offered and received in unobtrusive, non-disruptive ways (McNiff & Israel, 2009)
- Provides real time feedback to student for immediate error correction
- May decrease stereotypical effects that come from resource staff hovering
- Promotes independence in students
- Can provide multiple points of instruction in different areas of the school with minimal staff

Improve Engagement with Academic Material

- Not just for reinforcement or reward
- A recent study of EBD students showed that student engagement increased from 81.4 % to 98.9 % when completing problems with the sample population.
- Additionally, students got almost 3 more problems correct out of 10.
- Why?
 - Immediate feedback
 - Novelty?

(Haydon, Hawkins, Denune, Kimener, McCoy & Basham, 2012)

VIDEO MODELING

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?

- Video Modeling is based on Albert Bandura's Social Learning Theory
- 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).
- The person watching the video imitates the modeled behavior. (Bellini & Akullian, 2007)
- 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
 - Incorporates visual learning
 - Children with ASD tend to be more aware of visual learning methods than other styles of learning
 - Video self modeling can increase self awareness of an individual
- (Bellini, 2007)

Why should we use video modeling?

- The end product is reusable
- The video is more consistent than a live model
- Promotes acquisition of new skills
- Can enhance other strategies like social coaching and self monitoring

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

Types of Video Modeling

- Peer or Adult Video Modeling
- Point of View (POV) Video Modeling
- Video Self-Modeling
 - Positive Self Review (PSR)
 - Editing tape of student completing positive behavior and watching it
 - Video Feedforward
 - Splicing segments of skills together to form a sequence – routine type skills
- Newest Form – Group Video Self Modeling (GVSM)

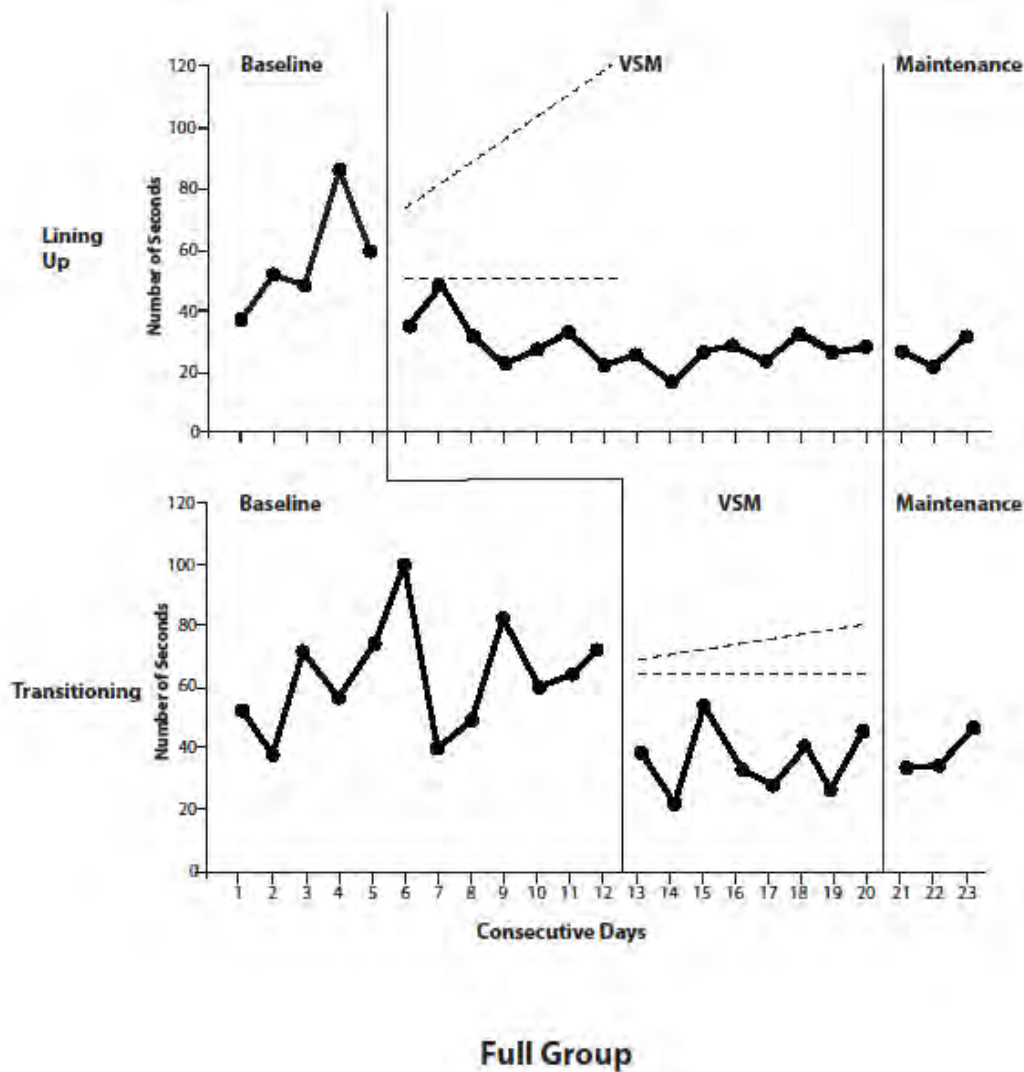
Group Video Self Modeling (GVSM)

- Classroom management is a common anxiety that plagues new and experienced teachers alike (Oral, 2012; Gardill & DuPaul, 1996)
- 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.

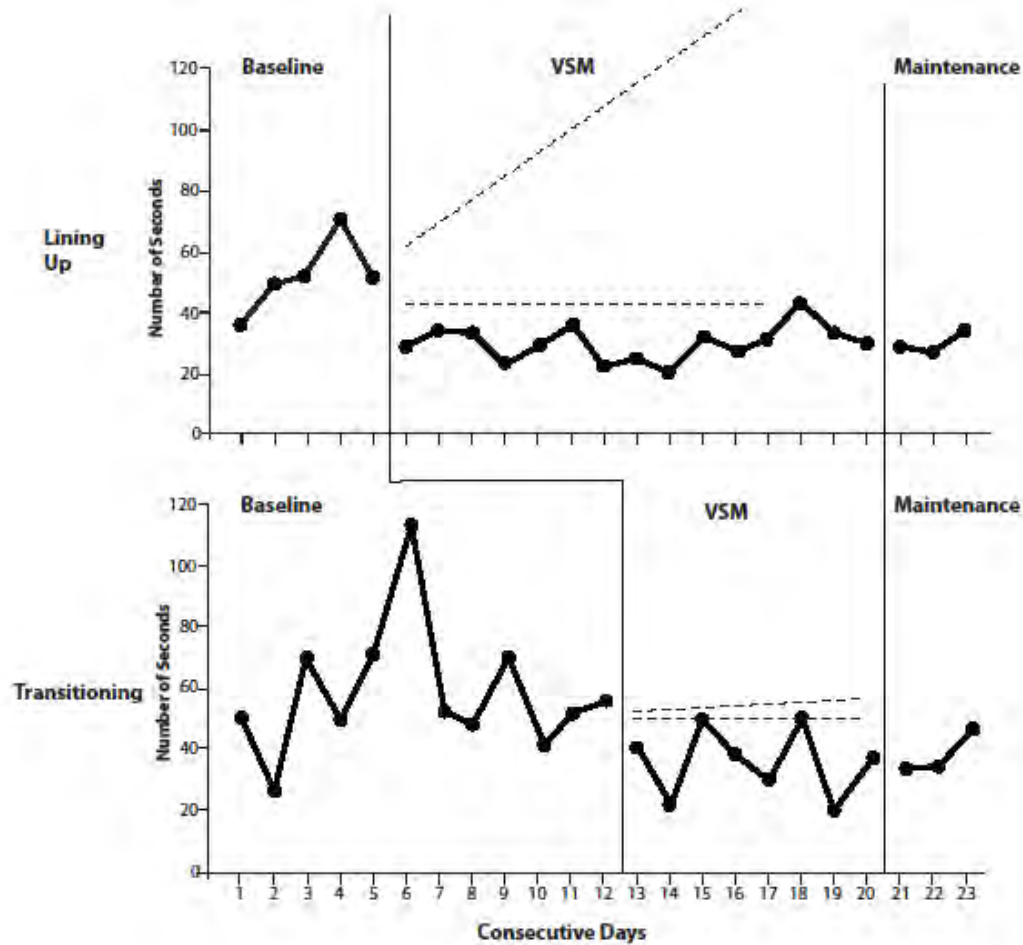
Why use group video self-modeling?

- 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

Whole Group Results

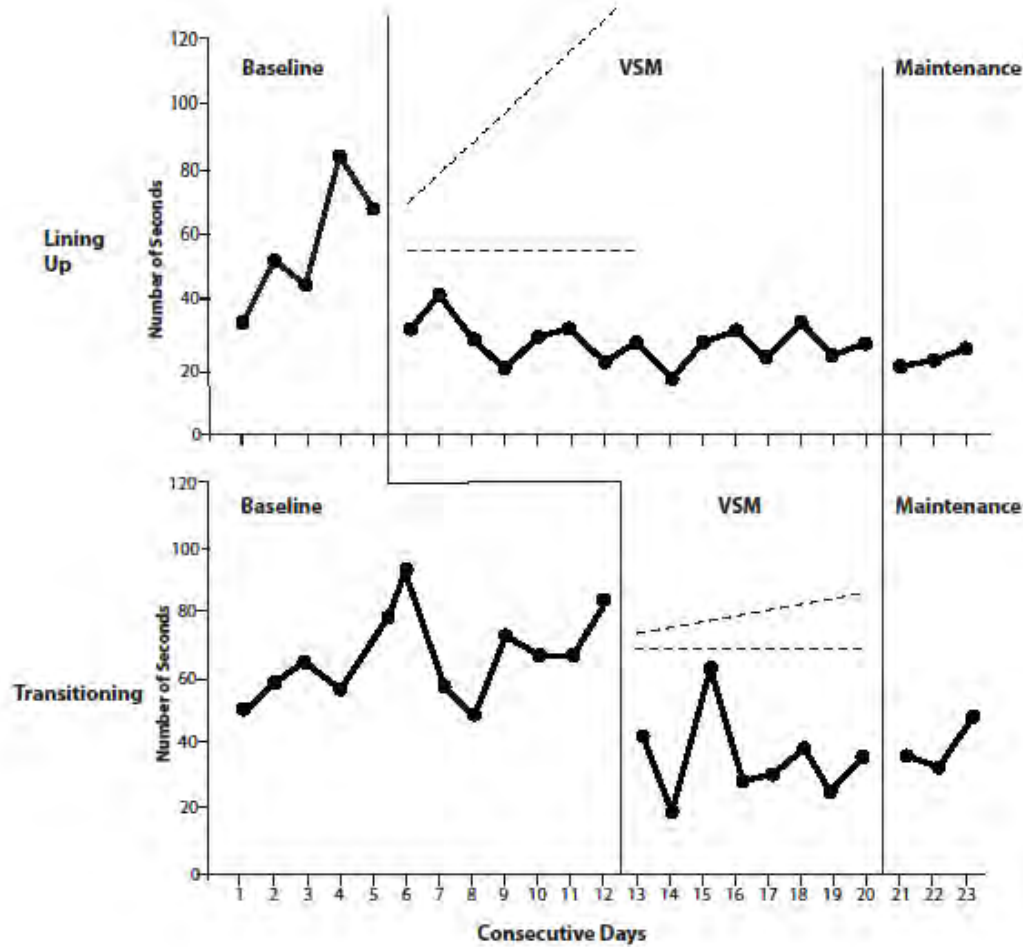


Fast Group Results



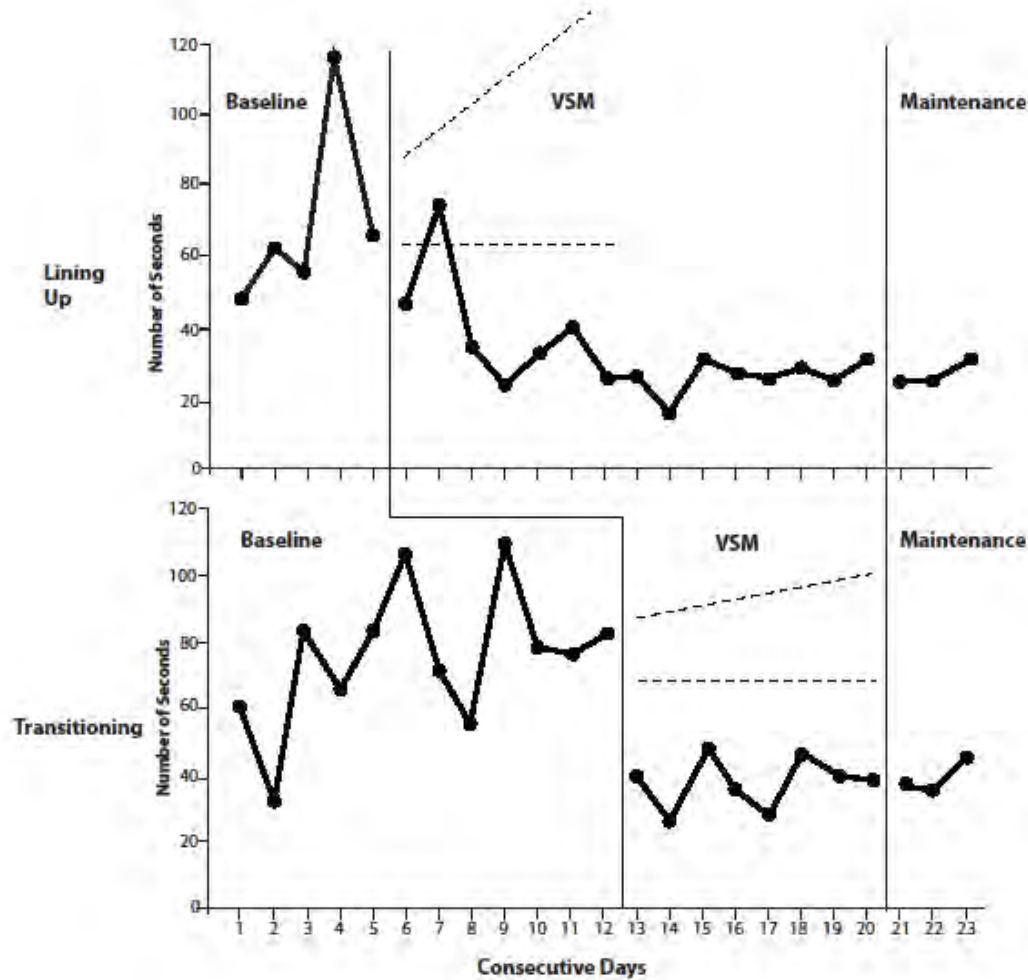
Fast Group

Medium Group Results

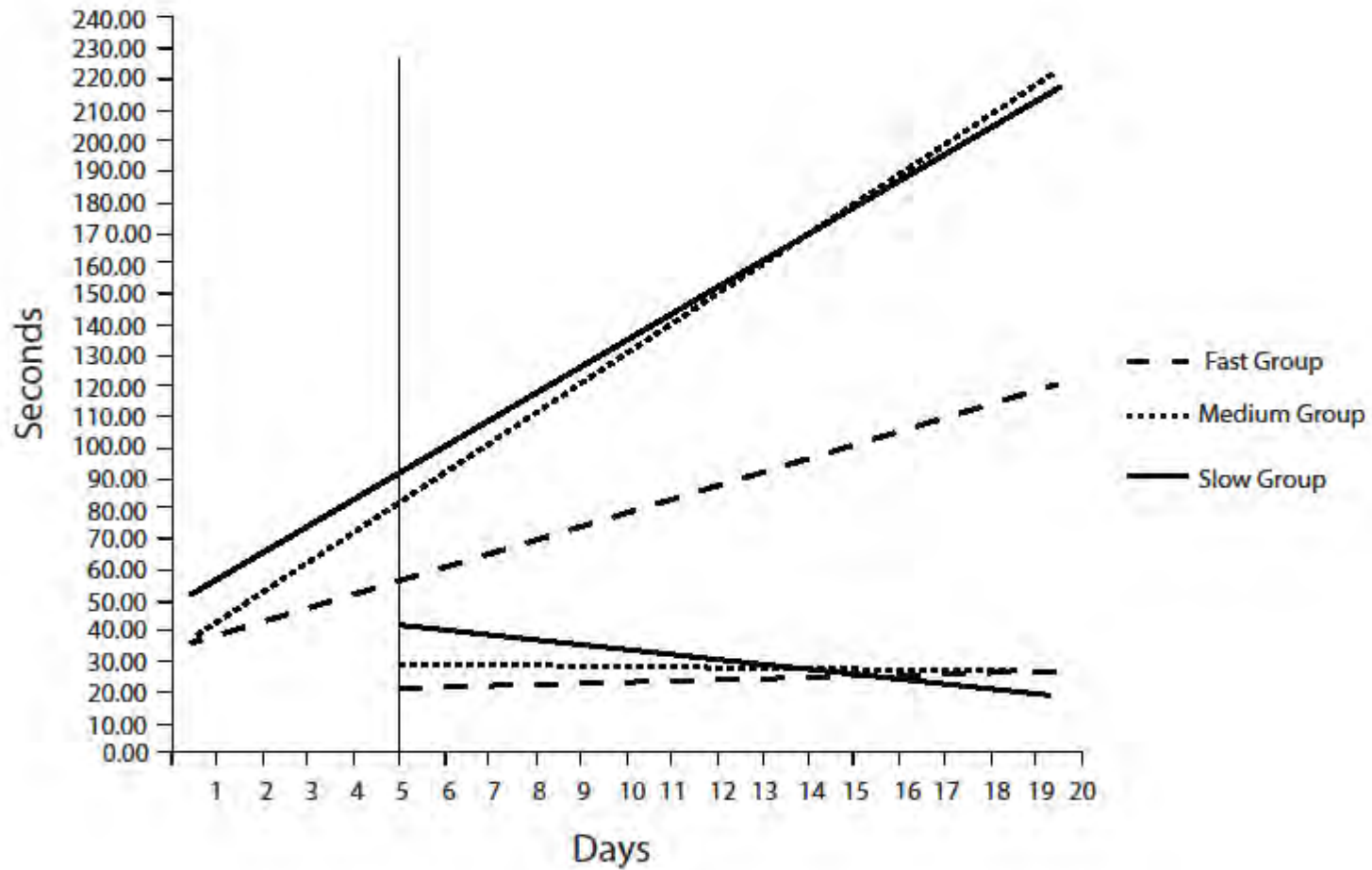


Medium Group

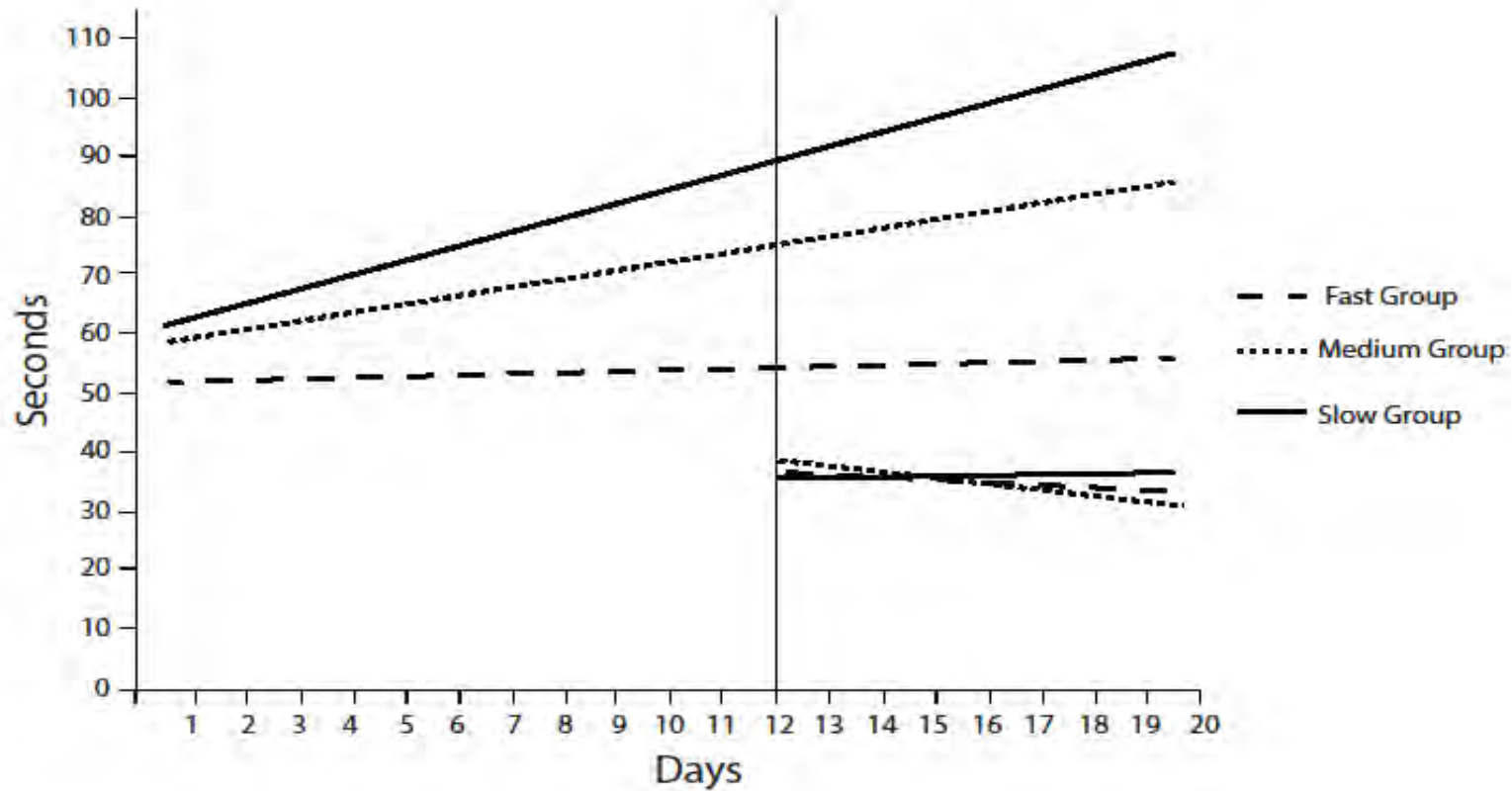
Slow Group Results



Slow Group

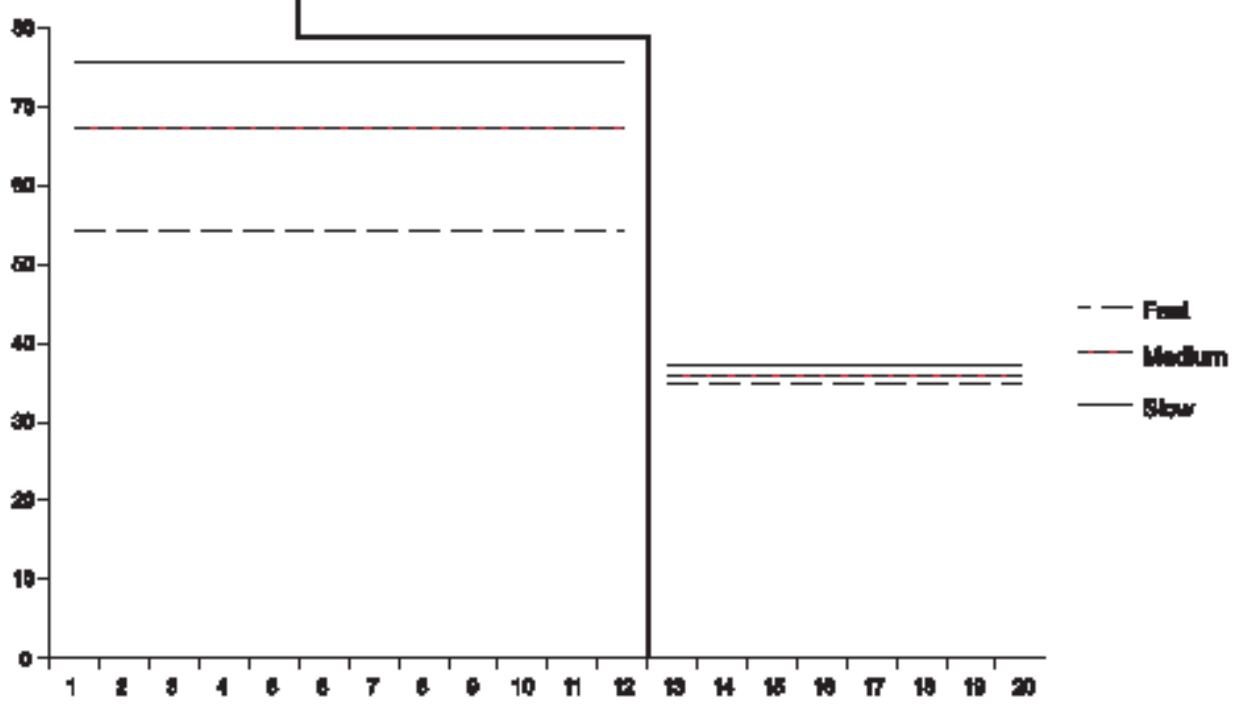
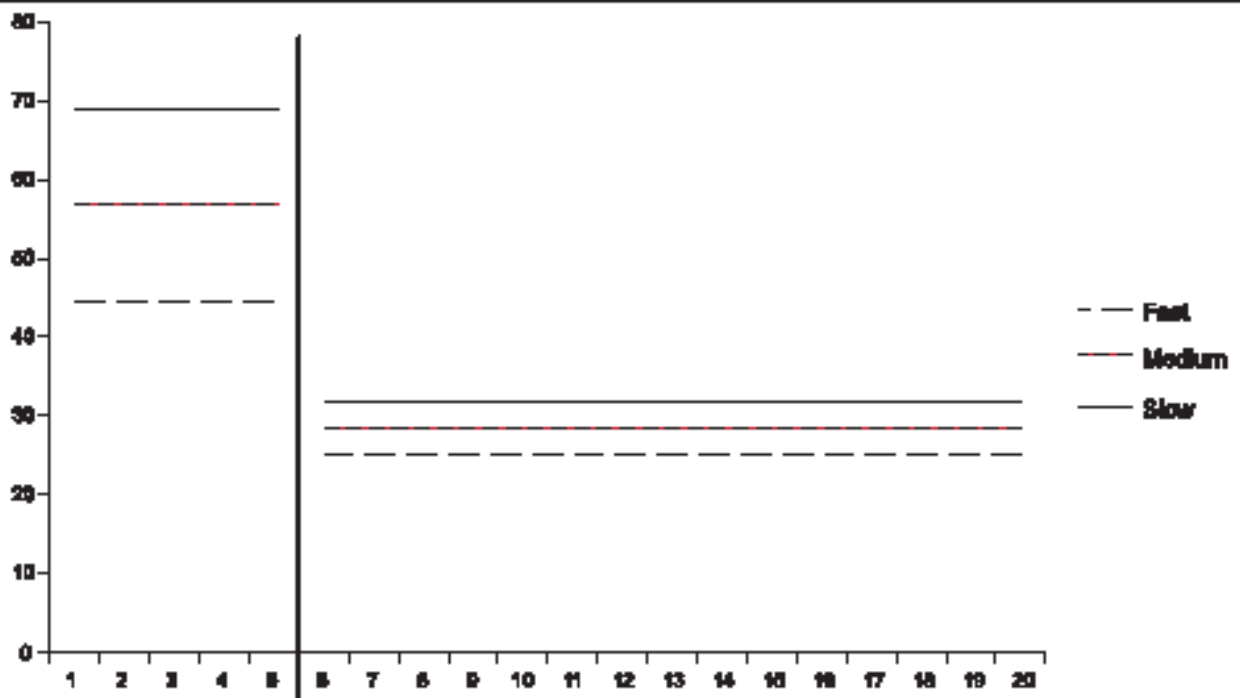


Trends Between Groups – Lining up



Trends Between Groups - Transitioning

Mean Lines



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
- 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

How to Create Your Very Own Video Modeling Video

- Select a model and skill to teach
- Identify other actors
- Plan the production
 - Story Board, Angles, Etc.
- Determine the edits that will be necessary to show the proper behaviors
 - Only appropriate behaviors shown
- Prepare for the filming stage
- Edit
- Share the video
- Collect data

Contact Information

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