Evidence Based Practice Training:

Video Modeling (VM)

Adapted from Sam, A., & AFIRM Team. (2015). *Video Modeling.* Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from https://afirm.fpg.unc.edu/video-modeling

What is CAPTAIN

The California Autism Professional Training And Information Network (CAPTAIN) is an interagency network developed to support the understanding and use of evidence based practices (EBPs) for individuals with Autism across the state of California.

What is CAPTAIN

Marin County SELPA in partnership with CAPTAIN, are members of the Statewide System of Support as the Special Education Content Lead for Autism.

This project is funded by the California Department of Education and the California Collaborative for Educational Excellence.

Levels of Professional Development to Reach Implementation

This is a Workshop/Training and is designed to increase your KNOWLEDGE of the topic. Implementation supports to assist you with use of this EBP will be outlined following the TRAINING/WORKSHOP

Before We Begin…

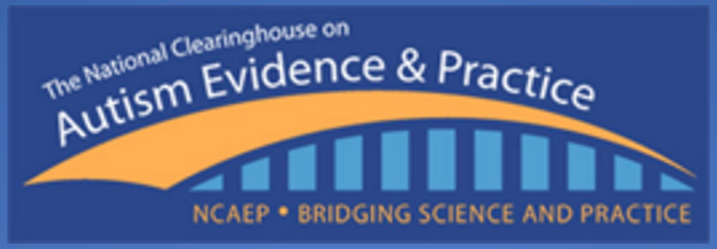
Please complete the
Pre Training Survey
sent to your email

Learning Objectives

Participants Will:

- Describe EBPs and video modeling (VM)
- Describe the various types/formats of video modeling
- Determine which students and skills VM is suggested to support
- Learn to set up a VM lesson, script and data collection system

What are Evidence Based Practices?



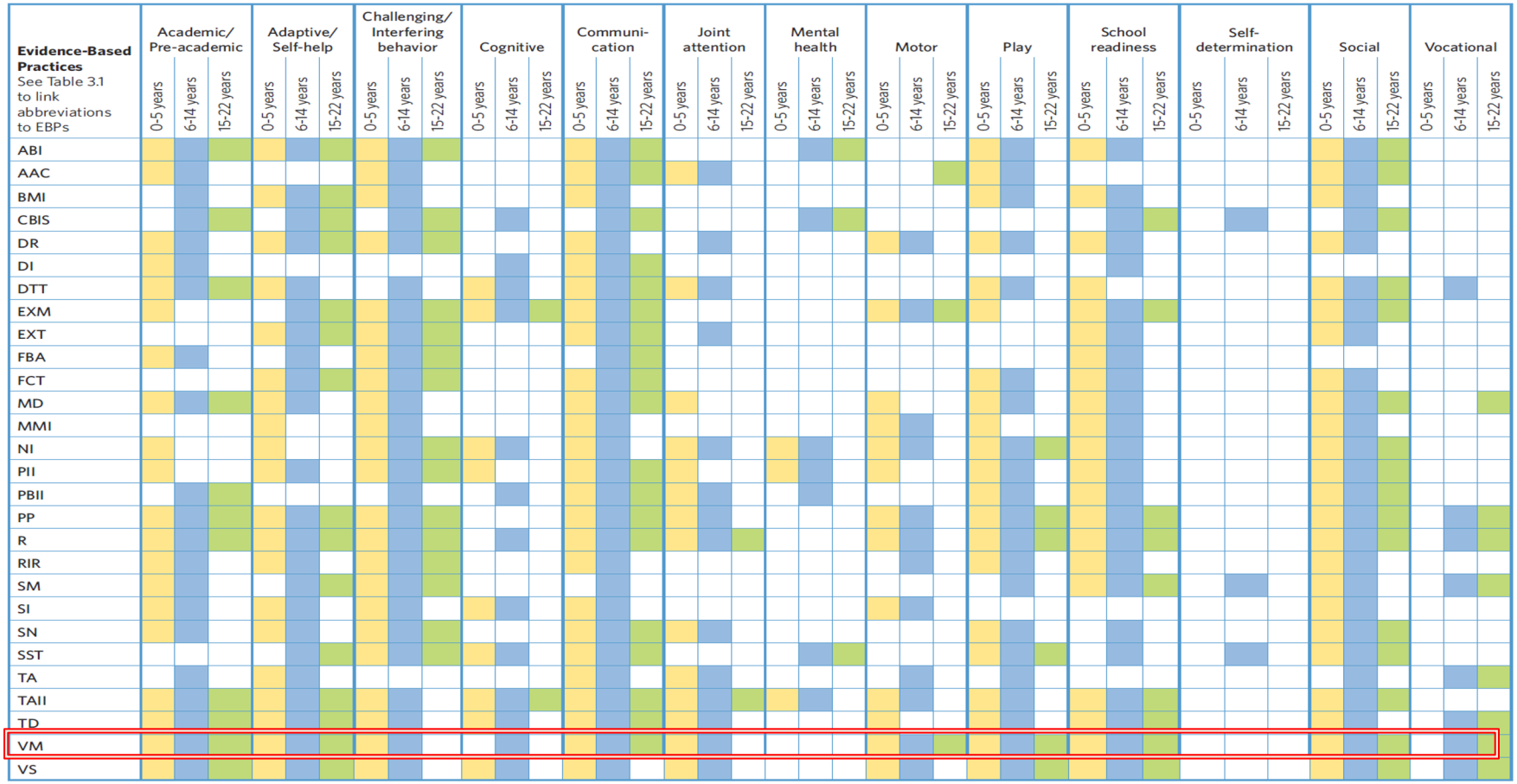
NCAEP definition of an EBP:

"Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD."

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

Evidence Based Practice Matrix (28 EBPs)

Table 3.7 Matrix of evidence-based practices, outcomes, and age categories

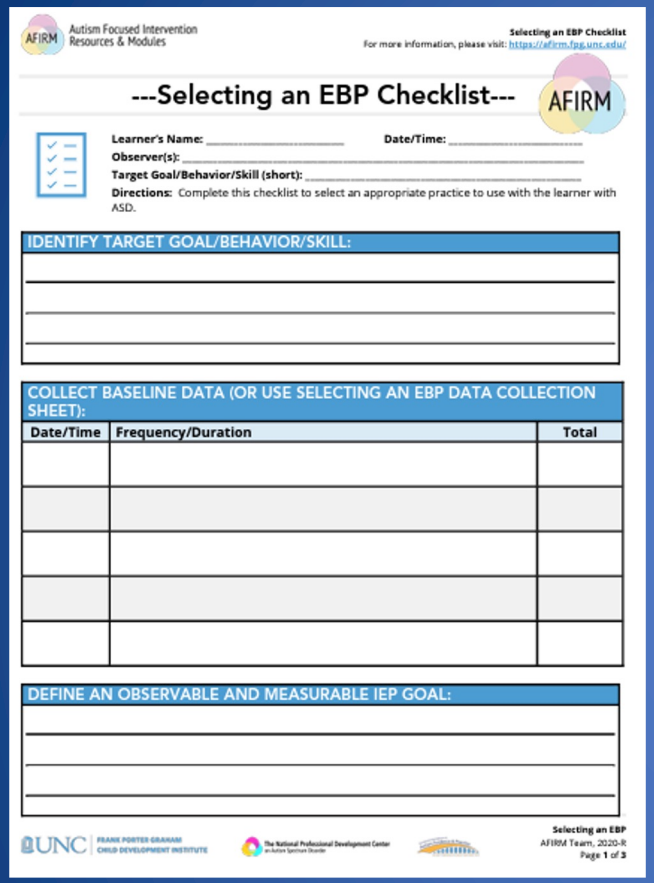


Selecting EBPs

Before beginning a new practice with a learner, it is important to follow four planning steps

1. Identify the behavior
2. Collect baseline data on the behavior
3. Establish an observable and measurable goal
4. Choose an EBP
   - Consider the child and family characteristics
   - Consider the teacher and team characteristics
   - Consider other available resources

Selecting an EBP Checklist



Autism Focused Intervention Resources & Modules

Selecting an EBP Checklist
For more information, please visit: https://afirm.fpg.unc.edu/

---Selecting an EBP Checklist---

Learner's Name: _____ Date/Time: _____
Observer(s): _____
Target Goal/Behavior/Skill (short): _____
Directions: Complete this checklist to select an appropriate practice to use with the learner with ASD.

IDENTIFY TARGET GOAL/BEHAVIOR/SKILL:

COLLECT BASELINE DATA (OR USE SELECTING AN EBP DATA COLLECTION SHEET):

Date/Time	Frequency/Duration	Total

DEFINE AN OBSERVABLE AND MEASURABLE IEP GOAL:

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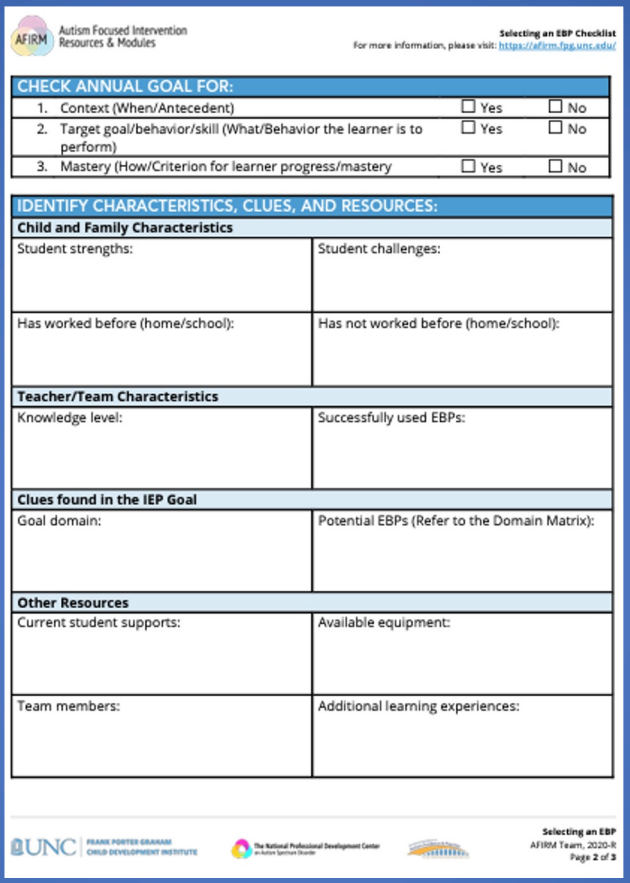
Selecting an EBP
AFIRM Team, 2020-R
Page 1 of 3



Autism Focused Intervention Resources & Modules

Selecting an EBP Checklist
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CHECK ANNUAL GOAL FOR:

1. Context (When/Antecedent)	☐ Yes	☐ No
2. Target goal/behavior/skill (What/Behavior the learner is to perform)	☐ Yes	☐ No
3. Mastery (How/Criterion for learner progress/mastery	☐ Yes	☐ No

IDENTIFY CHARACTERISTICS, CLUES, AND RESOURCES:

Child and Family Characteristics

Student strengths:	Student challenges:
Has worked before (home/school):	Has not worked before (home/school):

Teacher/Team Characteristics

Knowledge level:	Successfully used EBPs:

Clues found in the IEP Goal

Goal domain:	Potential EBPs (Refer to the Domain Matrix):

Other Resources

Current student supports:	Available equipment:
Team members:	Additional learning experiences:

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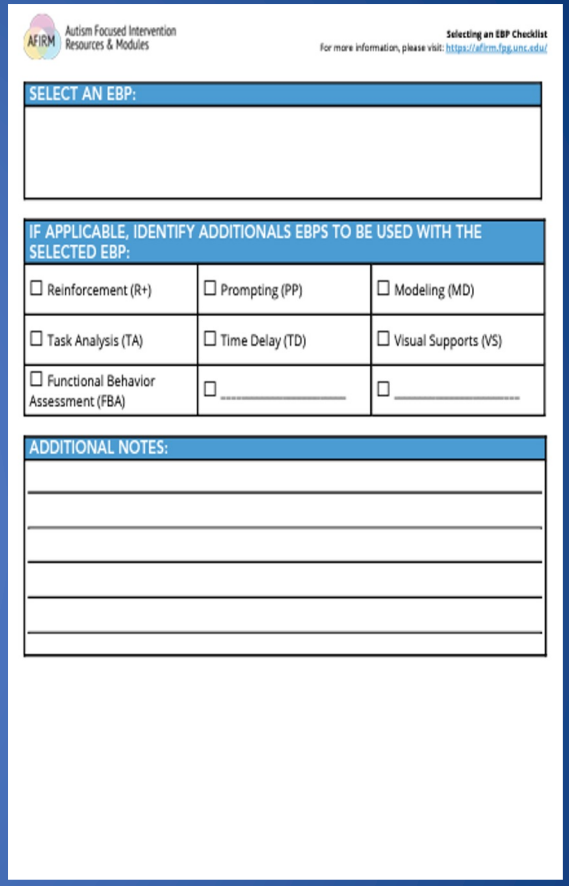
Selecting an EBP
AFIRM Team, 2020-R
Page 2 of 3



Autism Focused Intervention Resources & Modules

Selecting an EBP Checklist
For more information, please visit: https://afirm.fpg.unc.edu/

SELECT AN EBP:

IF APPLICABLE, IDENTIFY ADDITIONALS EBPS TO BE USED WITH THE SELECTED EBP:

☐ Reinforcement (R+)	☐ Prompting (PP)	☐ Modeling (MD)
☐ Task Analysis (TA)	☐ Time Delay (TD)	☐ Visual Supports (VS)
☐ Functional Behavior Assessment (FBA)	☐ _____	☐ _____

ADDITIONAL NOTES:

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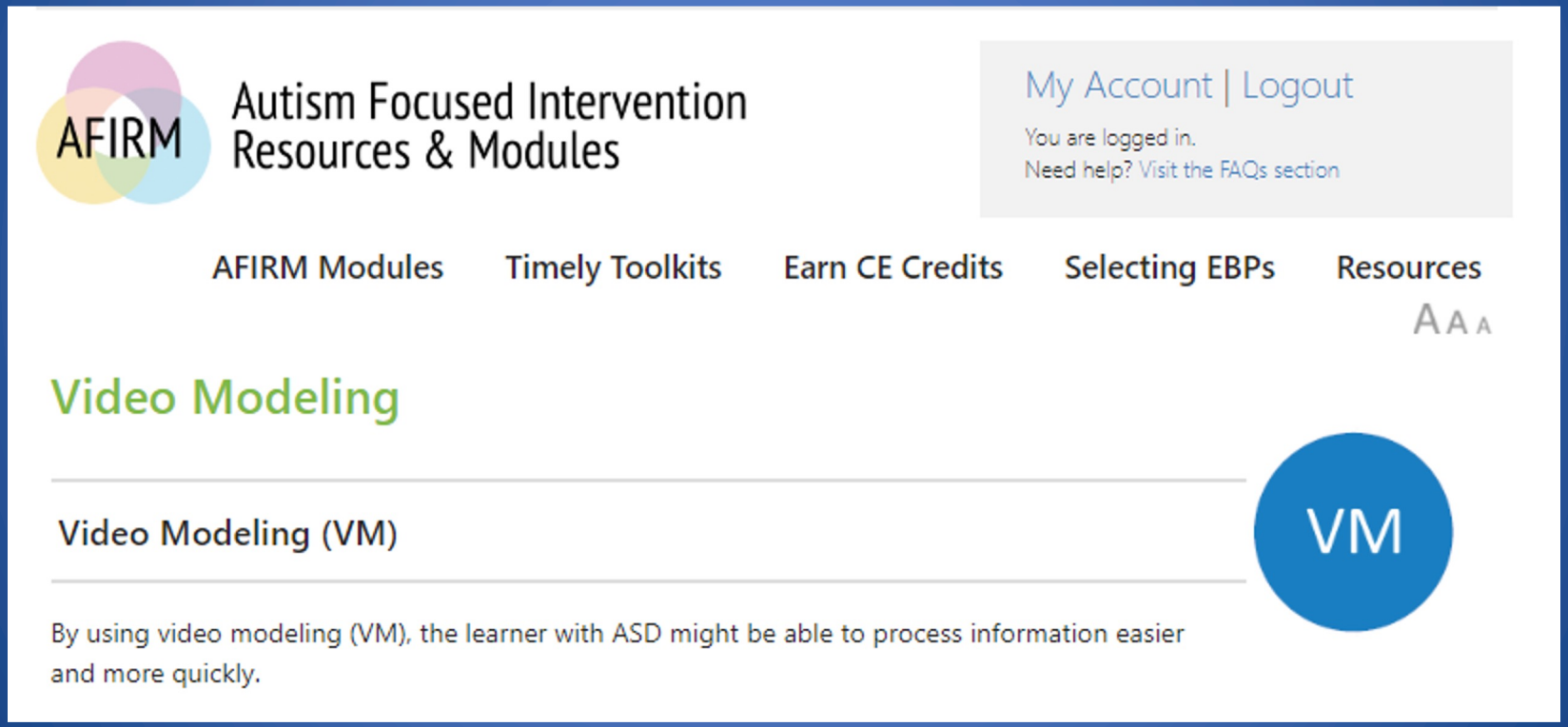
SELPA Content Lead
EVIDENCE Based Practices —Autism—
Marin County

High Quality Training:

Autism Focused Intervention Resources and Modules (AFIRM)

Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with Autism from birth to 22 years of age



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EVIDENCE Based Practices —Autism—
Marin County SELPA

Name of EBP	Video Modeling (VM)					
Definition of EBP	Video modeling (VM) is a method of instruction that uses video technology to record and show a demonstration of the targeted behavior or skill. The demonstration is shown to the learner, who then has an opportunity to perform the target behavior either in the moment or at a later point in time. Types of video modeling include adult or peer as video model, video self-modeling, point-of-view video modeling, video prompting, and video feedback. Video modeling is often used with other EBPs such as task analysis, prompting, and reinforcement strategies.					
	Age Ranges					
Outcome Areas	0-2 Toddlers	3-5 Preschoolers	6-11 Elementary School	12-14 Middle School	15-18 High School	19-22 Young Adults
Communication	✓	✓	✓	✓	✓	
Social		✓	✓	✓	✓	✓
Joint attention	✓	✓	✓			
Play	✓	✓	✓	✓	✓	
Cognitive			✓			
School readiness		✓	✓	✓	✓	
Academic/ Pre-academic		✓	✓	✓	✓	✓
Adaptive/ self-help		✓	✓	✓	✓	✓
Challenging/ Interfering behavior		✓	✓	✓		
Vocational			✓	✓	✓	✓
Motor		✓	✓			✓
Mental health						
Self-determination						

(Steinbrenner, 2020)

Why Use Video Modeling?

1.It is EASY

1.It is FUN

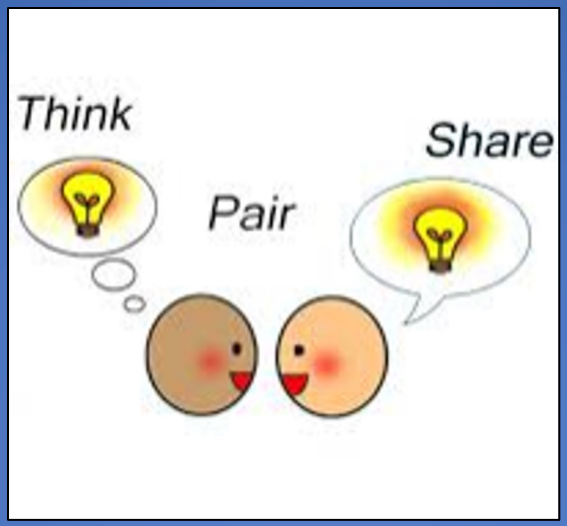
1.It WORKS!!!!


Nate
MARSH
GATORS
MARSH
GATORS

Using Visual Supports and Video Modeling to Learn Phone Skills: Baseline

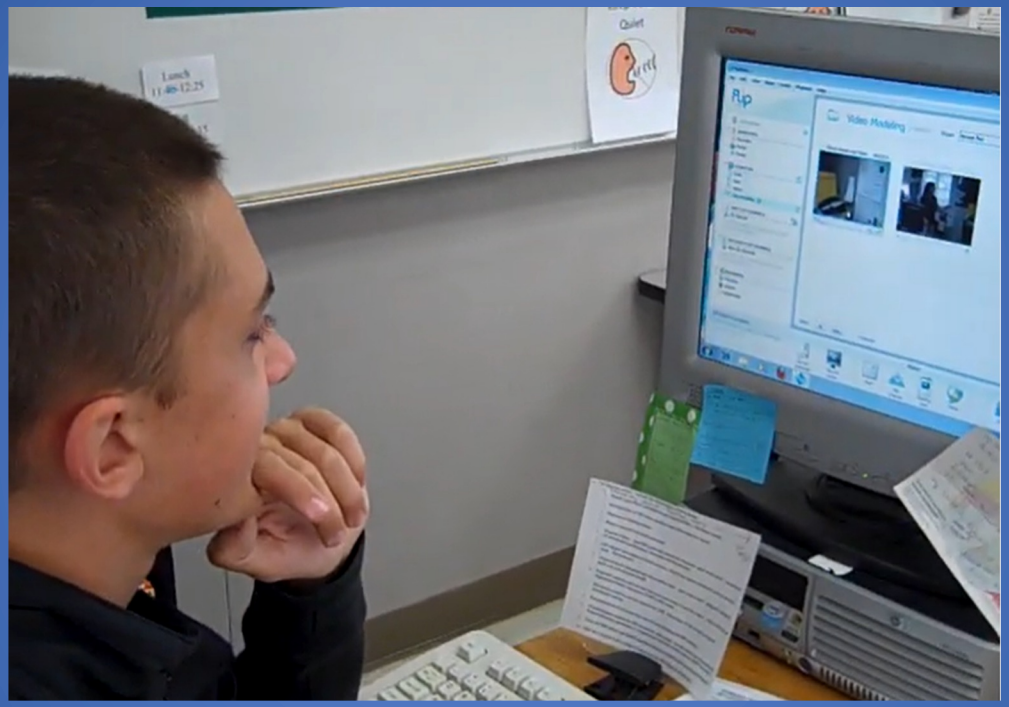
https://youtu.be/w2TZCbJIlVY

Think - Pair - Share



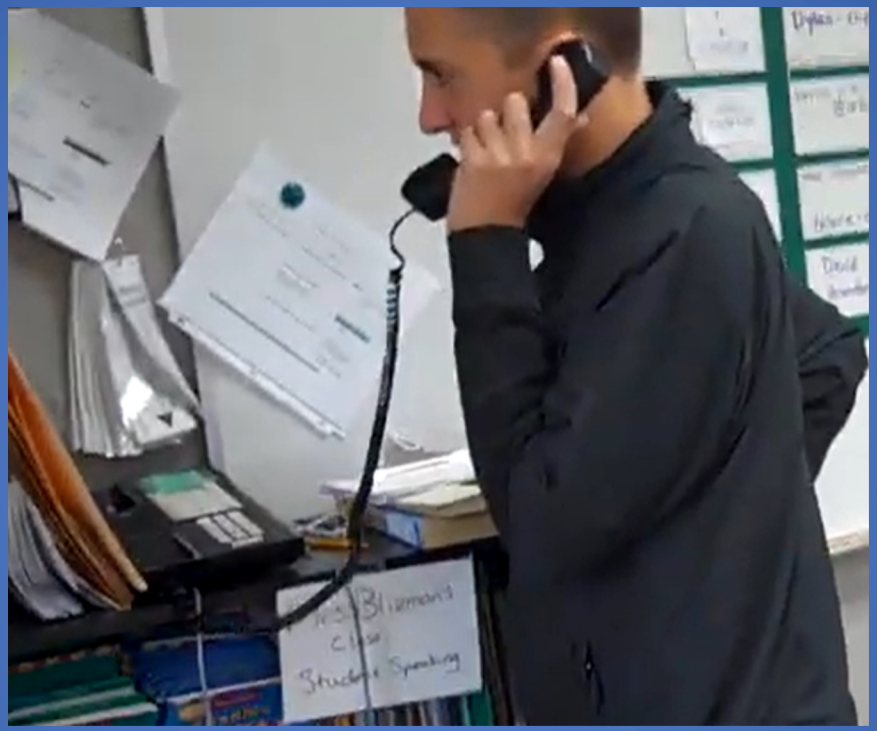
After watching Nate's baseline video, what are some of the things that Nate is struggling with? Do the visual support alone seem to be working for him? How do you think video modeling might help?

Team Developed a Video Model To Further Support Nates Learning



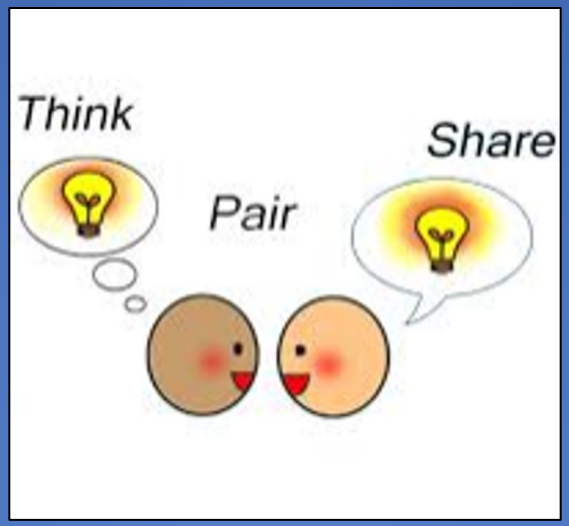
https://youtu.be/mWYaTmyBLEU

Success!!!



https://youtu.be/R6E-fTaJyq8

Think - Pair - Share



How did the VM support Nate's learning. What do you think the VM did for him that the visual supports did not?

Different Types of Video Modeling

Basic Video Modeling:

- Recording someone besides the learner engaging in the target behavior or skill (i.e., models), then the video is viewed by the learner at a later time.

https://youtu.be/95CHh3QuwkA

Video Self Modeling:

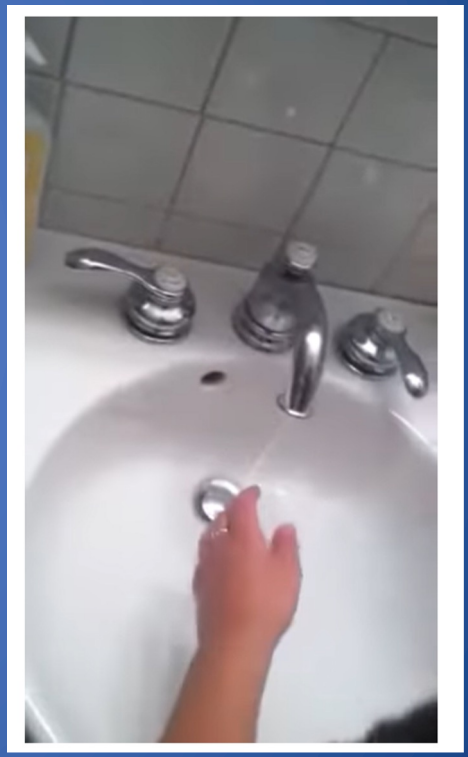
- Recording the learner displaying the target skill or behavior and reviewing it later.

1.https://youtu.be/PiWUt6eqtlk

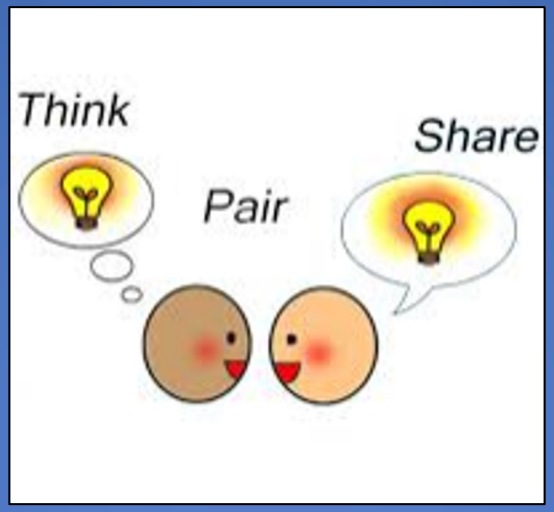
Point-of-View Video Modeling:

- The target behavior or skill is recorded from the perspective of the learner

https://www.youtube.com/watch?v=XhYDB1yr-WU



Think - Pair - Share

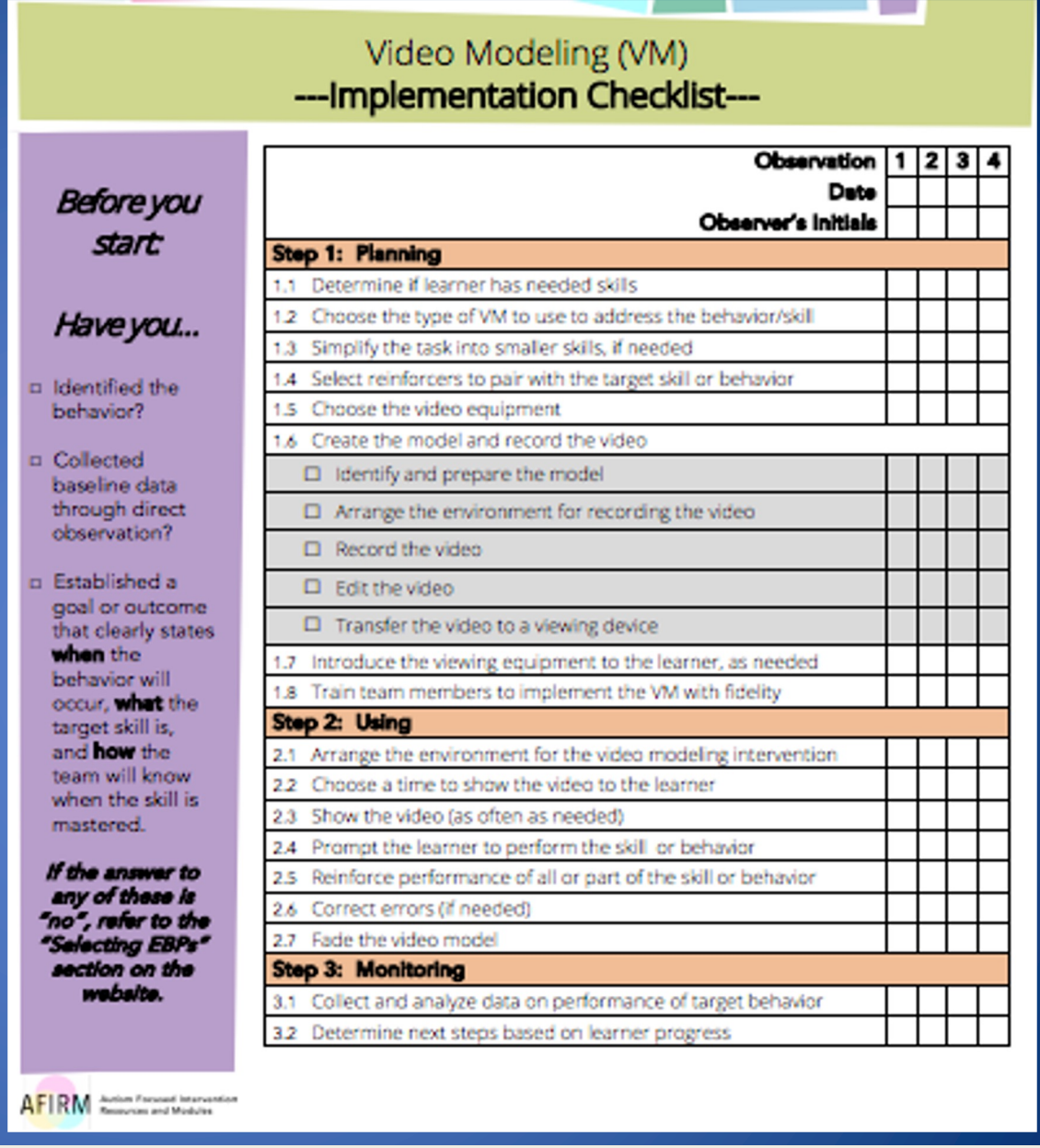


Discuss some of the possible skills you could teach/support using point of view video modeling.

Video Prompting:

- Breaking the behavior skill into steps and recording each step with incorporated pauses during which the learner may attempt the step before viewing subsequent steps.
  - Video prompting may be done with either the learner or someone else acting as a model
  - https://www.youtube.com/watch?v=fDZI4yzBUF0

Steps of Video Modeling



Video Modeling (VM)
---Implementation Checklist---

Before you start

Have you...

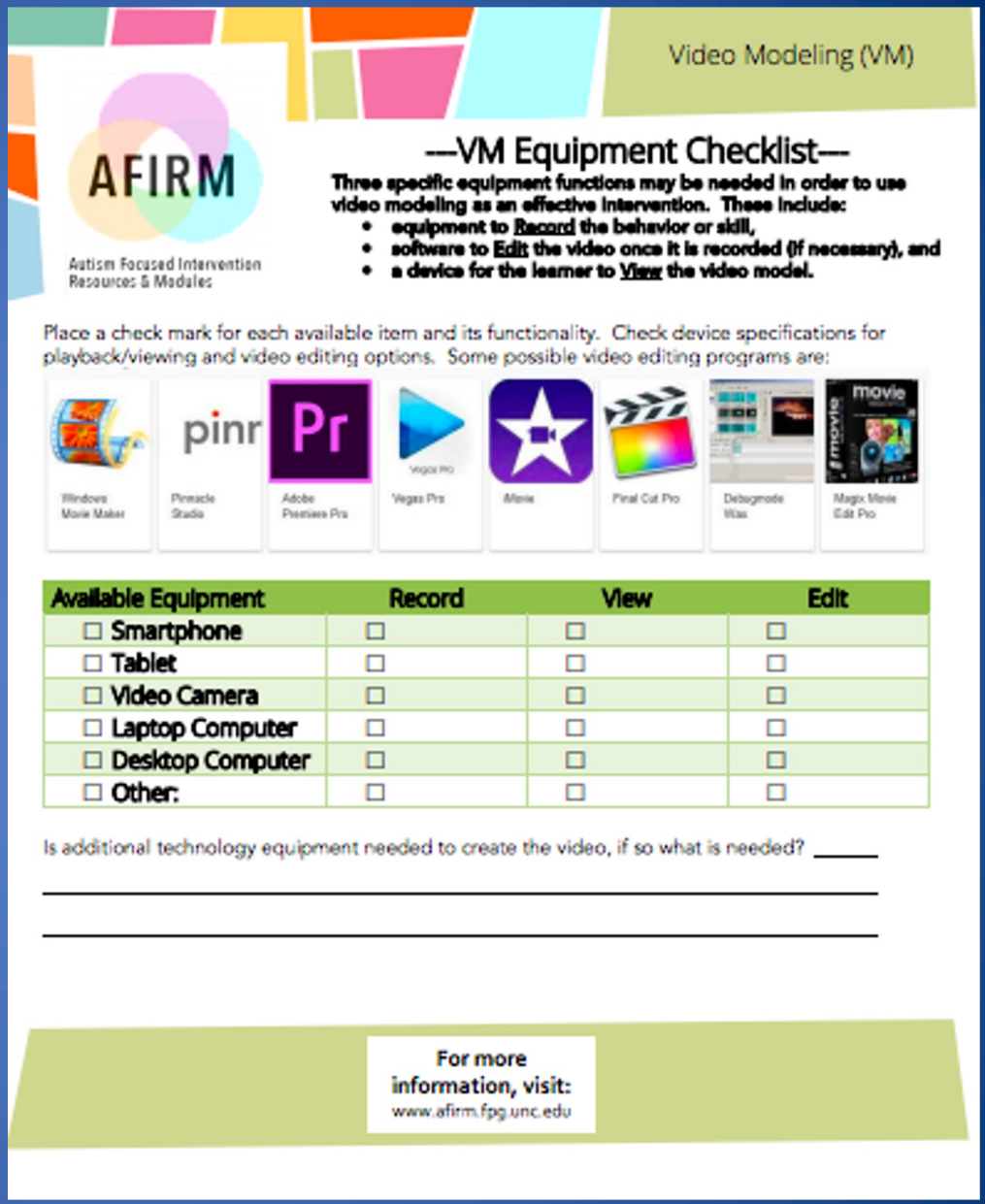
- ☐ Identified the behavior?
- ☐ Collected baseline data through direct observation?
- ☐ Established a goal or outcome that clearly states **when** the behavior will occur, **what** the target skill is, and **how** the team will know when the skill is mastered.

If the answer to any of these is "no", refer to the "Selecting EBPs" section on the website.

AFIRM Autism Focused Intervention Resources and Modules

	Observation	1	2	3	4
	Date				
	Observer's initials				
Step 1: Planning					
1.1	Determine if learner has needed skills				
1.2	Choose the type of VM to use to address the behavior/skill				
1.3	Simplify the task into smaller skills, if needed				
1.4	Select reinforcers to pair with the target skill or behavior				
1.5	Choose the video equipment				
1.6	Create the model and record the video				
	☐ Identify and prepare the model				
	☐ Arrange the environment for recording the video				
	☐ Record the video				
	☐ Edit the video				
	☐ Transfer the video to a viewing device				
1.7	Introduce the viewing equipment to the learner, as needed				
1.8	Train team members to implement the VM with fidelity				
Step 2: Using					
2.1	Arrange the environment for the video modeling intervention				
2.2	Choose a time to show the video to the learner				
2.3	Show the video (as often as needed)				
2.4	Prompt the learner to perform the skill or behavior				
2.5	Reinforce performance of all or part of the skill or behavior				
2.6	Correct errors (if needed)				
2.7	Fade the video model				
Step 3: Monitoring					
3.1	Collect and analyze data on performance of target behavior				
3.2	Determine next steps based on learner progress				

What Equipment Will You Use?



Video Modeling (VM)

AFIRM

Autism Focused Intervention Resources & Modules

---VM Equipment Checklist---

Three specific equipment functions may be needed in order to use video modeling as an effective intervention. These include:

- **equipment to Record the behavior or skill,**
- **software to Edit the video once it is recorded (if necessary), and**
- **a device for the learner to View the video model.**

Place a check mark for each available item and its functionality. Check device specifications for playback/viewing and video editing options. Some possible video editing programs are:

Windows Movie Maker | Pinnacle Studio | Adobe Premiere Pro | Vegas Pro | iMovie | Final Cut Pro | Debugmode Wax | Magix Movie Edit Pro

Available Equipment	Record	View	Edit
☐ Smartphone	☐	☐	☐
☐ Tablet	☐	☐	☐
☐ Video Camera	☐	☐	☐
☐ Laptop Computer	☐	☐	☐
☐ Desktop Computer	☐	☐	☐
☐ Other:	☐	☐	☐

Is additional technology equipment needed to create the video, if so what is needed? _____

_____

_____

For more information, visit:
www.afirm.fpg.unc.edu

Identify the Skills to Teach

Develop a Task Analysis

1. Get game from shelf
2. Open game
3. Read rules
4. Set up game
5. Determine who goes first
6. Take turns
7. Play until there is a winner
8. Put game back in box
9. Take game back to shelf

Do You Need a Script?

Step 1 (Get game off shelf)
Student Says “Let’s Play Trouble”
Other Child Says “Yeah!”
Step 2 (Open Game) No Words
Step 3 (Student Reads Rules)
Step 4 (Set Up Game)
Student Says “I’ll be Red”
Other Child Says, “I’ll be Blue”

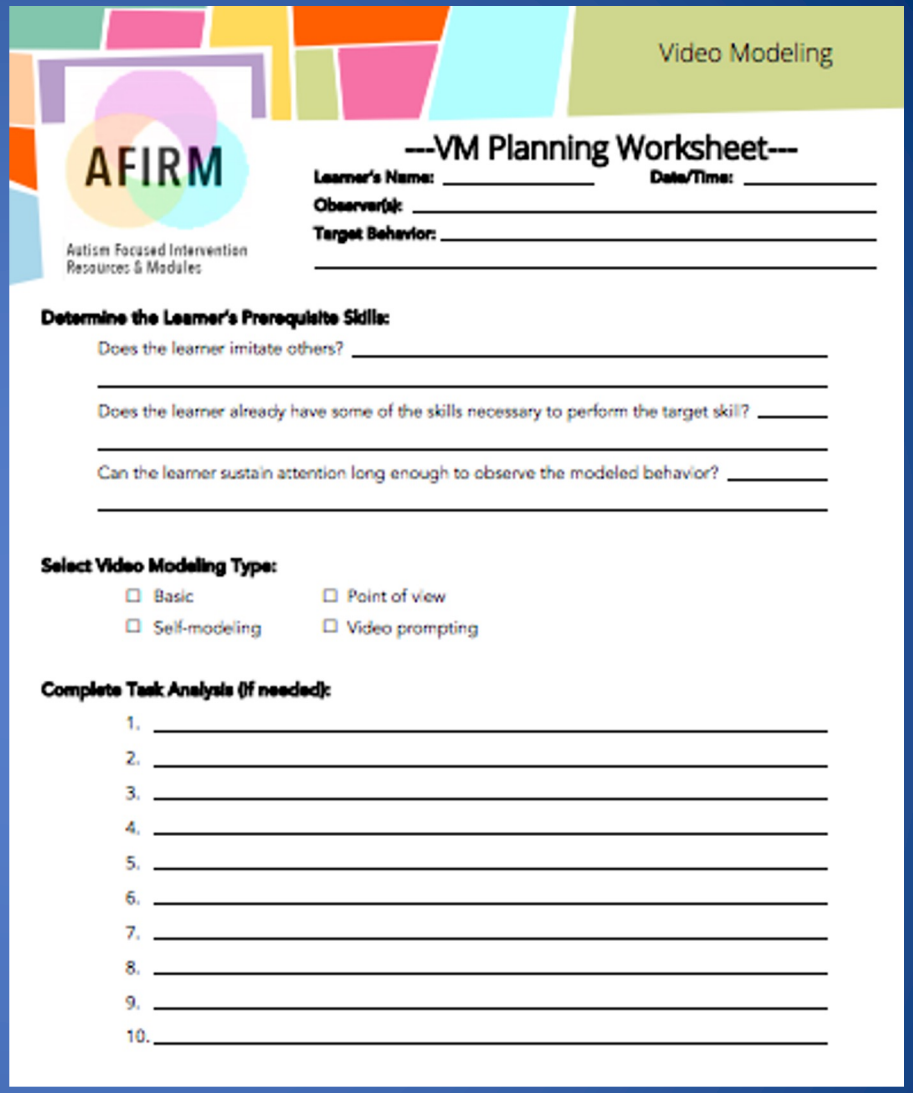
Record Your Video

Use Video as an Intervention

- May be shown in various settings
- Ideal showing frequency 1-2 times daily however, less frequency still shows benefits
- If doing video prompting, ask student to display skill immediately after watching video segment
- Always reinforce the student for attending

Let's Practice…

Complete the Planning Worksheet for a skill you would like to teach using VM.



Video Modeling

AFIRM

Autism Focused Intervention Resources & Modules

---VM Planning Worksheet---

Learner's Name: _____ **Date/Time:** _____

Observer(s): _____

Target Behavior: _____

_____

Determine the Learner's Prerequisite Skills:

Does the learner imitate others? _____

_____

Does the learner already have some of the skills necessary to perform the target skill? _____

_____

Can the learner sustain attention long enough to observe the modeled behavior? _____

_____

Select Video Modeling Type:

☐ Basic ☐ Point of view

☐ Self-modeling ☐ Video prompting

Complete Task Analysis (if needed):

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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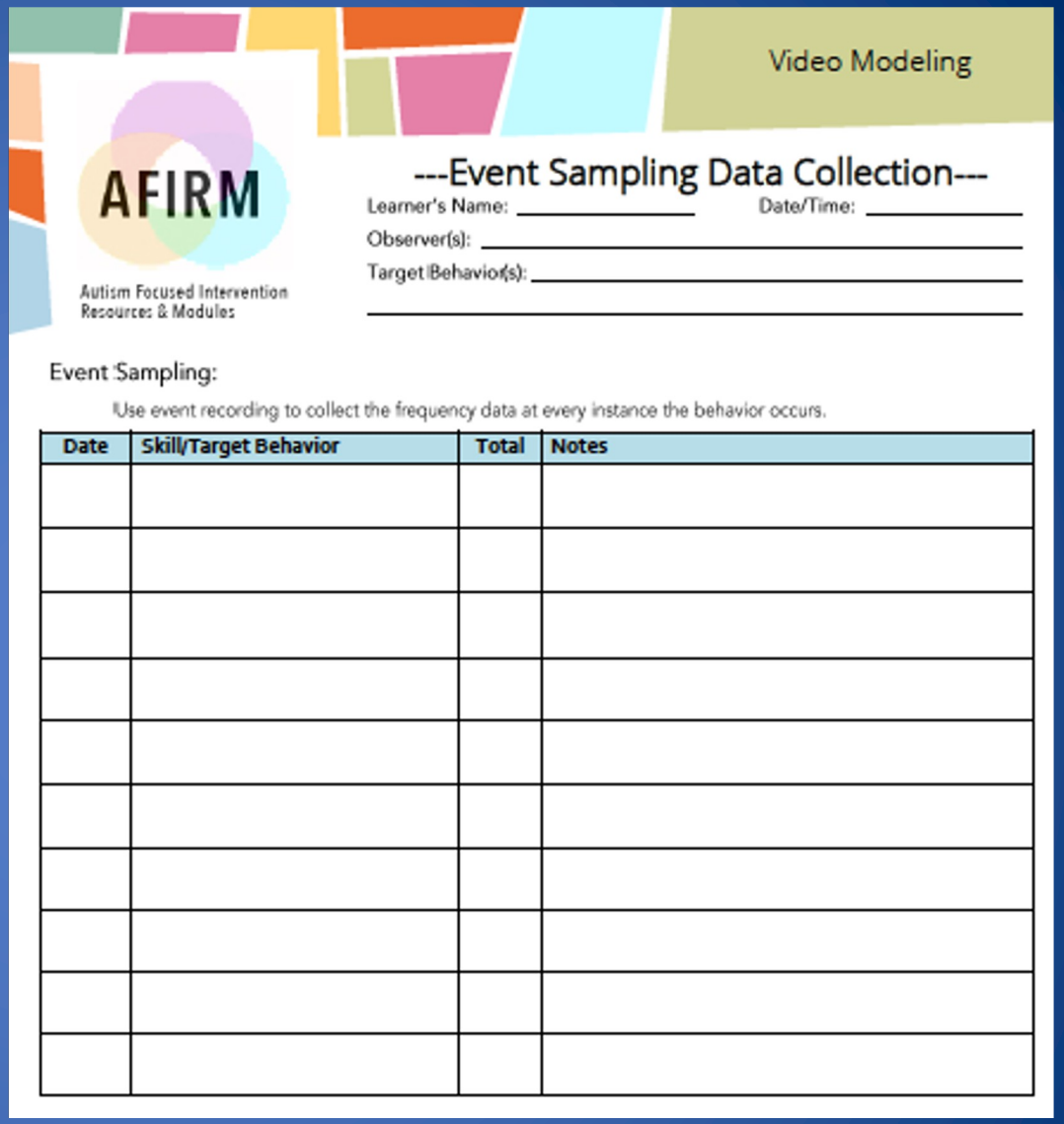
SELPA Content Lead EVIDENCE Based Practices —Autism— Marin County SELPA

Monitor Student Progress

- You can record any additional prompting or error corrections required during skill performance
- Watching video may still be considered a prompt that must be faded

Monitor Student Progress



Video Modeling

AFIRM

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---Event Sampling Data Collection---

Learner's Name: _____ Date/Time: _____

Observer(s): _____

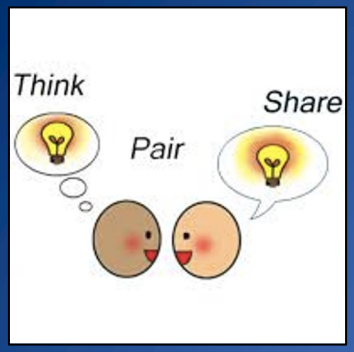
Target Behavior(s): _____

_____

Event Sampling:

Use event recording to collect the frequency data at every instance the behavior occurs.

Date	Skill/Target Behavior	Total	Notes



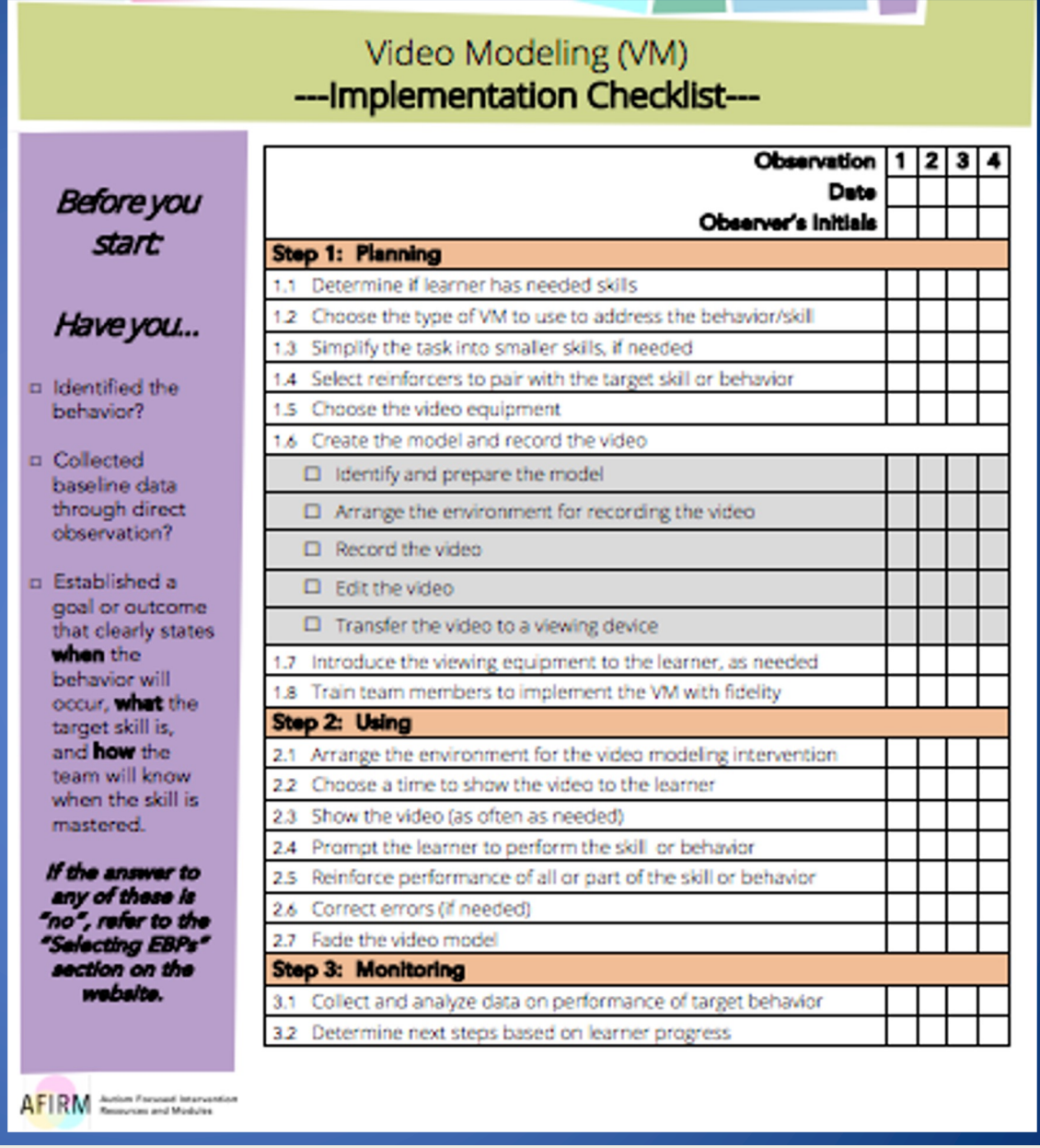
My Takeaways

1. What are 4 things you remember from today's training?

1. What are 2 things you see yourself doing?

1. What is the 1 thing you can implement tomorrow?

Next Steps



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After the Training…

Please complete the **Post Training Survey** that will be sent to your email

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