Research: The National Professional Development Center on ASD

“Video Modeling meets evidence-based practice criteria with 8 single-subject studies.”
“Effectively implemented with learners from early childhood through middle school.”
“Studies support the domains of communication, social, academic/cognitive, and play.”
“Video Modeling was implemented in home & school settings.”

Developing a Video Modeling Program

1. Targeting a Behavior for Teaching
2. Having the Appropriate Equipment
3. Planning for the Video Recording - write a script/develop task analysis

Video Modeling
- The learner is shown the entire video clip of a model performing a target behavior or completing a task & performs the behavior/task.

Video Prompting
- The learner is shown a series of video clips in sequence based upon task analysis & performs each task until all of the behaviors/tasks have been shown.

Agenda
1. Discuss research supporting Video Modeling Programs.
2. Developing an effective Video Modeling Program for students with ASD.
3. Creative techniques that can be used to develop a more effective Video Modeling Program.
4. How to monitor the effectiveness of a Video Modeling Program.

4. Collecting Baseline Data
5. Making the Video:
   - Basic Video Modeling?
   - Video Self Modeling?
   - Point-of-View Modeling?
   - Video Prompting?
6. Arranging the Environment for Watching the Video
7. Showing the Video
8. Monitoring Progress

9. Troubleshooting if the Learner is not Making Progress:
   - Is the Learner:
     - watching the video enough per week?
     - not attending to video?
     - have the skills (intraer, learn by observing) to benefit from video modeling?

10. Fading the Video & Prompting:
    - Delaying start/premature stop
    - Error Correction
    - Scene fading

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Making a Peanut Butter & Jelly Sandwich Clip #1

Voice Over & Caption with Video Clip

Making a Peanut & Butter Sandwich Clip #2

Caption Chart with Video Clip

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“Social Skills Instruction teaches students...appropriate interpersonal communication skills, interpersonal communication skills, self-discipline, & problem solving.”

“...is most effective when it becomes apart of the daily academic curriculum & is implemented on a class wide and schoolwide basis.”

U.S. Office of Special Education Programs
**Social Skill Instruction**

- Occurs in the child’s natural setting and involve peers (different settings & people).
- Direct instruction followed by practice.
- Dosage of at least 3 hours per week.

Bellini, 2006

**Creative Techniques**

Students watch themselves “live” while recording a Video Self Modeling clip.

**Creative Techniques**

Create a small studio using chroma key technology?

Students can be recorded in different settings.

**Creative Techniques**

Use drama exercises for role-playing.

- Social Improvisation
- Perform Skits
- Interviewing Others
- Create Stories/Role Play
- Creating own News Segment/Cooking Show

**Can I play too?**
Role-Playing, Drama Exercises & Success!

Analyzing Movie/Television Series Clip

More Creative Ideas!
Resources


More Questions? michelle@iasislearningcenter.com