# Session Four:

# Video Modeling

# PowerPoint Notes, Slide Content and Alt Text

The following information includes the slide content, slide notes, and alt text for images on slides. PowerPoint slide notes are intended to enhance understanding of the information on the slide and can assist in facilitation of the content. However, not every slide requires notes in addition to the slide content. The identical slide note information below is also available in the notes section of the corresponding PowerPoint slideshow.

The information in the notes may assist the facilitator to:

1. Further explain the concepts on the slide
2. Prepare for and implement an activity
3. Offer additional information to the participants

## Slide 1: “What Works for Work” Session 4: Video Modeling

Slide Notes:

This session will focus on the EBP of Video Modeling. This is a newer practice that many are finding is effective to teach new skills using the power and motivation of technology.

## Slide 2: Session Preparation

* In this session, it is recommended that participants have available technology with a camera and video editing software installed to be able to practice making and editing a video that can be used in video modeling.
* Recommend using a tablet if possible, however a smartphone can be used if there are no other alternatives.
* If technology is not available, the information and resources in this session can still be beneficial to the learner.

**Slide 3: What is Video Modeling?**

* Video Modeling (VM) is a strategy in which a teacher, parent, or practitioner shows a video of desired behaviors or interactions to an individual student or a small group of students.
* Two research studies support the use of video modeling in a variety of teaching settings and video modeling instruction to show students how to imitate behavior or interaction when in a different setting.
  + [Bellini & Akullian in 2007](https://journals.sagepub.com/doi/10.1177/001440290707300301)
  + Thull in 2019

## **Slide Notes:** Three Research study links:

## A Meta-Analysis of Video Modeling and Video Self-Modeling Interventions for Children and Adolescents with Autism Spectrum Disorders

## Bellini, S., & Akullian, J. (2007). <https://journals.sagepub.com/doi/10.1177/001440290707300301>

## Download Thull in 2019 document #7, PDF research study entitled Chapter 7: Learners with Disabilities and Video-Based Instructional Message Design ,

## More recently research by Thomas, DeBar, Vladescu, & Townsend in 2020 put out a research article entitled A Comparison of Video Modeling and Video Prompting by Adolescents with ASD can be found at: <https://link.springer.com/article/10.1007/s40617-019-00402-0>,

## VM is a practical and effective intervention for improving a variety of skills and behaviors. It uses observational learning, making it an efficient and effective intervention. It is a relatively simple, and efficient strategy that can be used to improve or decrease specific target behaviors. Many teams report success using this strategy with individuals with Autism Spectrum Disorders.

## Slide 4: Handout #1: Evidence Based Transition Practices

### Alt Text:

1. Evidence Based Practices and Evidence Based Predictors for Adult Success-

Webpage with multiple resources select the document for Evidence Based Practices to download.

### Page 15 of the Video Modeling Interventions in the Evidence Based Practice Document-

Vocabulary and team discussion questions are given on this page. File is available for download on website.

1. Page 16 of the Video Modeling Intervention in the Evidence Based Practice Document-

Examples of How to use Video Modeling and links listed here. Download file for further content knowledge.

Slide Notes: Review the pages that overview Video Modeling. These are found in the Ohio Employment First document, “Evidence Based Practices for Transition Youth”. This is the document that is being used throughout each of the sessions. It can be downloaded from the What Works for Work web page or at this link: [www.ocali.org/project/evp-adult-success](http://www.ocali.org/project/evp-adult-success)

**Slide 5: “Wow, it sure helps when I see it being done”**

### Videos used for modeling are intended to:

### Show positive behavior or activity in the video

### Be shared with the individual as an instructional tool

### Create unique videos or find examples online

### Tip: Review the online video completely to assure it is appropriate for the target audience.

### Alt Text:

Women looking at iPad-

Adult woman and teenage girl looking at a silver iPad together.

## Slide 6: Video Modeling Teaches Expectations

### Allows person to see and ‘study’ the desired behavior

### Integrates video clips of “modeled behavior”

### What can be used?

### Phone or Tablet Camera

### YouTube Videos

### An app with Video Modeling, e.g. MeMinder (on next slide)

### Alt Text:

Smartphone in hand-

Hand holding a smartphone to take a picture of a person at work bench.

Slide Notes: This can be a great way for the student to see the appropriate behavior and expectation in the classroom or work site.  Video the student doing a task correctly and then allow a student that is struggling to view the video to understand the expectations and steps of the task. Many students enjoy watching videos that feature themselves. Using videos from the internet such as YouTube or commercial products can also be beneficial. You can also make your own videos using a phone or tablet camera. We will explore these options further in this session.

## Slide 7: MeMinder

* App provides video modeling and task management
* Optional function to allow others to monitor what tasks were completed and to modify tasks and schedules
* More information available on the CreateAbility [website](https://www.createabilityinc.com/vocational-assistance/)

### Alt Text:

Tablet and phone with visual to-do list on the screen

### **Slide Notes:** Website for hyperlink: <https://www.createabilityinc.com/vocational-assistance/>

### There are many apps available and new ones being launched everyday that could be used to facilitate video modeling and other strategies. Examples in these sessions are not an endorsement and only serve as an example of what is available.

## Slide 8: Steps for Video Modeling

* The next slide overviews steps to consider when creating a video modeling strategy.
* The steps suggest the use of peers and typical environments
* The steps also emphasize the need to review and revise as necessary
* This overview was adapted from an article in Teaching Exceptional Children, July/August 2011, vol. 43, no. 6, p. 22

## Slide 9: Steps for Video Modeling

### Identify the targeted activity

### Choose competent peers/relatives to help

### Secure permission if the peers are minors

### Prep the participants on what activity you want demonstrated

1. Prepare the environment for filming
2. Create the video
3. Show the video to the individual
4. Go try the activity
5. Reflect and decide if the video is okay as is or needs changed

Slide Notes: Review the entire article for more detailed information about each step : Teaching Exceptional Children, July/August 2011, vol. 43, no. 6, p. 22

## Slide 10: Video Modeling Can Address Job Challenges

Examples of issues that can be tackled using video modeling include:

* Difficult relationship with the boss
* Isolation or bullying from co-workers
* Negative performance evaluations
* Inability to complete job duties

(Anderson & Kazantzis, 2008)

### Alt Text:

Checkout at a Grocery Store-

Crowded grocery store with five people close to the check-out register. As one patron checks out of store with item.

Slide Notes: Social deficits can decrease and limit employment opportunities. Although social narratives are commonly used for teaching social skills, video modeling has proved to be a practical and effective intervention for improving socially related job skills in an employment setting.

## Slide 11: Types of Video Modeling (1)

### Peer Video modeling – participant is shown a video of a peer performing desired behaviors.

### Video Self-modeling – participant is shown a video of themselves performing desired behaviors.

Slide Notes: There are four variations of video modeling that can be used. Review the types on this slide and the next.

## Slide 12: Types of Video Modeling (2)

### [Point-of-View Video Modeling Example](https://www.youtube.com/watch?v=tifNDUG99ms) – Video taken from student’s view. Does not have video description on video.

### Video prompting - teachers/practitioners stop the video after each step of the task analysis so the target skill can be performed by the learner. (VM Steps for Implementation, NPDC, p.4)

Slide Notes:

Link for Point- of-View Video Modeling Example:

<https://www.youtube.com/watch?v=tifNDUG99ms>

## Slide 13: Selecting a Video Modeling Approach

### Considerations to deciding the approach

### The skill or situation that the video addresses

### The profile of the person that will use the video model

### Situational Example: Navigating a building may best be taught using point-of-view modeling

### Learner Example: Some people learn more readily if they see themselves in the video (video self-modeling). Some wish to see others performing the task.

Slide Notes: When deciding which approach to use, the team should consider the skill or situation that the video addresses as well as the person that will use the video model. After reviewing this slide, discuss additional examples of situations or learner preferences that may influence the type of video modeling that is selected.

## Slide 14: Example: Greeting Others

### This [video modeling example](https://www.youtube.com/watch?v=iF5n1LSA1Sg) (found at the link below) shows a variety of situations in when which a person might be greeting another person. It also uses a voice over to explain and highlight the nuances of what is in each clip

### Alt Text:

Girls Greeting-

Two girls in a hallway shaking hands.

**Slide Notes:**

### Screenshot of video, connect through hyperlink on slide. YouTube video does not have audio description.

### https://www.youtube.com/watch?v=iF5n1LSA1Sg

## Slide 15: Example: Self-Modeling

* Simple
* Phone Camera
* Completed on First Take
* NOTE: In this video, a visual checklist was used just off camera to prompt steps. This strategy allows the person to view himself on video successfully completing the task or skill.

### Alt Text:

Young Man in Bathroom-

Wash hands in the bathroom with audio, no audio description.

## Slide 16: Video Editing: Steps 1 and 2

### Decide what equipment to use, such as phone, tablet or iPad. It can be awkward to video with a laptop but it can be done if that is all that is available.

### Determine the video editing software that is available. If needed, software is available free from an app store for a Mac or PC.

### A school district or agency may have a license for software that can be used for creating videos

## Slide 17: Video Editing: Step 3

### Learn about simple video editing, such as:

### Choosing a theme for the movie.

### Shortening clips

### Adding text to clips and a title for the movie

### Options like slowing the speed for clarity, adding transitions and audio and how to share the movie with others

## Slide 18: Video Editing: Step 4

### Locate instructions for your video editing software.

### Specific resources to assist with editing are mentioned later in this slideshow.

### Options for locating instructions:

### Review the website for the video editing software that will be used

### Search for tutorials on YouTube

### Consult the district or agency technology coordinator or others who know how to edit videos using the selected equipment and software

## Slide 19: Video Editing: Steps 5, 6 and 7

### Review the video editing basics for the selected device/software

### Record a short (less than a minute video)

### Practice editing the clip, using some of the basic functions mentioned above like shortening, adding text, using a theme.

## Slide 20: Resource: LinkedIn Learning for Libraries

### Many libraries have access to this resource. A library card number and password is needed. The librarian can assist if necessary. The site has many videos on how to use a variety of video editing software or apps.

### Alt Text:

LinkedIn Learning webpage-

Video Editing search page with video tutorials on how to do Video Editing.

## Slide 21: Making Video: Teach Something Tutorial from LinkedIn Learning for Libraries

### Alt Text:

Screen capture from tutorial Making Video: Teach Something. Video has a hyperlink to connect with content.

Slide Notes: Facilitators or viewers should determine if LinkedIn Learning for Libraries is available through their local library or their school district and access the site and use one of the online tutorials for learning about the software.

The link for the tutorial shown on this page is: <https://www.linkedin.com/learning/making-video-2-teach-something/welcome?autoAdvance=true&autoSkip=false&autoplay=true&resume=true&u=76844628>

The image on the slide is hyperlinked to this site.

## Slide 22: Find a Tutorial on YouTube

### Use video modeling to assist in video modeling!

### Search and locate video tutorials that demonstrate video editing.

### Example:

### [iMovie Tutorial for Beginners](https://www.youtube.com/watch?v=4WlXYrStaIY)

Slide Notes: Link address for the hyperlink in this slide is: <https://www.youtube.com/watch?v=4WlXYrStaIY>

## Slide 23: iMovie Video Modeling Tutorial

### Handout #3: Video Modeling Tutorial from IRCA

### YouTube: [How to Create a Video Self-Modeling Video on your iPad: Shoe Tying](https://www.youtube.com/watch?v=2qROk1ZEOSg)

### This is an older version of iMovie, but the principles remain the same).

### Alt Text:

1. Shoe Tying-

audio description is not available on YouTube video.

1. Video Self- Modeling Tutorial worksheet-

Screenshot of worksheet available for download on webpage.

Slide Notes: Link address for self-modeling video for shoe tying: [**https://www.youtube.com/watch?v=2qROk1ZEOSg**](https://www.youtube.com/watch?v=2qROk1ZEOSg)

## Slide 24: Your Turn to Make a Video

### Alt Text:

iPad on lap-

Person using video editing software on iPad.

## Slide 25: Practice Video Modeling

### Allow 30 minutes for this activity

### Use a scenario such as:

### Finding the bathroom in the building - start from the current location

### Cooking in the kitchen using a microwave - make a cup of tea

### Social skills- greeting using eye contact and conversational exchange

### Opening a door for someone, pleasantries (hello, let me get the door, thank you, you’re welcome)

Slide Notes: If this is being done in a group presentation, break into teams for the video shoot and editing. If doing this alone you can also use other people who know the software as resources to edit the video and to show the completed product.

## Slide 26: Practice: *Plan, Shoot and Edit*

### Do a task analysis of the steps to be taught (*Tip: Limit the number of targeted steps in order to complete a one minute video in the 30 minute time period allowed.*)

### Each team or single participant will video their scenario using one of the video modeling perspectives: self-modeling, peer modeling, point of view, video prompting. (See slides #11-#13)

### Edit using a video modeling tutorial for assistance

### Share your completed video to gather feedback

## Slide 27: Video Modeling Module and Implementation Checklist

### From the National Professional Development Center on Autism Spectrum Disorders (NPDC)

### Review the video modeling process including troubleshooting

### Complete document can be [downloaded](http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/VideoModeling_Complete.pdf) from NPDC on autism.

### Alt Text:

Module: Video Modeling-

Page 1 of Implementation checklist for Video Modeling Worksheet.

Slide Notes: Worksheet Module can be found at <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/VideoModeling_Complete.pdf>

## Slide 28: Module: Video Modeling Worksheet Cover Page

## Review the pages of the Implementation Checklist on the following slides

### Alt Text:

Module: Video Modeling-

Page 1 of Implementation checklist for Video Modeling Worksheet.

## Slide 29: Module: Video Modeling Worksheet Page 2 & 3

**Alt Text:**

1. Module: Video Modeling-

Page 2 of Implementation checklist for Video Modeling Worksheet.

1. Module: Video Modeling-

Page 3 of Implementation checklist for Video Modeling Worksheet.

### Slide 30: Module Video Modeling Worksheet Page 4 & 5

**Alt Text**

1. Module: Video Modeling-

Page 4 of Implementation checklist for Video Modeling Worksheet.

1. Module: Video Modeling-

Page 5 of Implementation checklist for Video Modeling Worksheet.

## Slide 31: Collect & Review Data with Checklist

### The checklist also includes a tool to collect and review data to determine effectiveness of strategy and plans for next steps

### Alt Text:

Module: Video Modeling-

Page 6 of Implementation checklist for Video Modeling Worksheet.

## Slide 32: Autism Internet Modules (AIM)

### AIM also offers free web-based modules

### Create a [free account](https://autisminternetmodules.org/)

### Locate the AIM module on [Video Modeling](http://www.autisminternetmodules.org/mod_intro.php?mod_id=30) –under Autism in the Workplace or Community

### An interactive version of the [video modeling checklist](http://www.autisminternetmodules.org/up_doc/VideoModelingChecklist1.pdf) is located within the module

### Alt Text:

Screenshot of web browser on AIM webpage. Video does not include video descriptions for video modeling.

Slide Notes: Main website for Autism Internet Modules (AIM)

https://autisminternetmodules.org/

The link to creating an account that is in the hyperlink on the slide is : <http://www.autisminternetmodules.org/mod_intro.php?mod_id=30>

The link to the interactive version of the checklist that is in the hyperlink on the slide is : <http://www.autisminternetmodules.org/up_doc/VideoModelingChecklist1.pdf>

## Slide 33: Video Modeling Take Aways

Benefits of video modeling (VM):

1. Step by step visual support for completing tasks.
2. Opportunity for student/worker to see self as successful.
3. Can prepare for new tasks and transitions.
4. Self-modeling can be motivating.
5. Can be used for self-instruction.

Quick start for video modeling:

1. Plan ahead (slide 9) and use video camera on your phone for an unedited take.
2. Use an app that incorporates video (e.g. MeMinder).
3. Search YouTube for an existing video.

## Slide 34: Training Certificate

After completing the session activities and content, please complete a [brief survey](https://www.surveymonkey.com/r/M3ZZKKN) with 75% accuracy to receive a certificate of completion

**Slide Notes:** Survey Link: <https://www.surveymonkey.com/r/M3ZZKKN>