Video Modeling Implementation Guide

for Educators

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Purpose:

Video modeling is an evidence-based practice where an individual learns a desired skill by watching a video of a model (e.g., sibling, peer, or parent) completing the skill correctly. Once the video has been watched the individual is then prompted to complete the skill them self. Teachers can use this to teach a wide variety of skills including academic, social, behavioral, vocational and functional skills. Parents can also use video modeling to teach skills around the house and the community. This guide provides all of the information and tools necessary to create, film and implement video modeling interventions.

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Video Modeling Decision Guide

What Type of Video Modeling Do I Use?

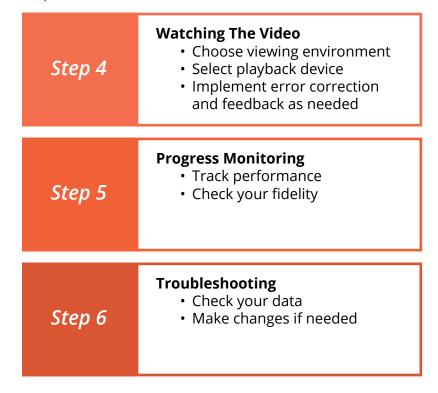| Type	When to Use	Tips
Traditional video modeling	**Traditional video modeling** can be used to teach any task to any learner, but is best suited for learners who have the skillset to attend to videos that are one minute or longer and can imitate all the steps in the video *after* viewing. For students who will require pauses while watching the video, video prompting may be a more appropriate method of video modeling.	Ideal for fluid skills that need to be viewed all at once, like work-related social skills. Task example: greeting a customer.
Video self-modeling	**Video self-modeling** can be used any time traditional video modeling is used. This is particularly useful when teaching a work-related social skill because it allows the learner to see what they look like engaging in the skill correctly.	This helps create buy-in for a wary learner. Most learners love to watch themselves on video.
Point-of-view video modeling	**Point-of-view video modeling** can be used any time traditional video self-modeling is used, but is especially useful when a close up of a task from the learner's perspective is needed. For example, if the learner needs to view a sequence of buttons being pressed.	For tasks that require specific directional instructions, (e.g., left, right, forwards, or backwards) point-of-view modeling is especially helpful. Traditional video modeling will not demonstrate these directions as clearly as point-of-view modeling. Task example: folding a shirt or sheet.
Video prompting	**Video prompting** can be used to teach any discrete skill to any type of learner, but should be the first choice when teaching tasks to learners with higher support needs that require tasks be broken down into smaller sections.	Once the learner begins to master each step of the skill, the separate video clips can be edited together to form a video model. This is an easy and effective way to fade prompts.
Video priming	**Video priming** is best used for tasks that have already been mastered, rather than for teaching new skills.	Use one of the above methods of video modeling to teach a new task, then use video priming to string together multiple mastered tasks at a job site to help form a work routine. Think video social story.

Video Modeling Steps

Preparation:

Step 1	**Getting Started** • Select target skills • Identify type of Video Modeling

Step 2	**Planning** • Develop task analysis • Receive consent to film • Select technology

Step 3	**Video Production** • Film videos • Edit videos (if needed)

Implementation:

Step 4	**Watching The Video** • Choose viewing environment • Select playback device • Implement error correction and feedback as needed

Step 5	**Progress Monitoring** • Track performance • Check your fidelity

Step 6	**Troubleshooting** • Check your data • Make changes if needed

Video Modeling Prerequisite Skills Checklist

Individuals *MUST* be able to do these in order to benefit from video modeling		
Attend to the video: Learner can sustain attention.	☐ Yes	☐ No
Vision: Learner is able to see the video.	☐ Yes	☐ No
Read: Learner is able to read if written directions are provided (videos do not necessarily need to require reading).	☐ Yes	☐ No
Hear: Learner is able to hear the video (if audio is included).	☐ Yes	☐ No
Learner is able to cognitively attend to the video and understand what is being modeled.	☐ Yes	☐ No
Language: Learner is able to understand verbal language (no language barrier).	☐ Yes	☐ No
Learner is able to independently operate iPad.	☐ Yes	☐ No
Learner is able to independently turn iPad on.	☐ Yes	☐ No
Learner is able to independently access correct app.	☐ Yes	☐ No
Learner is able to independently access specific video within app.	☐ Yes	☐ No
Learner is able to independently adjust volume (optional).	☐ Yes	☐ No

Please note that some of the items on the checklist are optional depending on the video being used and skill being taught. Decisions regarding whom to use video modeling with should be made based on this checklist along with other sources of information you have available.

Sample Video Consent Form

Dear Parent/Guardian,

The purpose of this form is to inform you about a video modeling intervention with your son/daughter. If you provide consent to do so, an individually-designed video of your son/daughter completing task(s) will be made and viewed for instructional purposes. Please check either "Yes" or "No" to each statement below and sign at the end of the form. Please do not hesitate to ask questions or seek clarifying information as needed.

Permission for Videos:

1. ☐ Yes ☐ No My son/daughter may be filmed for the purposes of a video modeling intervention.

2. ☐ Yes ☐ No The video may be shown to other students who may benefit from the instruction provided in the video.

3. ☐ Yes ☐ No The video may be shown to other educational professionals (e.g., teachers, administrators, or counselors) for professional development purposes.

4. ☐ Yes ☐ No The video may be uploaded to a video service such as YouTube and be publicly available.

Parent/Guardian Name: _____

Child's Name: _____

Signature: _____

Date: _____

Sample Video Script

Target Skills:
Verbalizing greeting, service, and closing phrases during an interaction with customers.

EXT. EMPLOYMENT SETTING, LOGO IN VIEW

                    NARRATOR
                  (to camera)
          When a customer goes through your line, you
          should look the person in the eye, smile,
          and give a greeting phrase. Say "Hello, how
          are you today?" When the customer responds,
          you should then give the customer a service
          phrase. You can ask "Did you find everything
          okay?" or "Did you find what you were
          looking for today?" Then, when you have
          finished checking out all of the customer's
          items, say a closing phrase like "Have
          a good day!" or "Thanks for shopping at
          [store name]!" Continue watching this video
          so you can do the same.

CUT TO: INT. EMPLOYMENT SETTING

PEER MODEL POV —— CUSTOMER approaches the line.

                    PEER MODEL
          "Hello, how are you today?"

                    CUSTOMER
          "I'm good, thank you!"

                    PEER MODEL
          "Did you find everything okay?"

                    CUSTOMER
          "Yes, I did."

PEER MODEL continues to check out items.

                    PEER MODEL:
          "That will be $10.25."

CUSTOMER pays.

                    PEER MODEL:
          "Have a great day!"

                    CUSTOMER:
          "Thank you, bye!"

                    END SCENE

Task Analysis Instructions

Directions: Check off each step in the left-hand column as it is completed.

☐	**1. Watch the task being performed and write down steps necessary to complete the task in sequential order. Make sure that each step:**
☐	A. is necessary
☐	B. is listed sequentially (top to bottom) within the list of steps
☐	C. cannot be broken down into a smaller step
☐	**2. Gather materials needed to perform the task.**
☐	Have a coworker or colleague perform the steps exactly as written.
☐	A. If the model successfully completes the task from your steps, stop.
☐	B. If the model is unable to complete the task or completes the task incorrectly, ask the model for feedback as to why he/she was unable to perform the task.
☐	**3. Return to step 1 and modify your task analysis.**

Video Creation Fidelity Sheet (for Video Prompting)

Video Prompting Set-Up on an iOS Device

Directions: Check off each step in the left-hand column as it is completed

To Film the Video Clips	
☐	1. Gather the materials needed for the task.
☐	2. Obtain an actor for the video.
☐	3. On an iOS device, open "camera" app.
☐	4. Slide the bottom options to "video."
☐	5. Press the red record button and read the first step aloud from your task analysis.
☐	6. Have the actor perform the step after you read it aloud.
☐	7. Press the red button to end the recording.
☐	8. Repeat steps 5-7 for the remaining steps in your task analysis.
To Put Your Prompts Together	
☐	1. On an iOS device, open "camera" app.
☐	2. Ensure you have recorded your video clips (prompts) using the preceding instructions.
☐	3. Select, "all photos" in the top right-hand corner.
☐	4. Select, "albums" in the bottom right-hand corner.
☐	5. Select the "+" button in the top left-hand corner.
☐	6. Enter the name of your task and select "save."
☐	7. Select the videos that you have already recorded for that task and select "done."
To Film the Video Clips	
☐	1. On an iOS device, open "camera" app.
☐	2. Select, "all photos" in the top right-hand corner.
☐	3. Select, "albums" in the bottom right-hand corner.
☐	4. Select desired task.
☐	5. Select the first clip in the series and press play.
☐	6. When the clip has finished, swipe left and press play.
☐	7. Repeat step six for the remaining steps of the task.

Task Analysis Example

Laundry Task Analysis and Data Collection Sheet
Mark a "1" if the step is completed correctly and a "0" if the step is not completed correctly.

Participant: _____   **Task or Skill:** Doing the Laundry

Task Analysis Steps:	Date				
1. Remove clothes from bag.					
2. Separate colors from whites.					
3. Place remaining darks in basket.					
4. Count the number of items being washed.					
5. Identify load size (small).					
6. Obtain soap pod.					
7. Place pod in with laundry.					
8. Close laundry machine.					
9. Replace pod container.					
10. Place clothes in washer.					
11. Turn water level knob to small.					
12. Identify washing temperature.					
13. Set temperature (Hot/Cold).					
14. Push start knob in.					
15. Turn start knob to "Regular 10."					
16. Pull start knob out to start load.					
Total steps:					
Percentage of steps completed correctly:					

Blank Data Collection and Task Analysis Sheet

Student Name: _____ **Task:** _____

Mark a "1" if the step is completed correctly and a "0" if the step is not completed correctly.

Task Analysis Steps:	Dates																		
1.																			
2.																			
3.																			
4.																			
5.																			
6.																			
7.																			
8.																			
9.																			
10.																			
11.																			
12.																			
13.																			
14.																			
15.																			
Number of steps completed correctly:																			
Total steps:																			
Percentage of steps completed correctly:																			

Video Modeling Error Correction Sheet

Teaching
☐   1. Bring the learner to the setting and position them in front of the task.
☐   2. Hold the iPhone in front of the learner so they can easily see the screen.

For Tasks
☐   A. Say, "Watch this," and play the video clip for the first step.
☐   B. When the clip ends, say, "Now you do it."
☐   C. Use the following steps to monitor student progress and support learning:
☐   a. If the learner completes the step correctly, move on to the next step.
☐   b. If the learner completes the step incorrectly or does not start within five seconds, block the response.
☐   i. Say, "Not quite right. You need to _____."
☐   ii. Say, "Here, watch this again," and play the video clip a second time.
☐   iii. If the learner performs the step incorrectly again, complete the step for them.

After Last Task
☐   3. Upon completion of the task, thank the learner for working.

Video Modeling Procedural Fidelity Checklist

Setting: _____ **Teacher's name:** _____

Date: _____ **Student's name:** _____

Video Modeling Procedural Fidelity Checklist

Video Modeling Instruction

1. Teacher tells the learner it is time to watch an instructional video. *(e.g., "It's time to watch your video about [target skill]."*	☐ Yes	☐ No
2. The teacher and learner go to a quiet area where the learner can watch the video.	☐ Yes	☐ No
3. The teacher selects the correct video from the playback device *(e.g., iPad, computer).*	☐ Yes	☐ No
4. The video plays from the playback device with sound that is loud enough for the learner to hear.	☐ Yes	☐ No
5. The learner is provided the opportunity to perform the target skill demonstrated in the video.	☐ Yes	☐ No

Number of steps implemented: _____

Notes:

Satisfaction Surveys
Sample Satisfaction Survey

Name: _____   **Date:** _____

Directions: Answer the following questions by circling your level of agreement with each statement.

4 =	Strongly agree	*3 =*	Agree	*2 =*	Disagree	*1 =*	Strongly disagree

1. The video modeling intervention helped me complete the target skill better.

    4   3   2   1

2. I liked watching the videos before performing the target skill.

    4   3   2   1

3. The videos helped me remember what to do or how to perform the task.

    4   3   2   1

4. I thought the videos were fun and engaging.

    4   3   2   1

5. I would like to keep watching the videos.

    4   3   2   1

6. I would like to watch more videos about different topics.

    4   3   2   1

My favorite part about the video modeling intervention was...

My least favorite part about the video modeling intervention was...

Something else I would like to share about the video modeling intervention is...

Information for Parents

What is video modeling?

- Video modeling is an evidence-based practice where an individual learns a desired skill by watching a video of a model (e.g., sibling, peer or parent) completing the skill.
- Video modeling is widely used by individuals with and without disabilities. A common example of video modeling in everyday life is the act of searching the internet for instructional videos to learn how to complete common tasks, such as changing the brakes on a car or making tortillas from scratch.
- A large body of research has shown video modeling to be effective in teaching individuals with and without disabilities to acquire skills in a variety of domains including functional/life, social, communication, behavioral, vocational, and academic.

How can I use video modeling with my child?

- Video modeling can be used as effectively at home and in the community as in classroom and clinical settings.
- The steps for creating and implementing video modeling interventions are the same for parents as they are for teachers.
- Start a video library of common tasks your child needs help completing. Your child can access the videos from a tablet or mobile device wherever and whenever necessary.
- Creating video modeling videos can be a fun family activity that siblings and family friends can help with.

How can I get started?

- Start with skills that your child performs a lot and you frequently find yourself helping them with. For example, if you help them brush their teeth every morning and night, start with this skill.
- Watch the practitioner video on how to create video modeling interventions or review the Video Modeling Implementation Guide that explains each step of the process.
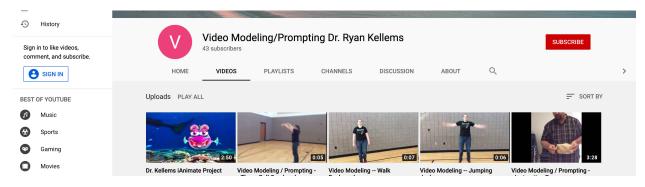
Remember

- You do not need to be a professional videographer to create effective videos.
- Have fun and use your imagination. There is no reason the videos can't be creative and fun.
- Your smartphone or tablet has the capability to film, edit, and deliver high-quality video modeling interventions.

Additional Resources

Dr. Kellems YouTube Channel

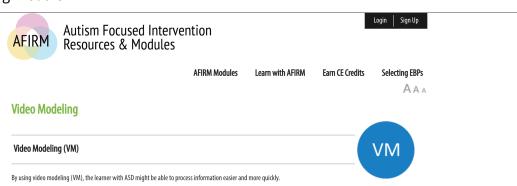*Features sample videos with an accompanying data collection sheet in video description.*

ClemsonLIFE   *clemsonlife.org/TaskAnalysis*

Video modeling/prompting app

AFIRM   *afirm.fpg.unc.edu/video-modeling*

Video modeling module

Snap Guide App Instructions

Snapguide is an app that allows you to easily create how-to guides.

S	**Download the free app "Snapguide" from the app store.**

Create an account	1. Create an administrative account (this is the account you will use to make and edit videos). 2. Create an account for each learner who will be watching the guides you make in the app.
Create task guides	1. Select the + icon in the center of the bottom menu to create a new guide. 2. Title your guide. 3. Add a supply list. 4. Add a video from your camera roll for each step by selecting, "add step." 5. Add captions for each step. 6. Once all steps are included, select "next" in the top right-hand corner, enter a summary, and then select "done." 7. Select "publish" in the top right-hand corner.
Viewing, sharing, and accessing guides	1. To view a video from a learner account, log out of the administrator account and into a student account. Select the search icon in the bottom taskbar and search for the video by name. 2. On the learner's account, open the video and select the heart icon. This will "like" the video and allow the user to easily access the video as often as desired. 3. Access "liked" videos from the learner profile under the "liked" tab. Make sure you teach students how to navigate the guides. 4. You can also share a guide by text message or by email. Select t he "share option in the top right corner when viewing a guide.

For troubleshooting and more information about Snapguide, visit snapguide.com/about/faq

Task Analysis App Instructions

C L E M S O N®
LIFE
C o l l e g e   o f   E d u c a t i o n

*TaskAnalysis is a highly customizable app that can support individuals
with intellectual disabilities to independently and efficiently complete tasks*

	Download the free app "TaskAnalysisLIFE" from the app store.

Initial set up	Create a passcode. You will need this passcode to create and edit tasks. The app will prompt you to set up your location services. Choose a location for home, work, and any other significant locations you will use with the app. If you don't set them up correctly at first, they can be edited later.

Create tasks	1. Select the "create/edit" icon in the bottom left toolbar. You will be prompted to enter your passcode. 2. Select "Add" in the top right corner. 3. Title your task and choose where the task will take place: home, work or other. Add a cover photo for the task by selecting "camera roll" on the bottom of the screen. 4. Select "add step," and select the step to add a description and video for the step from your camera roll. You can select the following options for each step: 5. "Caution Step" – the step will be shown in red. This draws more attention to the step. 6. "Click" – if you check this box, the rest of the steps will be hidden before that step is checked off. This is helpful if the step is a critical step in the process. 7. "Prompt"– when the viewer checks off the step, they will be prompted to confirm they completed the step. 8. Once all steps are added, select "share." The app will download the guide and provide a six digit code that will allow you to share the guide to other devices. Be sure to keep this code for future use.

Viewing, sharing, and accessing guides	1. To download a guide on another device, navigate to the "create/edit" tab and select "download". This will prompt you to enter the six digit code. Once the code is entered, the task will download on the device. It is best to use wifi for this to improve download speeds. 2. To view a video as a student/user, navigate to the "all tasks" tab from the bottom task bar. Select a place and then a task to view the task. You can choose the "step-by-step" option or the overall video. When first getting started, "step by step" is the preferred option. 3. Go through each step, checking off steps by clicking on the picture for each step.

Setting Reminders	1. To set a reminder to complete a task, navigate to the "create/edit" tab on the toolbar. 2. On the list of tasks, select the task you would like to set a reminder for and swipe left. An option to set an alarm or delete the task should appear. Select "alarms." 3. The alarms page will open, select the "+" icon in the top right corner. 4. Choose the time and days that the alarm will remind the user to do the task. You can select the same time for multiple days or just one day. 5. If you want to set an alarm for different days/times, you can add another alarm from the alarm screen. 6. Remember, push notifications must be allowed in order for the reminders to work. You can edit this in your device's push notifications settings.

For troubleshooting and more information about TaskAnalysis, visit clemsonlife.org/TaskAnalysis