Video Self-Modeling For Beginners: From Theory to Practice

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Agenda

• Introduce and Define Video Self-Modeling (VSM)
• Watch Videos Created for ASD Adolescents
• Review Outcomes
• Explore Research
• Suggested Protocols and Variations used in the Educational and Clinical Setting
• Discuss Generalization
Eagan High School, MN

- Communication Interaction Disorder (CID)
- Developmental Cognitive Delay (DCD)
- Broadcasting Class
- Individual Therapy
- Work Experience Class
Learning Outcomes

- Be Able to Describe Video Self-Modeling
- Understand the Process of Completing a VSM
  - Understand the Technology/Equipment Needed
  - Identify Therapy Targets for use with VSM
  - Increased Awareness of VSM Resources
Video Self-Modeling

- Video showing a person performing only desired behaviors
- The person is the subject of their video (watching themselves)
- All negative behaviors are removed through editing
- One type of Video Modeling
Christopher and the Bus

- New Student, High Anxiety

- Identified Triggers
  - Vacuum Cleaner
  - Buses
  - Vending Machine
  - Elevator

- Difficulty getting from bus to classroom every morning

- Administration began to get involved, room changed
Seeing is Believing

• Video-Self Modeling for People with Autism and Other Developmental Disabilities

• Tom Buggey

• Doctoral Degree in early intervention from Penn State

• Research at Siskin Center for Child and Family Research

• Professor at University of Tennessee at Chattanooga
Video self modeling

Manipulating videos so the student is able to view himself completing the behavior correctly or at an advanced level.
All positive!!!!!!!

Videos are edited so only positive behavior is displayed.
Types of VSM

- Feed Forward
- Skills not yet learned
- Introducing a new skill or behavior
- Ex. Speaking in sentences
Types of VSM

- Positive Self Review
- Improving Skills
- Already Learned
VSM vs. Self-observation

- Good, Bad, Ugly
- Learn from mistakes
- Ex. Football film
- Can be frustrating
- Can lead to more behaviors
Prerequisites

- Self recognition
- Attention to video
Behaviors taught through VSM

- Behaviors
- Motor skills
- Mood and self esteem
- Social and language skills
- Expressive language in stressful environments
- Verbal responding and initiation
- Making requests
- Increasing social interactions
VSM process

Everyone can do it!!
Equipment

- Video camera
- Computer
- Editing Software
- Students
Step 1: Identify a behavior to work on

- Observable
- Measurable
- Replacement Behavior
Step 2: Do a task analysis

Break the situation down to individual steps/behaviors.
Ex. Walking through the lunch line

- Get a tray
- Pick a line
- Take 1 main item
- Take 1 fruit
- Take 1 vegetable
- Take 1 milk
- Pick a check out line
- Put in lunch number
- Wait for lunch staff to say “thank you”
Step 3: Identify the replacement behavior

What do you want to see?

Ex. Christopher
Step 4: Make a story board

- Map out scenes needed for the video
- Can coincide with the task analysis
- If possible the child can help with this process
Step 5: Figure out how to get it all on video

- How are you going to get your student to perform?
- Role Playing
- Imitation
Step 6: Film

- Begin filming the video
- May need many takes
- Does NOT have to look perfect. That is what editing is for!
Step 7: Edit

- This is where you take out all the negatives and only leave the positives!
- Add sound effects
- Remove unwanted noises
- Speed up or slow down
Step 8: View the video

- When you feel appropriate
- When coming into school/clinic
- Right before the activity
- When the student asks to see it
- It should be enjoyable for the child
Evaluating results

- Take baseline data before using the VSM intervention
- Collect data
  - Tally marks
  - Duration
  - Frequency
Evaluating results

• Analyze the data
• Compare baseline data to intervention data
• When graphed you should see a spike in the results following the intervention
• Generally not a slow progression
• It works or it doesn't
Andrew-Requesting Help

- Having trouble recognizing need for help
- Inactivity, reduced productivity during work skills class
- Unacceptable reliance on adult prompts
- Needs to recognize a problem and request assistance within an acceptable time frame
Andrew- Requesting Help
Weekly Trials Before, During, and After VSM Exposure
Andrew, 6 months later
Self-Efficacy

- Self-Efficacy (Bandura, 1994): “People’s beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives.”
Bandura (1997): “Individuals can acquire self-efficacy through... the observation of their own success.”

The toy clown jumped aboard and all the dolls and the toy animals began to smile and cheer.
Puff, puff, chug, chug, went the Little Blue Engine.
Acquisition and Generalization

- Charlop-Christy et al. (2000)
- Five ASD Children presented with 2 tasks.
- Video Modeling (watch video of a model performing task)
- In Vivo Modeling (watched live models performing task)
- Concluded that video modeling leads to quicker acquisition and greater generalization of skills than in vivo modeling.

- Over-selective attention
- Restricted field of focus
- Preference for visual stimuli, particularly “the screen”
- Cost effective instruction
- Realistic contexts
- Avoids face-to-face interactions
Teaching the Targeted Skill

- Direct Instruction
- Role Play
- Games/Therapy
- Imitation
- Video Modeling
Identify Targets

- Parents
- Work Coordinator
- Mainstream Teachers
- IEP Objectives/
  Therapy Plan of Care
My VSM To Do List

• Achievable Goals (Start Small)
• Functional
• Repeatable
• Fit With IEP/Therapy Objectives
• Input from Parents/Team Members
My VSM To Do List (cont’d):

- Be Familiar with Camera
- Batteries!
- Reduce Background Noise
- Lighting
- Visual Distractions
- Consent to Videotape
Tips to Support Generalization

Caregiver Involvement

• Availability of Videos at Home
• Share Videos With Other Family Members
• Repeat the Video as Needed
• Take Advantage of the Benefits
  • Affinity for the Screen
  • Portable Technology
  • Restricts the Focus of Attention
Cameras

Flip Vid

Kodak Playtouch

iPad2
Video Editing Software

- iMovie
- Windows Movie Maker
Videos are More Portable Than Ever

- DVD
- Laptop
- iPad
- Online “Cloud” Storage
Luke

- 9 Years Old
- Severe Autism
- Non-verbal, Minimal Attention, Minimal Tolerance to Therapy
- Goals for Attention, Eye-Contact, Turn-Taking, Greeting, Answering Basic Questions
- 0-5% Response to Greeting over a 2-month period
Luke - Responding to Greeting
Outcomes of VSM: Luke

• Improved to 100% over next 6 sessions

• Retained over 90% over the next 2 months

• Without VSM, retained approximately 80% response to greetings

• 100% correction of errors following VSM

• (Con) Answers “happy” every time
• Requesting Mostly Food Items
• Required Maximum Prompts Before Neg. Behaviors
• Very Low Tolerance For Learning New Skills/Failure
• Answered “Yes or No” to all Y/N Questions
• Video’s initial target was “yes/no”
Broadcasting Class at Eagan High School

- Video modeling class
- Collaborative teaching between teacher and SLP
- Targets chosen from IEPs and academic curriculum
- Students given autonomy to plan own videos
- Blend of social skills, daily living, communication, academics, functional skills, work, and team-building
Broadcasting Units

- Creative Writing
- Cooking
- Commercials
- Science Experiment
- News Broadcast*
- Public Service Announcements
- Game Shows
- Music Videos*
- How-to Videos
Resources

• Seeing is Believing by Tom Buggey
• 26 studies that have addressed VSM


