



# Take a Peek!

## Video Modeling and Video Instruction: A Power Tool for Learning Stuff!

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**Does your child need you to frequently guide him or her through activities that have multiple steps, or does your child show the desire to complete an activity independently?:**

- Getting ready in the morning
- Feeding a family pet or other chores
- Ordering at a restaurant
- Having a conversation with peers
- Other activities or tasks?



# What is video modeling?

- **Video modeling:** A person or group of people is/are modeling a targeted task or behavior for a learner through video.
- **Self modeling:** The learner is successfully performing the targeted task or behavior on video.
- **Point-of-view modeling:** A person is engaging in the targeted task or behaviors as if he or she is the learner (from the learner's perspective) on video.

It is important to note that there are other types.



**Video modeling might be the power strategy for you to try, to:**

- Move your child towards more independence
- Help prepare your child for the expectations, or what is doing to happen (priming or preparing your child).
- Help your child feel more comfortable participating in the task, or gain pride in getting the “job” done

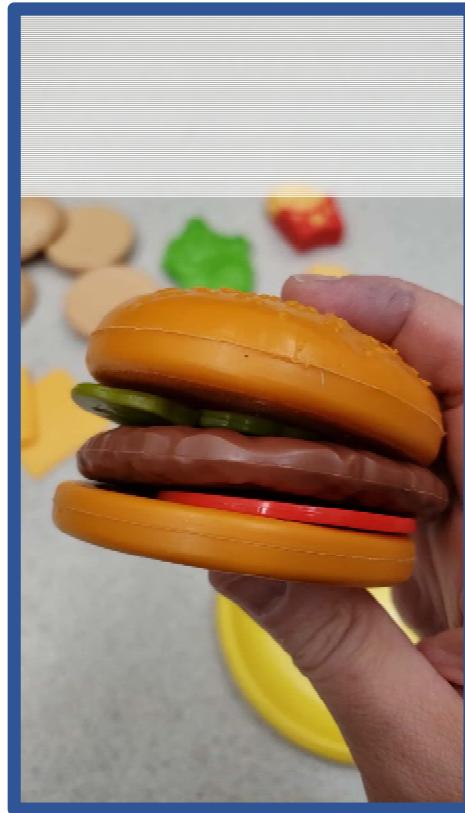
**This presentation will:**

- Discuss some evidence or research that supports the use of video modeling for teaching a variety of skills



## What does using video for instruction and priming at a very basic level look like?

Encouraging  
play in children





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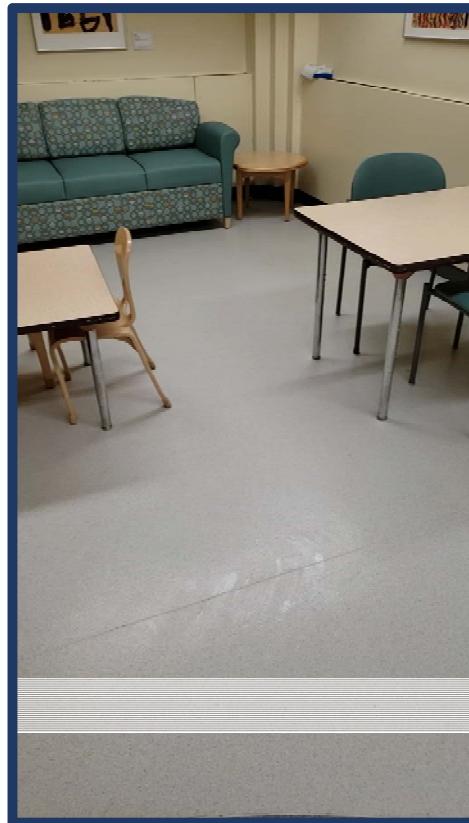
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## What does using video for instruction and priming at a very basic level look like?

Teaching  
a job task





## The Phenomena of Video: Fun Facts

- “Almost 5 billion videos are watched on YouTube every single day.”
- “The total number of hours of video watched on YouTube each month-3.25 billion.”
- “YouTube gets over 30 million visitors per day.”

37 Mind blowing YouTube facts, figures, and statistics-2019

<http://merchdope.com/youtube-stats>



## What is the research saying?

- Goh, A.E. & Bambara (2013): Video self-modeling is effective when used in combination with other instructional strategies to teach chained tasks (e.g., in community-based employment settings) to individuals with intellectual disabilities. Other instructional strategies may be feedback, practice, and providing prior experiences.
- Mechling L.K., Ayres, K.M., Bryant, K.J., Foster, A.L. (2014): High school students with moderate intellectual disabilities were taught multi-step cleaning tasks through continuous video modeling (e.g., video on a loop).
- Cannella-Malone, H.I., Brooks, D.G., Tullis, C.A. (2013): Daily living tasks (e.g., washing tables, vaccuming) were taught through self-directed video prompting with students with intellectual disabilities.



## Potential Advantages of Video Modeling

- Video modeling **incorporates technology** (and some learners are very motivated by technology).
- Video models can be **viewed repeatedly** the same way (and some learners benefit from repetition).
- Video models or videos can be relatively **easy to create**, thus increasing the likelihood of video models being used for instruction (not that “easy” should dictate what works best for an individual). **However some video modeling requires some editing of videos** (e.g., use of apps).



## Potential Advantages of Video Modeling

**Continued:**

- Video models can be **individualized** to best meet the individual's cognitive and linguistic abilities.
- Video models can **target a variety of areas**: living, learning, working, and playing or recreational/leisure.



## Creating Video Models

1. **Plan:** Have a clear definition of the behavior or set of behaviors that is to be taught.
2. **Plan:** Decide what kind of video modeling is most effective for the learner (video modeling, video self-modeling, point-of-view video modeling).
3. **Plan:** Create a task analysis (break down the task into manageable, discrete steps). Write the script down if needed.
4. **Plan:** Consider the technology you want to use (e.g., tablet, smart phone).
5. **Plan:** Practice or roleplay the steps of the task in order.
6. **Do:** Videotape.



## Some practical considerations

- Initially, while videotaping, **limit too many distractions** in the background, so the learner can focus on what features are most relevant.
- When videotaping multiple steps, **allow a little time between each step**, in case the learner needs to pause the video and start up the video again.
- **Use simple language** while narrating the actions in the video.
- Keep the video model relatively **short in length** (consider the attention level of the learner).
- Encourage the learner to view the video model **shortly before carrying out the activity** (e.g., play scheme, chore, academic task, rec-leisure activity), as a means to prepare for the activity.



Tell me and I forget.

Teach me and I learn.

Involve me and I remember.

-Benjamin Franklin



**How did many people learn this?... Through video!**

<https://www.facebook.com/uniladsound/videos/332352084256832/>