LIGHTS, CAMERA, LEARNING!
Video Modeling Program

Creating Your Own Video Models

Identify Skill to Target

- Can choose from a variety of skills
- Keep in mind general child development and the child's current level of functioning when choosing the skill
  - Targeted skill should be something that can be expected of a child of a similar age and is within the child's reach (Murray & Noland, 2013)
- Clearly describe the skill and define it so it is observable and measurable (National Professional Development Center on ASD [NPDC], 2010)

Assemble Necessary Equipment

- Two basic pieces of equipment:
  - Video recording device (smartphone, tablet, video camera, etc.)
  - Device to play back video (TV, desktop computer, laptop, tablet, etc.)
- May also need editing software
  - Some computer software will include video-editing software
- May need a tripod if you are the model in the video and you don't have someone to help film

(Murray & Noland, 2013)

Complete Task Analysis and Collect Baseline Data

- **Task analysis** – "deconstructing the skill or routine to identify its smallest elements" or steps

(Murray & Noland, 2013, p. 23)

  - Ex. Breaking down the steps of washing hands (Turn on water, get soap on hands, etc.)

- **Collecting baseline data** – "observing the child to see what [they are] currently able to do"

(Murray & Noland, 2013, p. 23)

  - Do this prior to creating video or trying to make changes to the child's behaviors
  - Determine if there are any parts of the skill the child can already complete independently – these may not need to be included in the video

Create a Plan for Filming the Video

- Decide which type of video modeling you will use and who will be the model
  - Basic Video Modeling
  - Video Self-Modeling
  - Point-of-View Video Modeling
  - Video Prompting
- Write an outline and script – explain what the model will do and say in the video
  - Use simple, clear language in the script

(Murray & Noland, 2013; Burdick & Biele, 2014)

Record the Video

- Allow the model to read the script and practice before filming
- Try to record the video in a place that is quiet and has good lighting
  - Sometimes you may be filming a video in the natural environment where the skill occurs and will not have much control over noise or lighting
- Have the model use slow, clear movements to perform steps of a task
- May be necessary to do multiple takes if errors are made during filming
- Make sure the quality of the video is satisfactory and that the video accurately show the steps of the task

(Murray & Noland, 2013; Burdick & Biele, 2014; NPDC, 2010)

Edit the Video Footage

- Some videos may not require editing
- **Steps of editing:**
  - Import footage into the editing software
  - Splice the footage to include only the parts wanted in the final video
  - Decide if still shots will be used
  - Mute unwanted sounds
  - Add voice-over narration
  - Add background music
  - Save the video

(Murray & Noland, 2013)

References

Burdick, C. & Biele, M. (2014). *Lights, camera, action: Using video modeling.* https://www.aota.org/Publications-News/otp/Archive/2014/8-11-14/Video-modeling.aspx

Murray, S. & Noland, B. (2013). *Video modeling for young children with autism spectrum disorders: A practical guide for parents and professionals.* Jessica Kingsley Publishers.

National Professional Development Center on ASD [NPDC]. (2010). *Video modeling: Steps for implementation.* https://autisminternetmodules.org/up_doc/VideoModelingSteps.pdf



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