

63RD CONFERENCE ON EXCEPTIONAL CHILDREN

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Video Technology to Prompt Multi-Step Task Completion

Session #29

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What is Video-Based Instruction

- Use of video captions to:
 - teach a new skill (remove the video after the skill has been mastered)
 - demonstrate how to complete a task (permanent prompt)



How is Video-Based Instruction Used?

- Stand alone
 - with or without voice over, verbal directions
- Combination with picture prompts
 - With or without voice over, verbal directions



Problem/Concern Addressed by Video-Based Instruction

- Generalization of skills
- Teaching within natural contexts
- Limited community-based instruction
- Need for simulation
 - Stimulus and response requirements
 - Multiple examples



Why is Video-Based Instruction Effective?



1. Motivating, reinforcing materials
2. Individualization of instruction
3. Real life materials and replications
4. Multiple teaching examples
5. Repetitive practice



Types of Video-Based Instruction



- Video Modeling (VM): person watches an entire video model of the task and completes the entire task immediately or at a later time

Mason, R. A., Ganz, J. B., Parker, R. I., Burke, M. D., & Camargo, S. P., 2012.

- Video Prompting (VP): person watches a step or cluster of steps, completes the step, returns to the system to watch the next step and so forth

Banda, D. R., Dogoe, M. S., & Matuszny, B. M., 2011.



Types of Video-Based Instruction

- **Simultaneous Video Modeling (SVM):**
Person simultaneously completes a task while a video is playing

Blum-Dimaya, Reeve, Reeve, & Hoch, 2010; Sancho, Sidener, Reeve, & Sidener, 2010; Taber-Doughty, Patton, & Brennan, 2008



Types of Video-Based Instruction

- Continuous Video Modeling (CVM): Video model continues to play (loop) as many times as needed while the individual completes the task.
 - Individual completes steps synchronized with the video
 - Individual selects material or step based on video currently playing
 - Individual selects material and waits for video to loop and play step

Mechling, L. C., Ayres, K. M., Bryant, K. J., & Foster, A. L. , in press; Mechling, L. C., Ayres, K. M., Purrazzella, K., & Purrazzella, K., in press.



Who/What is in the Video

- Video self modeling
- Video modeling of “other”
 - Peer
 - Adult
 - Familiar/unfamiliar
- Scene video
- Point-of View video



Inserting pictures

- Insert picture
- Using a portion of the picture
 - Shapes – insert shape over picture area
 - click on shape – format – shape fill - no fill – shape outline - no line
 - Insert – hyperlink or action



Inserting videos

- Insert video – playback – on a click or automatically
- Transition
 - Advance Slide
 - On a click or automatically after ____ seconds
- Slide Show
 - Set up slide show
 - Browsed at kiosk



Skills Taught with VBI

- Video used as reinforcement *
- Safety*
- Vocation*
- Transitioning, independent work tasks*
- Community*
 - Transportation
 - Grocery shopping
 - APM
- Home living*
- Social
- Communication

* Examples to be presented



Presentation Formats



- Desk top, laptop, portable DVD player
- Interactive whiteboards
 - Small group instruction
 - Incidental learning
- Personal Digital Assistants (PDA)
- iDevices
 - iPad, iPhone





iDevices



- Folder of photos or videos
 - Camera Roll – Edit – Select photos – Add to new album – name album
- Sounding Board: App by Ablenet for linking photos
- My Talk Tools: App for linking photos and videos





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