



THE OHIO STATE UNIVERSITY

Using Video Prompting to Teach Students With Moderate to Profound Disabilities

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inPromptu

- Download from the iTunes app store.
- Free download
- Will be using it later in the presentation



Objectives

- Participants will be able to differentiate between the uses of video modeling, video prompting, and live modeling.
- Participants will be able to select skills and learners for use with this strategy in their own practice.



Video Prompting vs Video Modeling

Video Prompting

- The learner watches a series of short videos that comprise a larger task. (Sigafoos et al., 2007).
- Each video is a single step in the task
- After the video, the learner has the opportunity to perform the skill shown in the video.
- If the student performs correctly, they move to the next video in the series.
- If the student does not perform correctly, they try again with error correction.
- Does not require the same cognitive load as video modeling (tasks are presented in small increments).

Common Points

- Evidence-based practice
- Practical for moderate to severe learners
- Used with a wide variety of skills

Video Modeling

- The learner watches a video of someone performing a task. (Cannella-Malone et al., 2006).
- Each video shows all steps needed to complete the task.
- After the video, the learner has the opportunity to perform the task in its entirety.
- If the student performs correctly, they are done with the task.
- If the student does not perform correctly, they try again with error correction.



Types of Video Prompting

- **Teacher presented**
 - Teacher holds the technology, starts and stops the videos, and directs student's attention to the videos
 - Used when the student needs to use both hands to complete the task



Types of Video Prompting

- **Self-Directed VP (aka Student Directed VP)**
 - The student controls all aspects of the technology
 - Taught using most-to-least or least-to-most prompting hierarchies



Types of Video Prompting

- **Continuous**
 - The video plays in a continuous loop until someone advances it
 - Gives the learner multiple opportunities to view the video while trying to complete the task



Prerequisite Skills



- Overall, it varies depending on the task you teach, but some basic ones include:
 - The student should be able to engage in basic imitation
 - It helps if the student is interested in videos
 - The student should be able to physically do the task





Skills to Target



Current Research

Daily living/Personal care skills

- Tying shoes
- Buttoning a shirt

These skills are behavioral cusps: opening the learners to new opportunities

Subjects are young students with moderate to severe intellectual impairment

Prerequisite skills include:

- Attending
- Fine motor



Practitioner-Implemented Video Prompting

Participants

- Paraprofessional
- Student with ASD

Skills taught

- Video prompting components (paraprofessional)
- Vocational skills (student)

Video prompting components

- Task Analysis
- Video Creation
- Implementation



Training

Three training sessions, ~45 min each

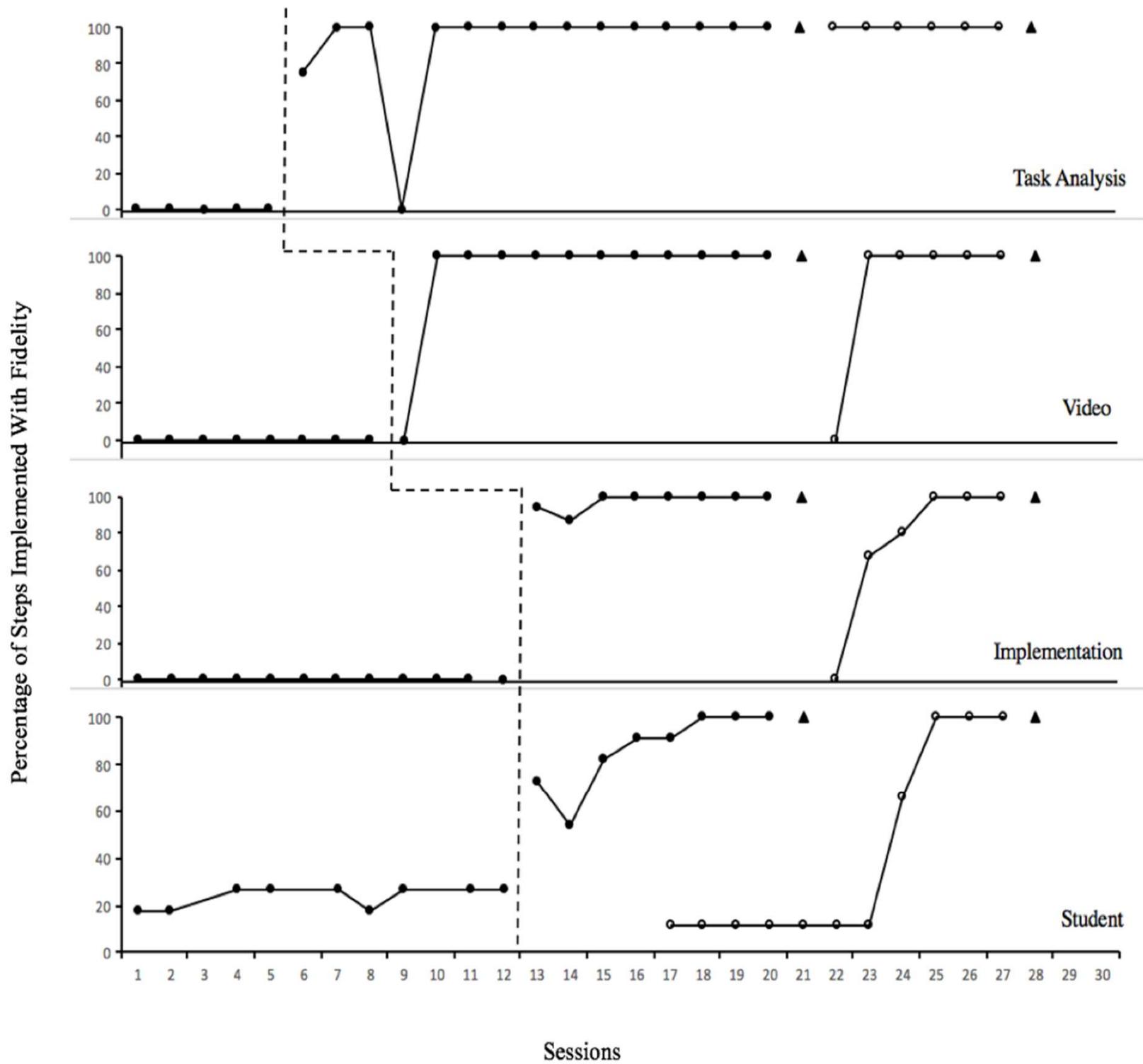
Task analysis and video creation trainings:

- Handout that contained a description of the practice, the rationale, and a fidelity checklist
- Modeling
- Rehearsal and feedback loop until 80% accuracy, with self-monitoring
- Question and answer session

Video prompting implementation training was identical to the procedure described above with the addition of a scripted role play following the trainer model

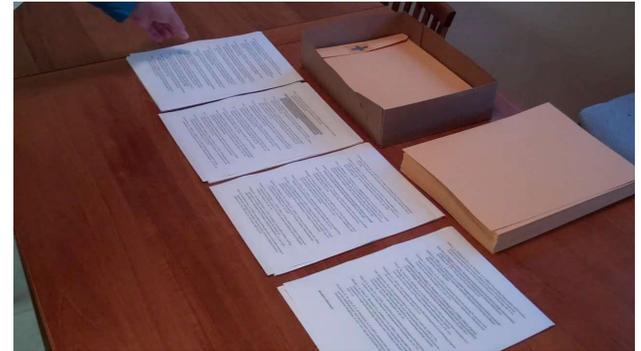
Post session feedback





Preparing Videos

- Writing a task analysis
- Filming clips
 - Perspective choices
 - Who to film
 - Editing when needed



inPromptu Application

Video Creation	
Filming Video Clips	
	1. Gather materials needed for task
	2. Obtain actor for video
	3. Open "camera"
	4. Slide to "video"
	5. Press the red button and read the first step from your task analysis
	6. Following, have the actor perform that step
	7. Press the red button to end recording
	Repeat steps 5 through 7 for your remaining task analysis steps



Alternative Methods

iMovie

Video Editing

Apple

Editing program. Add and edit videos, add audio, and share videos.

Movie Maker

Video Editing

Microsoft

Editing program. Add and edit videos, add audio, and share videos.

Microsoft

Presentation

Apple, Android,

Editing program. Add and edit videos, add audio and

PowerPoint

Editing

& Microsoft

pictures, and share presentations.



Let's walk through an
example ...



Instruction	Response			
1. Pick up a piece of paper from stack 1	I+	I	X	0
2. Put a piece of paper from stack 2 behind the first paper	I+	I	X	0
3. Put a piece of paper from stack 3 behind the second paper	I+	I	X	0
4. Square the papers by tapping them on the desk	I+	I	X	0
5. Open an envelope	I+	I	X	0
6. Slide the papers into the envelope	I+	I	X	0
7. Lift up 1 prong of the clasp	I+	I	X	0
8. Lift the other prong of the clasp	I+	I	X	0
9. Close the envelope	I+	I	X	0
10. Push down 1 prong of the clasp	I+	I	X	0
11. Push down the other prong of the clasp	I+	I	X	0
Percent Correct (sum I+ & I)	_____ /11			

Preparing for Sessions



Running Sessions

Teacher-Directed

Bring the student to task setting

Show the student the first video

Provide the student the opportunity to complete the step

Provide correction and redirection as needed

Show the student subsequent videos upon completion of a step

Self-Directed

Provide student with technology (either in task setting or elsewhere)

Instruct the student to use the videos to complete the task

Provide correction only as needed



Monitoring Progress

- Determine monitoring schedule
 - Begin with a dense schedule and thin as you are able
 - Increase monitoring schedule if the student's performance deteriorates



Some Considerations

- Fading the video
 - When is this important?
- Fading other response and stimulus prompts
- Generalization and maintenance
 - Why the difference between teacher-led and self-determined might be important here



Error Correction

Stop the learner as soon as a mistake occurs.

Replay the video a second time with a verbal prompt of “That’s not quite right. Let’s watch it again.”

If the learner makes a mistake after a second viewing, the instructor will use a prompt hierarchy (least-to-most or most-to-least) to obtain a correct response.



Problems You May Encounter

Juggling equipment

Stimulus prompts

Pre-session training

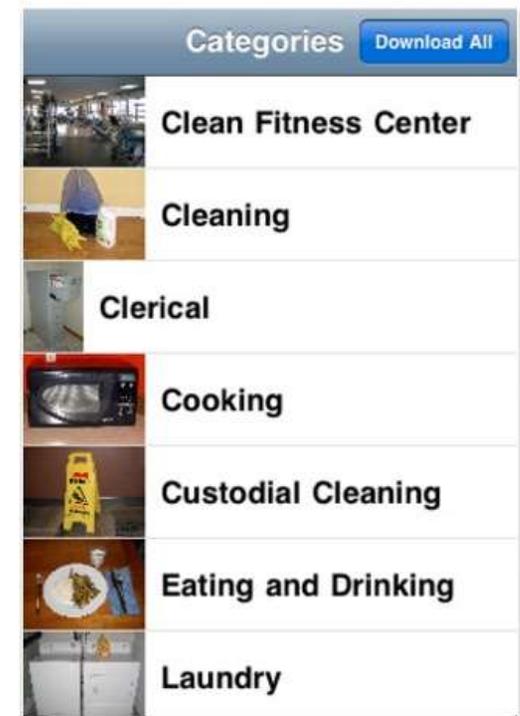
Visual prompts

Functional definitions VS topographical





- Gather in groups and try using the app for creating a video
- Use a task analysis to determine the skill for the video



Questions?



If you have any questions, please feel free to contact
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Graduate Programs in Special Education at Ohio State University



THE OHIO STATE UNIVERSITY

Have you considered getting a graduate degree?

MA in Special Education

- Opportunity to become a board certified behavior analyst (BCBA) or earn an additional teaching license
- Full-time students can finish in 2 years
- Part-time students take 3+ years

PhD in Special Education

- Gain skills to become an effective researcher and teacher educator
- Opportunity to earn BCBA-D
- Full-time 3-year program
- All students accepted into program receive full funding



What does a competitive applicant look like?

- GPA > 3.0
- GRE scores: > 152 verbal and 153 quantitative
- Practical experience related to students with disabilities
- Passion for improving outcomes for students with disabilities
- Alignment with a faculty member's research interests



- If you have any questions about joining us at OSU, please feel free to contact:
 - Dr. Ralph Gardner, Department Chair
 - gardner.4@osu.edu

