**Session Four:**

**Video Modeling**

**Overview**

This session introduces the benefits of video modeling and resources for learning how to edit videos for video modeling along with sites that have tutorials for editing, premade videos or an app for creating. Video modeling often involves task completion so it builds on the use of task analysis, prompting and visual supports.

**Materials to Enhance Learning and Activities**

1. Handout #1. Ohio Employment First Evidence Based Practices for Transition Youth. Available for download from the session webpage or on the OCALI website at <https://www.ocali.org/project/evp-adult-success>
2. Handout #2. Video Modeling and Implementation Checklist developed by the National Professional Development Center on Autism Spectrum Disorders. Available for download from the session webpage or at <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/VideoModeling_Complete.pdf>
3. Handout #3. Video Modeling Tutorial. A streamlined overview of the steps of video modeling. Developed by the Indiana Resource Center for Autism.
4. MeMinder App. Review for discussion. <https://www.createabilityinc.com/vocational-assistance/>
5. LinkedIn Learning for Libraries may be available through the local library or school district. Facilitators may wish to access the site and preview and share one of the online tutorials for learning about the software.
6. iMovie Tutorial for Beginners. <https://www.youtube.com/watch?v=4WlXYrStaIY> Tutorial on YouTube to assist in using iMovie. Preview, share or use within the session.
7. How to Create a Video Self-Modeling Video. A YouTube video that shows how to develop a self modeling video using the example of shoe tying as the skill to be taught. <https://www.youtube.com/watch?v=2qROk1ZEOSg>
8. Video Modeling Module and Implementation Checklist. From the National Professional Development Center on Autism Spectrum Disorders. <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/VideoModeling_Complete.pdf>
9. Autism Internet Modules: Video Modeling. Free online modules. <http://www.autisminternetmodules.org/mod_intro.php?mod_id=30>

**Activities Overview**

Several of the resource materials listed above will be used in the suggested activities in this module.

1. **Slide #4**. REVIEW and DISCUSS. Review video modeling the Evidence based Practices for Transition Youth Document. Use handout #1 posted on the Ohio Employment First web site at http://www.ohioemploymentfirst.org/view.php?nav\_id=192 . Scroll down the webpage to Download Evidence Based Practices. This is the document that is being used throughout each of the sessions. Once downloaded, review the pages that overview Video Modeling. Short discussion may occur.
2. **Slide #13. INFORMAL DISCUSSION.** After reviewing slide information about types of video modeling, discuss additional examples of situations or learner preferences that may influence the type of video modeling that is selected.
3. **Slide #16. REVIEW and DISCUSS.** Review the example videos on slides 14 and 15. Additional Video Modeling examples to consider: Transitioning Between Classes <https://www.youtube.com/watch?v=GS9IFwuM_G8> and Putting on a Coat. <https://www.youtube.com/watch?v=Ph4Qq5HLG8E>

After watching several examples of video modeling discuss:

Could these types of videos be used to teach instructional tasks to your students?

What are the advantages/disadvantages to using these types of videos?

Often one evidence-based practice is not used alone. What other strategies or evidence-based practices were seen in in the videos?

1. **Slide #26 and #27. PRACTICE CREATING A VIDEO FOR VIDEO MODELING.** Work in small groups. Use available technology to create a 1-minute video for teaching a selected skill or task. Determine the type of video modeling that will be best for the skill or task. Edit the raw video footage to a 1-minute version. Share.
2. **Slides #28-#32. REVIEW and BRIEF DISCUSSION.** Review the Video Modeling Module and Implementation Checklist from the National Professional Development Center on Autism Spectrum Disorders. Facilitate a brief whole group discussion. Comments and observations.
3. **Slide 34. TRAINING CERTIFICATE.** Ask participants to complete a brief survey with 75% accuracy to receive a certificate of completion. Survey Link: <https://www.surveymonkey.com/r/M3ZZKKN>