

**Module: Video Modeling**

**Implementation Checklist for Video Modeling**

The implementation checklist steps were adapted from:

LaCava, P. (2008). *Video modeling: An online training module*. (Kansas City: University of Kansas, Special Education Department). In Ohio Center for Autism and Low Incidence (OCALI), *Autism Internet Modules*, [www.autisminternetmodules.org](http://www.autisminternetmodules.org). Columbus, OH: OCALI.

**Instructions:** The Implementation Checklist includes each step in the process of implementing video modeling. Please complete all of the requested information including the site and state, individual being observed, and the learner's initials. To assure that a practice is being implemented as intended, an observation is *always* preferable. This may not always be possible. Thus, items may be scored based on observations with the implementer, discussions and/or record review as appropriate. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: \_\_\_\_\_ State: \_\_\_\_\_

Individual (s) Observed: \_\_\_\_\_ Learner's Initials: \_\_\_\_\_

**Skills below can be implemented by a practitioner, parent, or other team member**

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
<b>Planning (Steps 1 – 6)</b>									
<b>Step 1. Targeting a Behavior for Teaching</b>	<b>Score**</b>								
1. Identify a target behavior that is important to be taught.									
2. Define and describe the target behavior so that it is observable and measurable.									
<b>Step 2. Having the Correct Equipment</b>									
1. Acquire a video recording device (e.g., hand-held video camera, digital camera, computer technology).									
2. Identify how the video will be played back (e.g., DVD, VCR, computer).									
3. Become familiar with the equipment and comfortable using it.									

\*\*Scoring Key: 2 = implemented; 1 = partially implemented; 0 = did not implement; NA = not applicable

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
<b>Step 3. Planning for the Video Recording</b>	<b>Score**</b>								
1. Write a script or task analysis detailing exactly what needs to be said and/or done on the video.									
<b>Step 4. Collecting Baseline Data</b>									
1. Learners complete as much of the skill as possible.									
2. Collect baseline data to identify the steps of the task analysis that the learner can complete without assistance.									
<b>Step 5. Making the Video</b>									
1. Identify the kind of video that is appropriate for the learner (e.g., video modeling, self-modeling, point-of-view modeling, video prompting), based on the learner's skill level and preferences, as well as the target behavior.									
2. Prepare the model (with basic video modeling) or the learner (with self-modeling) for the video.									
3. Record a video that is satisfactory in quality and accurately reflects the steps of the task analysis.									
4. Edit the video and remove any errors and prompts.									
5. Complete voice-overs, if necessary.									
<b>Step 6. Arranging the Environment for Watching the Video</b>									
1. Identify the environment where the video will be watched, considering when and how it will be used within natural routines.									

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<b>Step 6. Arranging the Environment for Watching the Video (cont.)</b>	<b>Score**</b>								
2. Ensure that the materials for the performance of the task match those on the video.									
<b>Intervention (Step 7)</b>									
<b>Step 7. Showing the Video</b>									
1. Allow the learner to watch the video and provide prompts necessary to gain and/or keep attention.									
2. Allow the learner to watch the video an appropriate number of times before expecting the learner to use the target behavior.									
3. For video prompting, stop the video after each step of the task analysis so the target behavior can be performed by the learner.									
<b>Progress Monitoring (Steps 8-10)</b>									
<b>Step 8. Monitoring Progress</b>									
1. Collect data on the performance of the target behavior, noting the specific steps of the task learners were able to do independently.									
2. Note how often and when the learner watches the video when using the target behavior.									
3. If after collecting data on three to five occasions, learners are not making progress, begin troubleshooting (see Step 9). If learners are making progress, instruction is continued until they have reached maximum proficiency.									

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
<b>Step 9. Troubleshooting if the Learner is Not Making Progress</b>	<b>Score**</b>								
1. Analyze the learner's progress by monitoring data to identify changes needed for the video modeling procedures.									
2. Adjust intervention tactics to help the learner make progress by asking:									
a. Is the learner watching the video enough times per week?									
b. Is the learner watching the video, but not attending to the most relevant parts?									
c. Is the learner getting enough prompting from adults and/or peers to use the target behavior?									
d. Is the learner receiving the appropriate amount and type of reinforcement for performing, or attempting to perform, the target behavior(s)?									
e. Is the video too complex? and									
f. Does another task analysis need to be completed to make sure that the video includes the correct steps?									
3. Implement the adjustments to the video modeling procedures.									

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
<b>Step 10. Fading the Prompting and the Video</b>	<b>Score**</b>								
1. Teachers/practitioners fade the use of prompting to encourage independent use and to promote maintenance of the target behavior.									
2. Teachers/practitioners use one or more of the following procedures when fading videos:									
a. delaying start/premature stop,									
b. error correction, and									
c. scene fading.									
3. Teachers/practitioners allow the learner to continue watching the video to some extent if it is appropriate, enjoyable for the learner, and supports the behavior.									

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**Reference**

Sigafoos, J., O'Reilly, M., & de la Cruz, B. (2007). *How to use video modeling and video prompting*. Austin, TX: Pro-Ed.

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Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps
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