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|  | **Steps** | | **Helpful Hints** |
|  | Determine which equipment you will use while ensuring you are familiar with the technology and that it is in good working order. | | **Recording devices:** smartphone, laptop, desktop w/ camera, video camera, iPad, or Galaxy tablet. |
|  | Decide on a targeted skill or behavior. | | Use observational, formative, or summative data to determine students’ needs. Relate academic skills to the general education curriculum. Targeted skills or behaviors in social, communicative, or daily living should be based on IEP goals. |
|  | Analyze each step of the skill or behavior and create a task analysis (TA) checklist. | | It helps to partner with other professionals and watch each other complete the task. You could also video yourself completing the skill or modeling the behavior, then review it to ensure you include all the steps needed. |
|  | Choose which type of video you will use and who will model the task. | | |
| **Type** | | **Modeled By:** | **Viewing Procedures:** |
| Video modeling (VM) | | Anyone that can complete the task successfully, such as a general or special educator, paraeducator, peer, employer, or coworker. | The video is viewed from beginning to end by the learner(s). |
| Point-of-View Video modeling (POV VM) | | No model or record from a hands-only perspective. | Either video modeling or video prompting viewing procedures can be used. |
| Video self-modeling  (VSM) | | The learner who will be using the video. | Either video modeling or video prompting viewing procedures can be used. |
| Video prompting  (VP) | | Anyone who can complete the task successfully. | One step is viewed with an embedded prompt to complete the step; the video is paused, the learner completes the action, then returns to the video to watch the next step. |
|  | Prepare presentation for recording. | | Using virtual materials, you can create a slide for each step; therefore, when recording, you can readily provide audio while moving through the steps seamlessly. Using concrete materials, you can prepare an exemplar of each stage for the model to look at as they are recorded (e.g., cue cards). |
|  | Write a script for presenting the targeted skill/behavior. | | Consider the task analysis checklist, the model’s input, and how the acquisition of the targeted skill/behavior will be progress monitored or assessed. |
|  | Record presentation of skill/behavior using a platform such as Zoom, Skype, Microsoft Teams, Google Classroom, etc. | | Have all materials (virtual or concrete), the TA checklist (electronic or paper format), and prepare the model, if using one. Ensure the viewing field is set up similarly to how the learner will experience it regularly. |
|  | Review the video and edit if necessary. | | Examples of video editing software for Android, Windows, & iOS: [VivaVideo](https://vivavideo.tv/), [FilmoraGo](https://filmorago.wondershare.com/), [Vimeo](https://vimeo.com/create/video-maker-online?vcid=42496&utm_medium=cpc&utm_source=google&utm_campaign=seat_plan&utm_term=nonbrand&gclid=CjwKCAjwpKyYBhB7EiwAU2Hn2RtGkVU1U08MVQUpGnBS8_eW7Ornm3n9ID-MMopXVzSD9ellcHDKFBoCxtsQAvD_BwE&gclsrc=aw.ds), and [VN Video Editor](https://www.vlognow.me/). |
|  | Load the final video onto the device the student, partners, or groups will use for viewing (i.e., smartphone, laptop, Chromebook, iPad, tablet, interactive whiteboard). | | |
| 1. Training may be necessary depending on students’ grade level or familiarity with technology. | | | Training can be provided during either whole or small group instruction or to individual students, depending on the video’s purpose. |
|  | Use the created video in inclusive settings for either whole or small group or independent work time. | | |
|  | Monitor progress through informal or formal methods. Reflect and adjust as needed. | | |

Note: Adaptations from: Kellems, R.O. & Edwards, S. (2016) Using video modeling and video prompting to teach core academic content to students with learning disabilities. *Preventing School Failure: Alternative Education for Children and Youth, (60)*3, 207-214. https://doi.org/10.1080/1045988X.2015.1067875