

TASK ANALYSIS AND VIDEO MODELING



**A PRESENTATION FOR THE
NORTHERN CALIFORNIA AUTISM
SYMPOSIUM**

CALIFORNIA
STATE
UNIVERSITY

Chico

Who is this?



- **SCHOOL PSYCHOLOGIST**
- **PROGRAM SPECIALIST**
- **TEACH IN SCHOOL OF EDUCATION**
- **CADRE MEMBER OF CALIFORNIA AUTISM PROFESSIONAL TRAINING AND INFORMATION NETWORK**
- **CADRE MEMBER OF POSITIVE ENVIRONMENTS NETWORK OF TRAINERS**
- **INTERNATIONAL BULLING PREVENTION ASSOCIATION**
- **VARIOUS OTHER AGENCIES**

Task Analysis



- Breaks skill down into it's component steps
- Allows assessment of skill components
- Allows consistency of teaching across trainers
- Allows accurate and efficient shaping
- Allows for simple objective

Whole-task Format



- Analyze the tasks involved in the entire skill or routine
- Assess which steps if any the student can already complete
- Consider what the least intrusive prompt would be in order to teach skill

Partial-task Format



- Analyze the tasks required for the sub-skill
- Assess which steps if any the student can already complete
- Consider what the least intrusive prompt would be in order to teach skill

Task Analysis



ACTIVITY

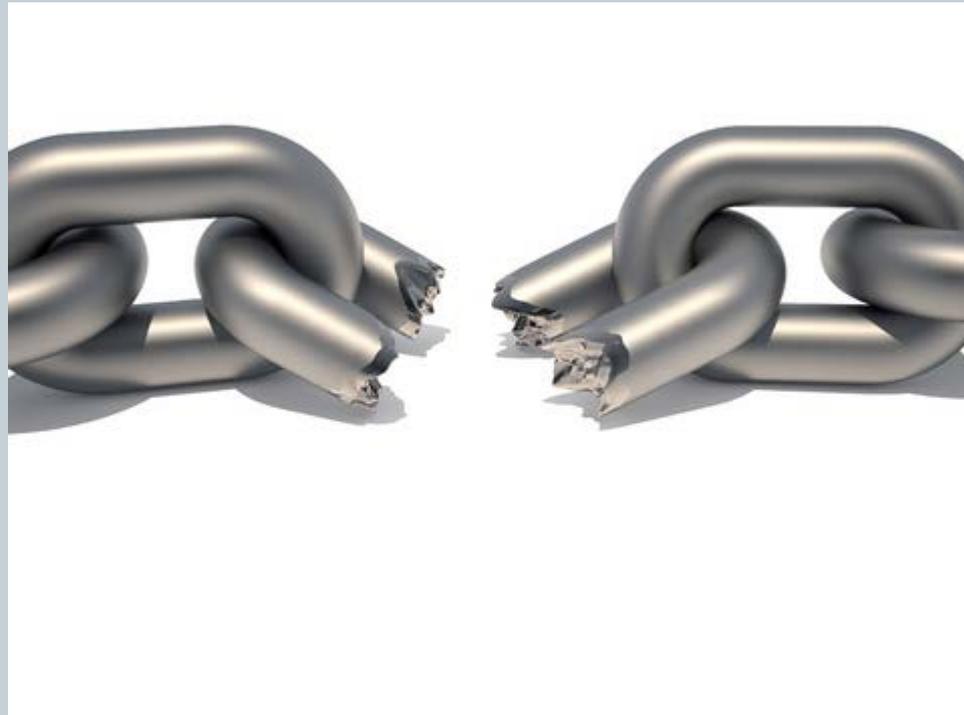
Chaining



- The way in which behaviors are linked together in a sequence—This allows for access points for teaching



Break in the Sequence



Prompting



- A prompt is any additional cue or assistance that is provided to insure that the student will get the correct response
- Prompting should always be used when a new skill is being taught for errorless learning

Selecting Prompts



Prompts should be selected based on:

- What is easiest to fade or transfer to a natural cue
- What will work for that student for that skill
(verbal/visual/physical)

Prompting



- Often useful when peaks the student's interest

Writing Prompt #51

Two old wizards are having an intense magic fight on a mountaintop. What started the fight?

vexingpoint.wordpress.com

Prompting



Reinforcement



- Reinforce immediately and frequently for task completion
- Reinforce with student selected item for highest effect

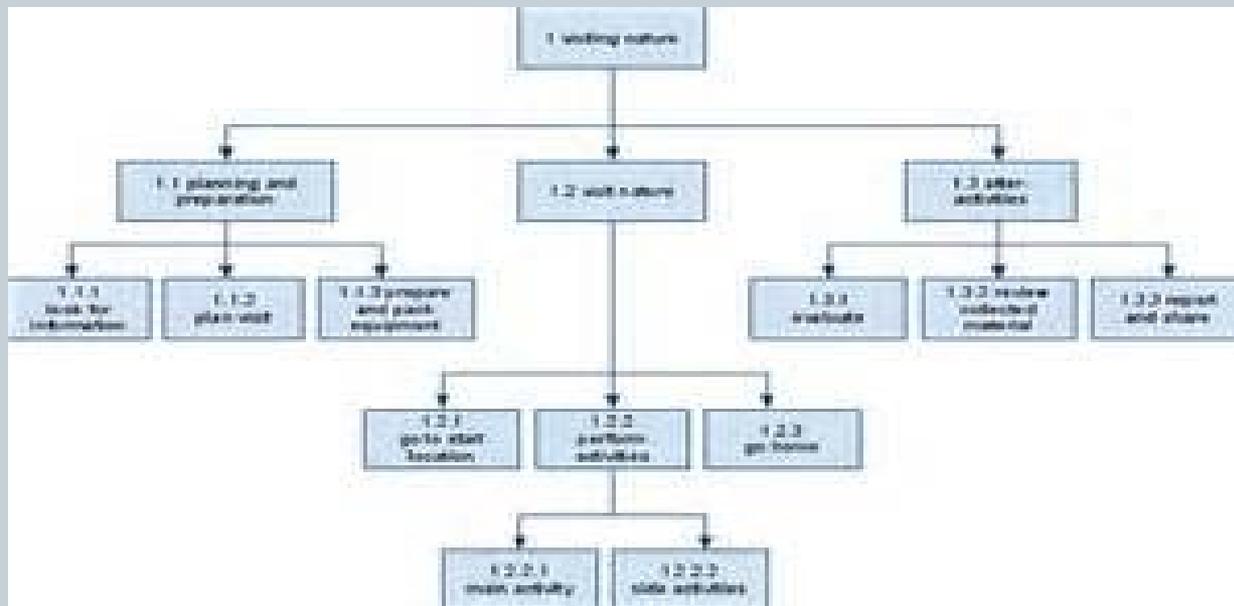
Reinforcement



Reinforcement



TASK ANALYSIS ACTIVITY



TASK ANALYSIS



GROUP 1: MAKE A POP TART

GROUP 2: CLEAN A DISH

GROUP 3: PUT AWAY SOCKS

GROUP 4: GREET SOMEONE

GROUP 5: TAKE A MESSAGE

Video Modeling



- **There are a number of reasons why video modeling is successful with learners who have ASD. For some learners many of the reasons listed below will be factors in success. For others, perhaps only one or two will apply.**

Video Modeling



- **1. Motivation** is key to all learning. For individuals with ASD who have motivation differences and for whom typical instruction is not motivating, the technology and format of video modeling can be the source of success. Many persons with ASD (as well as other disabilities and typically developing peers) enjoy multimedia and viewing of TV and videos.

Video Modeling



- **2. Paying attention** to relevant stimuli is critical to learning, and many learners with ASD have difficulties in this area. Use of video technology can help some individuals to attend for longer periods of time.

Video Modeling



- 3. Evidence of the effectiveness of video modeling is based in the long-researched and respected **social learning theory** (Bandura, 1969, 1977, 1997). Social learning theory includes observational learning (i.e., modeling) and self-efficacy
- Even individuals with ASD who have challenges with imitating others may find it easier to learn modeling from video technology because of the **reduced social demands.**

Video Modeling



- 4. Video modeling is successful for some because it is based on **visual learning**. As described earlier in this module, visual learning and processing is a strength for many with ASD.

Video Modeling



- 5. Learning that includes **consistency**, **repetition**, and **structure** is important for many persons with ASD. Videos can be played repeatedly, and the video content remains the same over time (unless edited to help with error correction or to fade because of success). Further, the learning environment can be structured to meet the individual's needs.

Video Modeling



- 6. Video modeling consists of many elements that make it an attractive teaching tool. For example, videos are generally short (3-5 minutes), interventions are **brief**, and the method is **easy to implement**. Once the video is created, adult manpower to implement is low. Video modeling requires less time for teaching. Further, the instruction on the videotape is **consistent over time**.

Video Modeling



- 7. For some individuals who struggle with adult directed learning, video modeling may be more effective because of the passive nature of watching a video. In this regard, it is somewhat less structured than direct teaching and, therefore, may be helpful **for students who resist highly structured learning presentations.**

Video Modeling



- 8. Video modeling may help to **address stimulus overselectivity**. Some individuals with ASD exhibit stimulus overselectivity; that is, the drive to focus on only certain details of an object or action while ignoring other details, some which may be very important but which may be missed. The use of video modeling allows for the focus on relevant cues and stimuli. Further, by teacher or parent prompting, the **learner can be directed to look at relevant cues and parts of the video.**

Video Modeling



- 9. Finally, research has shown that video modeling effects tend to **generalize to other settings and that skills are maintained over time.** Furthermore, the use of other evidence-based practices such as reinforcement can be used alongside video modeling for a treatment package (Hitchcock et al., 2003).

Video Modeling



VIDEO EXAMPLES

Video Modeling



PRACTICE

Entering a room and greeting the group

Thank You



DONATIONS ARE ACCEPTED AND APPRECIATED

Quality Resources



- <http://www.captain.ca.gov/index.html>
- <https://afirm.fpg.unc.edu/afirm-modules>
- <https://autismpdc.fpg.unc.edu/>
- <https://ncaep.fpg.unc.edu/>
- <https://www.autismspeaks.org>
- <https://www.youtube.com/>