Dr. Peter Dowrick   Dr. Tom Buggey

VSM- Video Self Modelling

VPM- Video Peer Modelling

VSM is NOT…….

- Showing mistake- non-example (USA)

- Stakeout-waiting for a good moment

- Showing current behaviour and having a social autopsy- "See how silly/ naughty/ you look!"

Is it effective?

It has been shown to be up to 5 times more effective than live modelling

Bellini, University of Indianapolis

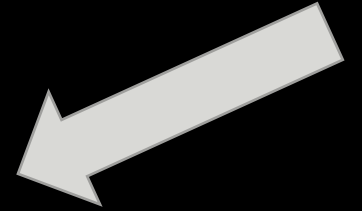GENERALISED

ENGAGING

VISUAL

CONSISTENT

SHOWS ONLY DESIRED BEHAVIOUR

2 min video shown 6 times = 12 minutes of intervention.

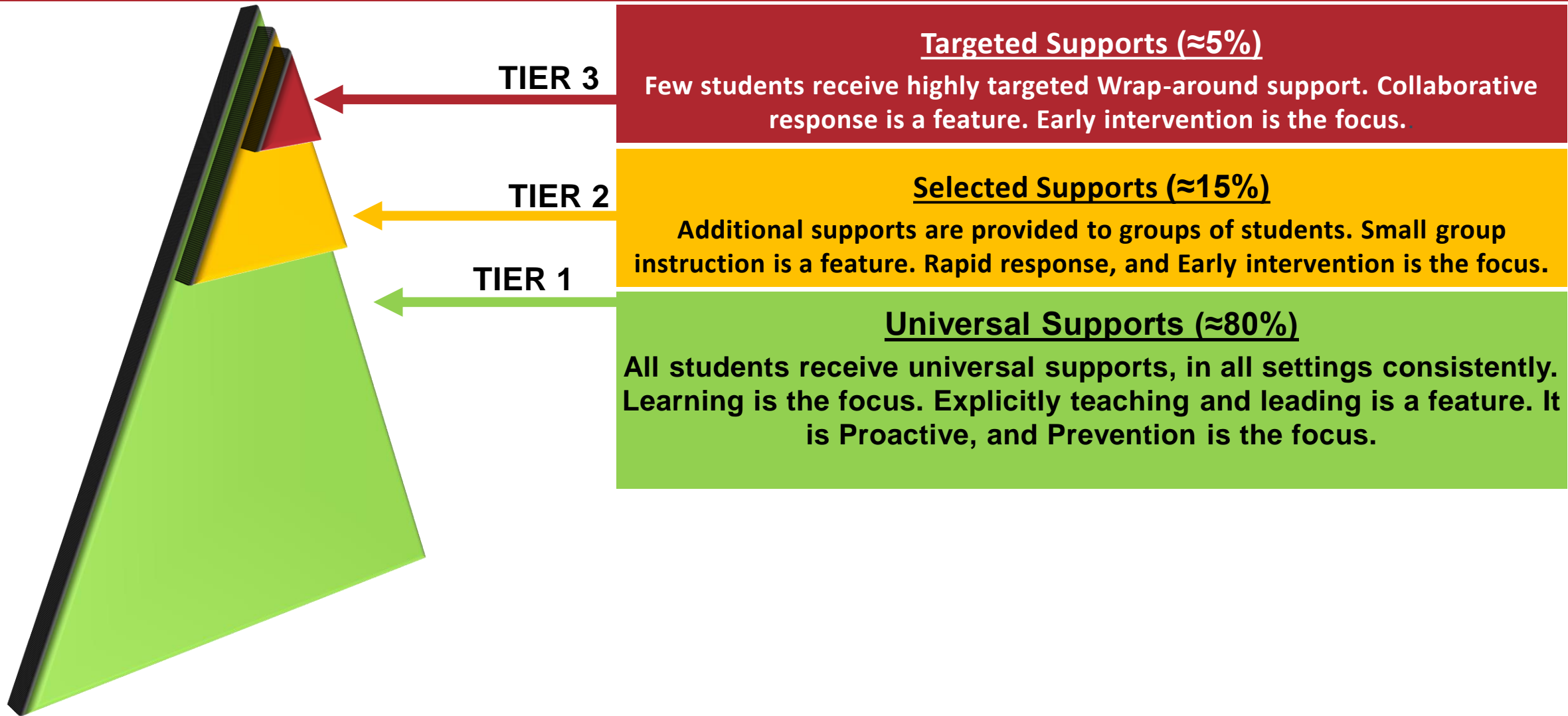This can produce a desired result in greater than 80% of viewers

The Rules VSM

- 2 minutes
- Positively framed (show only desired behaviours)
- Non-diagetic sound
- Applause (social feedback) optional
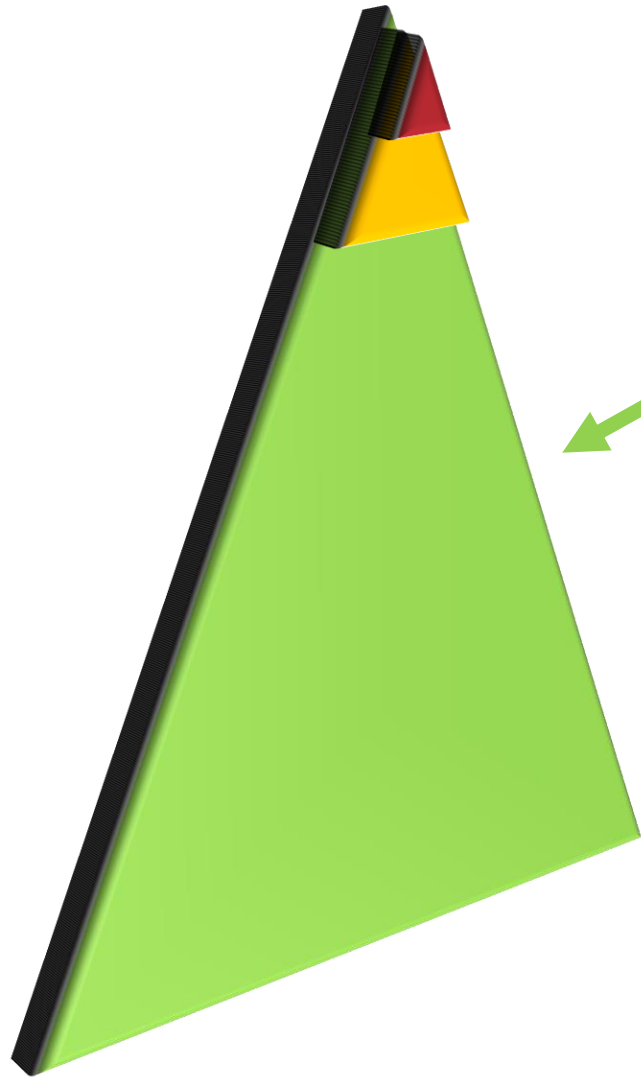- Title, Narration Optional

- www.antheanaylor.com

PBS is an MTSS Continuum of Support

TIER 3

Targeted Supports (≈5%)
Few students receive highly targeted Wrap-around support. Collaborative response is a feature. Early intervention is the focus.

TIER 2

Selected Supports (≈15%)
Additional supports are provided to groups of students. Small group instruction is a feature. Rapid response, and Early intervention is the focus.

TIER 1

Universal Supports (≈80%)
All students receive universal supports, in all settings consistently. Learning is the focus. Explicitly teaching and leading is a feature. It is Proactive, and Prevention is the focus.

Universal Supports (≈80%)

All students receive universal supports, in all settings consistently. Learning is the focus. Explicitly teaching and leading is a feature. It is Proactive, and Prevention is the focus.

TIER 1

How do you currently guide schools to teach the same expectation across the whole school?

The closer the model is to the viewer, the better the skill acquisition

(Bandura Cited by Bellini 2007)

TOILETS

WE ARE RESPECTFUL
When we:
- use soap and toilet paper for its purpose
- speak quietly
- have one person per toilet

WE ARE RESPONSIBLE
When we:
- leave our food and drink outside the toilet block
- remember games are for outside
- flush after use
- keep the toilets clean

WE ARE LEARNERS
When we:
- always wash our hands
- go to the toilet during play times

RESPONSIBLE
When we:
- leave our food and drink outside the toilet block
- remember games are for outside
- flush after use
keep the toilets clean

Studies and Training

2 Video Peer Modelling Studies

9 Video Self Modelling Observational Studies

2 Peer–Reviewed papers

>50 whole schools have been trained in Victoria

Training in Vic, NSW, SA, QLD, Canberra

In excess of 500 VSM/VPM products AND 3000 shows produced at YRSDS

The School Show has over 700 videos in bank, producing weekly shows

Current Implementations of School TV in progress

	At All Times	Bus Area	Toilets	Classrooms/Inside	Eating Time	Outside/Playground
SAFE	I follow instructions	I hold a helping hand when asked	I close the door	I walk	I use utensils	I listen to staff
	I listen to staff	I walk to the bus	I wash my hands with soap after the toilet	I stay in the classroom	I sit when I eat	I wear a hat and sunscreen when asked
	I stay with the group	I keep my seatbelt on	I know the toilet is a private place	I keep my hands to myself		I stay in the yard
	I Listen to community workers I know	I stay with the group		I close doors		I wear a helmet when riding
		I wait for my turn		I keep feet on the floor		I can run and jump
RESPECTFUL	I take turns	I sit quietly on the bus	I wait my turn	I listen to staff	I eat only my food	I take turns
	I wait	I listen to the adults and supervisor on the bus	I keep the toilet area clean	I wait my turn		I keep the sand in the sandpit
	I follow school rules		I close the door	I speak quietly		I share the space, toys and equipment
	I ask permission to leave or take a break		I flush the toilet			I follow directions
			I use soap properly			
RESPONSIBLE	I look after school property	I collect my things from the bus	I turn off the tap	I look after my school things	I clean up	I put away equipment
	I keep my body to myself	I carry my bag	I put paper towel in the bin	I do my work		I go back to class when asked
	I look after my things		I know know the toilet area is private	I request/ask for a break when I need it		I tell a staff member when something is wrong
						I come when I am called
						I respect the environment

	At All Times	Bus Area	Toilets	Classrooms/Inside	Eating Time	Outside/Playground
SAFE						
RESPECTFUL						
RESPONSIBLE						

Packing Up

I SHARE THE SPACE

LEARNER

video self modelling

video peer modelling

- VPM in scope and sequence
- VPM as response to whole school need from data
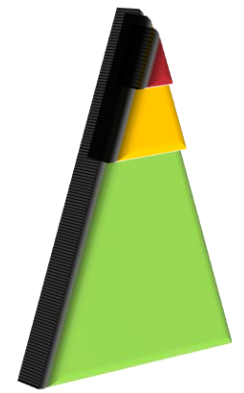- Active matrix
- School based tv
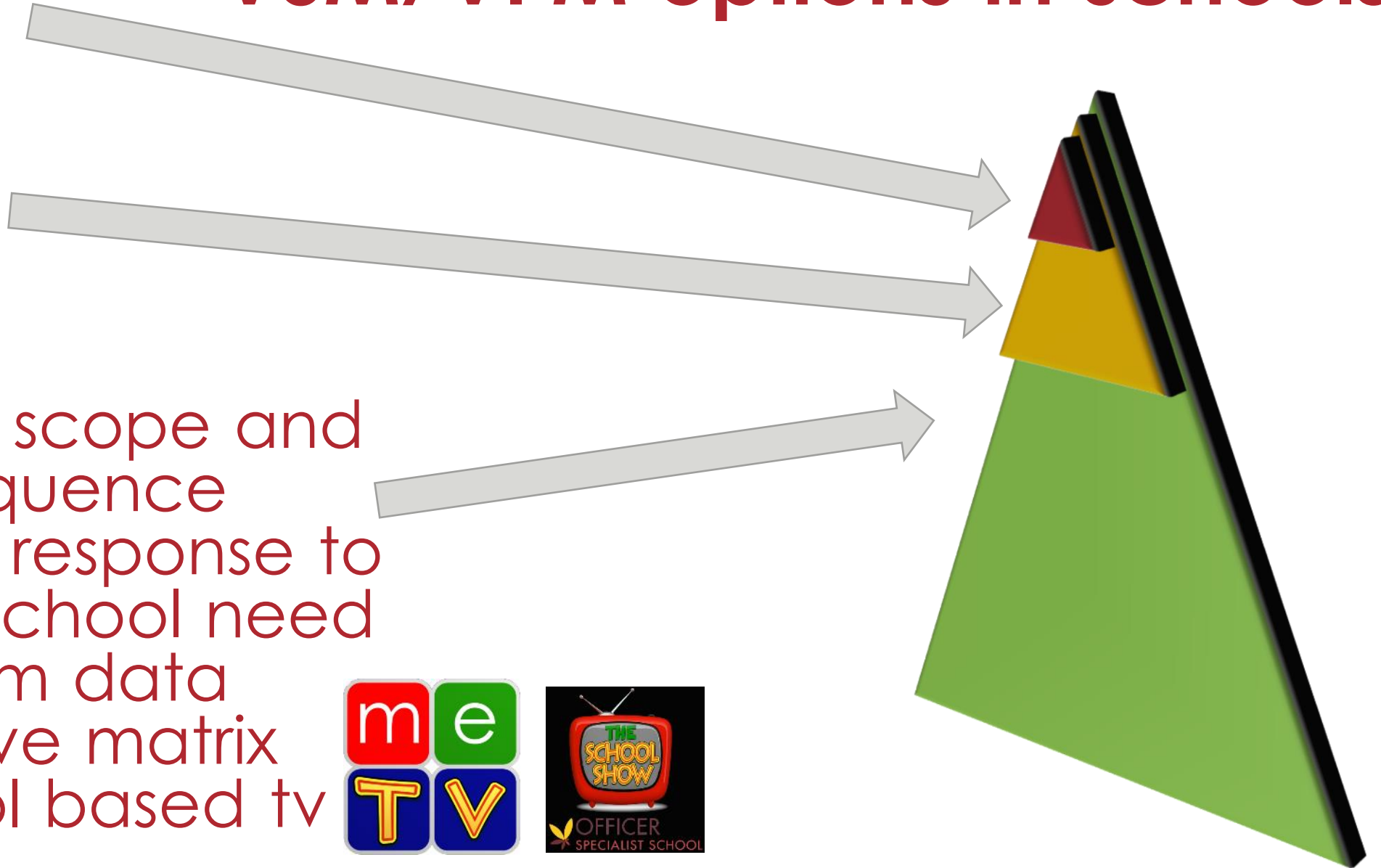
School–based TV

- 2 minute clips
- 18 minutes max
- Intros help students predict. They stay the same but the content changes
- Ideally it responds to the behavioural data patterns
- Schedule in minimum viewing
- Stream on demand on shared drive or video site – this has been excellent for parents to learn school expectations
- It is also for staff to acquire skills

Questions

References

- Bellini, S., & Akullian, J. (2007). A meta-analysis of video modeling and video self-modeling interventions for children and adolescents with autism spectrum disorders. *Exceptional children*, *73*(3),

- Charlop-Christy, M. H., Le, L., & Freeman, K. A. (2000). A comparison of video modeling with in vivo modeling for teaching children with autism.*Journal of autism and developmental disorders*, *30*(6), 537-552. Bellini, S., & Akullian, J. (2007).

- Dowrick, P. W. (2012). Self modeling: Expanding the theories of learning.*Psychology in the Schools*, *49*(1), 30-41.

- Smith, J., Hand, L., & Dowrick, P. W. (2014). Video feedforward for rapid learning of a picture-based communication system. *Journal of autism and developmental disorders*, *44*(4), 926-936.