



CAPTAIN

California Autism Professional Training and Information Network

The screenshot shows the CAPTAIN website homepage. At the top left is the CAPTAIN logo. To the right are navigation tabs for Home, About, and News. Below the logo is a 'Welcome' section with a paragraph and a bulleted list of CAPTAIN's objectives. To the right of the welcome text is a 'Quick Links' section with a list of various resources. Below the welcome text is a 'Participated in summer intensive training activities' section with a video player. At the bottom of the screenshot is a large photograph of a group of people in a meeting or training session.

Home About News

CAPTAIN
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Welcome

CAPTAIN is a multiparty network developed to support the understanding and use of Evidence Based Practices for individuals affected by Autism Spectrum Disorder across the state.

CAPTAIN is dedicated to the following:

- Providing statewide access to training and resources in Evidence Based Practices (EBPs) that are culturally sensitive, family centered, cost-effective, and competency based.
- Establishing supports that are locally based with trainers of trainers at the local level.
- Empowering how to use EBPs to assist students in accessing the California Common Core State Standards and developing College and Career Readiness.
- Providing ongoing training, support, and technical assistance to implement EBPs and ensure fidelity of implementation.
- Supporting the development of local multiparty collaborations to support consistent use of EBPs.
- Providing an annual training summit and a forum for collegial communication and support to CAPTAIN Cadre members.
- Providing web-based access to materials and resources that are vetted and align with current EBPs.
- Providing information and outreach to other interested stakeholders and provider groups who could benefit from learning more about EBPs (i.e., Professional Organizations, Higher Education, Self-Advocates, Allied Health Providers).

Quick Links

- National Professional Development Center On Autism Spectrum Disorders
- National Autism Center
- Autism Informed Modules
- CAPTAIN Summit Resources
- Autism Fact Sheet
- English/Spanish
- Other Languages
- Autism Specialist - ASD
- CAPTAIN Cadre
- CAPTAIN Leadership
- Autism Early
- ASD Teacher Institute
- ASDIT

CAPTAIN Partners

- Diagnose, Detect, Do!
- Family Resource Centers Network of California
- Center for Excellence for Developmental Disabilities at UC Davis MIREC Institute
- USC University Center for Excellence in Developmental Disabilities (USC UCEED)
- California Department of Developmental Services

CAPTAIN Summit
Registration only
Sept. - October 19-21, 2014
Sept. - October 2-5, 2014

Participated in summer intensive training activities

CAPTAIN

www.captain.ca.gov

autismebp@gmail.com

www.captain.ca.gov
autismebp@gmail.com

Video Modeling (VM)



Video modeling is a mode of teaching that uses video recording and display equipment to provide a visual model of the targeted behavior or skill

Types of Skills (Domains) and Ages

Evidence Based Practice and Abbreviated Definition	Evidence by Developmental Domain and Age (years)																																			
	Social			Comm.			Beh.			Joint Attn.			Play			Cog.			School Ready			Acad.			Motor			Adapt.			Voc.			Mental Health		
	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22			
Pivotal Response Training (PRT): Pivotal learning variables guide intervention implemented in settings that build on learner interests and initiative	Green	Yellow		Green	Yellow								Green	Yellow																						
Prompting (PP): Verbal, gestural, or physical assistance that supports skill acquisition	Green	Yellow		Green	Yellow			Blue	Green	Yellow			Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow		Green	Yellow		Green	Yellow	Blue				Blue					
Reinforcement (R+): A response occurring after a behavior resulting in an increased likelihood of future recurrence of the behavior	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue			
Response Interruption/Redirection (RIR): Use of prompts or distracters during an interfering behavior that diverts attention and reduces the behavior	Green	Yellow		Green	Yellow		Green	Yellow	Blue	Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow				
Scripting (SC): A verbal or written model of a skill or situation that is practiced before use in context	Green	Yellow	Blue	Green	Yellow	Blue				Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow				
Self Management (SM): Instruction on discrimination between appropriate and inappropriate behaviors and accurate self-monitoring and rewarding of behaviors								Blue	Green	Yellow						Green	Yellow	Blue	Green	Yellow									Blue							
Social Narratives (SN): Descriptions of social situations with examples of appropriate responding	Green	Yellow		Green	Yellow			Blue	Green	Yellow			Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow				
Social Skills Training (SST): Direct instruction on social skills with rehearsal and feedback to increase positive peer interaction.	Green	Yellow	Blue	Green	Yellow		Green	Yellow		Green	Yellow	Blue	Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow				
Structured Play Group (SPG): Adult lead small group activities that include typically developing peers and use prompting to support performance																																				
Task Analysis (TA): The process of breaking a skill into small steps that are systematically chained together				Green	Yellow					Yellow												Yellow														
Technology-Aided Instruction and Intervention (TAII): Intervention using technology as a critical feature	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue			
Time Delay (TD): Delaying a prompt during a practice opportunity in order to fade the use of prompts	Green	Yellow		Green	Yellow	Blue	Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow				
Video Modeling (VM): A video recording of a targeted skill that is viewed to assist in learning	Green	Yellow	Blue	Green	Yellow		Green	Yellow		Green	Yellow	Blue	Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow				
Visual Support (VS): Visual display that supports independent skill use.	Green	Yellow	Blue	Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow				



Why Use Video Modeling?

1.It is EASY

2.It is FUN

3.It WORKS!!!!



Different Types of Video Modeling



Basic Video Modeling:

- Recording someone besides the learner engaging in the target behavior or skill (i.e., models), then the video is viewed by the learner at a later time.

Video Self Modeling:

- Recording the learner displaying the target skill or behavior and reviewing it later.

Point-of-View Video Modeling:

- The target behavior or skill is recorded from the perspective of the learner



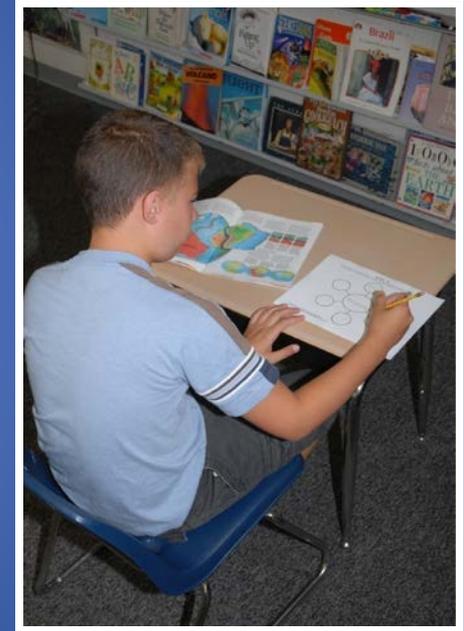
Video Prompting:

- Breaking the behavior skill into steps and recording each step with incorporated pauses during which the learner may attempt the step before viewing subsequent steps.
 - Video prompting may be done with either the learner or someone else acting as a model

Basic Steps for Implementation:

1. Target the skill
2. Identify needed equipment
3. Planning (Script and/or Task Analysis)
4. Make the video
5. Plan for using video for instruction
6. Show video
7. Monitor student progress on skill
8. Troubleshoot
9. Fade the video

Identify the Skills to Teach



Develop a Task Analysis

1. Get game from shelf
2. Open game
3. Read rules
4. Set up game
5. Determine who goes first
6. Take turns
7. Play until there is a winner
8. Put game back in box
9. Take game back to shelf



Develop a Script

Step 1 (Get game off shelf)

Student Says “Let’s Play Trouble”

Other Child Says “Yeah!”

Step 2 (Open Game) No Words

Step 3 (Student Reads Rules)

Step 4 (Set Up Game)

Student Says “I’ll be Red”

Other Child Says, “I’ll be Blue”

Record Your Video



Use Video as an Intervention

- May be shown in various settings
- Ideal showing frequency 1-2 times daily however, less frequency still shows benefits
- If doing video prompting, ask student to display skill immediately after watching video segment
- Always reinforce the student for attending

Monitor Student Progress

- From your Task Analysis, you can record any additional prompting required during skill performance
- From your Task Analysis, you can record the number of errors during task performance on specific steps
- Watching video may still be considered a prompt that must be faded



AFIRM

Autism Focused Intervention
Resources and Modules

Self Study Using the Internet Modules



AUTISM INTERNET MODULES
Linking research to real life.



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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. 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								
Planning (Steps 1 – 6)									
Step 1. Targeting a Behavior for Teaching	Score**								
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.									
Step 2. Having the Correct Equipment									
1. Acquire a video recording device (e.g., handheld 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

Use the
Implementation
Checklist to Insure
Fidelity Across
Implementers

“Children and Families Can Not Benefit from Evidence Based Practices That They Do Not Experience” (Fixen, 2006)

