

Video Feedback: Make It Informative and Strategic (And FUN!)

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www.aacintervention.com

<http://spedapps2.wikispaces.com/>

<http://aacgirls.blogspot.com/>



angelman
syndrome
foundation

COMMUNICATION TRAINING SERIES

Webinar Outcomes

- ★ Participants will describe video feedback as a component of video modeling
- ★ Participants will review WHY video feedback can support students with Angelman Syndrome
- ★ Participants will summarize WHAT feedback to give to support student scribbling with the alphabet
- ★ Participants will identify HOW they can create and share videos showing feedback of emergent and early transitional writing

Today's Topic Location in the 5 STEPS

<i>Targets</i>	
<i>Teaching/Tasks</i>	Strategies for using video feedback to support emergent writing
<i>Tools</i>	Alphabet (including alternative pencils) <i>Explain Everything</i> app
<i>Testing</i>	
<i>Team</i>	

Video Modeling

- ★ 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 (From: Franzone & Collet-Klingenberg, *Overview of Video Modeling*, 2008)
- ★ *Review of Video Modeling* (Browder, Wood, Thompson, & Ruffinio, 2014)
 - ★ Check the [Angelman Comm Training Series FB Group](#) for both of these articles

Video Modeling

- ★ Researchers and practitioners have used **video modeling** successfully (Bellini & Akullian, 2007; Delano, 2007; Eksi, 2013)

Scholarly articles for **video modeling for students with disabilities**

The use of **video modeling** via a **video iPod** and a ... - Cihak - Cited by 166

Video self-modeling intervention in **school-based** ... - Hitchcock - Cited by 205

... of **video modeling** to teach iPod use to **students** with ... - Hammond - Cited by 70

Glenda's Assistive Technology Information and more...: Video Modeling atclassroom.blogspot.com/2014/09/video-modeling.html ▼

Often, for people with disabilities, accomplishing daily tasks such as ... Video modeling (VM) is a teaching strategy in which a teacher shows a video of desired ... Because the task has been put to video, the student has the ability to watch the ...

5 FAQ's about Teaching Social Skills with Video Modeling

www.stanfield.com/blog/2012/08/teaching-social-skills-with-video-modeling/ ▼

Does Video Modeling instruction have a particular advantage over traditional instruction? ... Students with learning disabilities, particularly those students with ...

WHAT IS Video Feedback??

- ★ Video feedback means making a short video that combines showing student work and voice-over to give feedback about that work
- ★ Partners point out features of student work using highlighting, arrows, etc.
- ★ Partners may also add to student work, such as writing or typing in messages

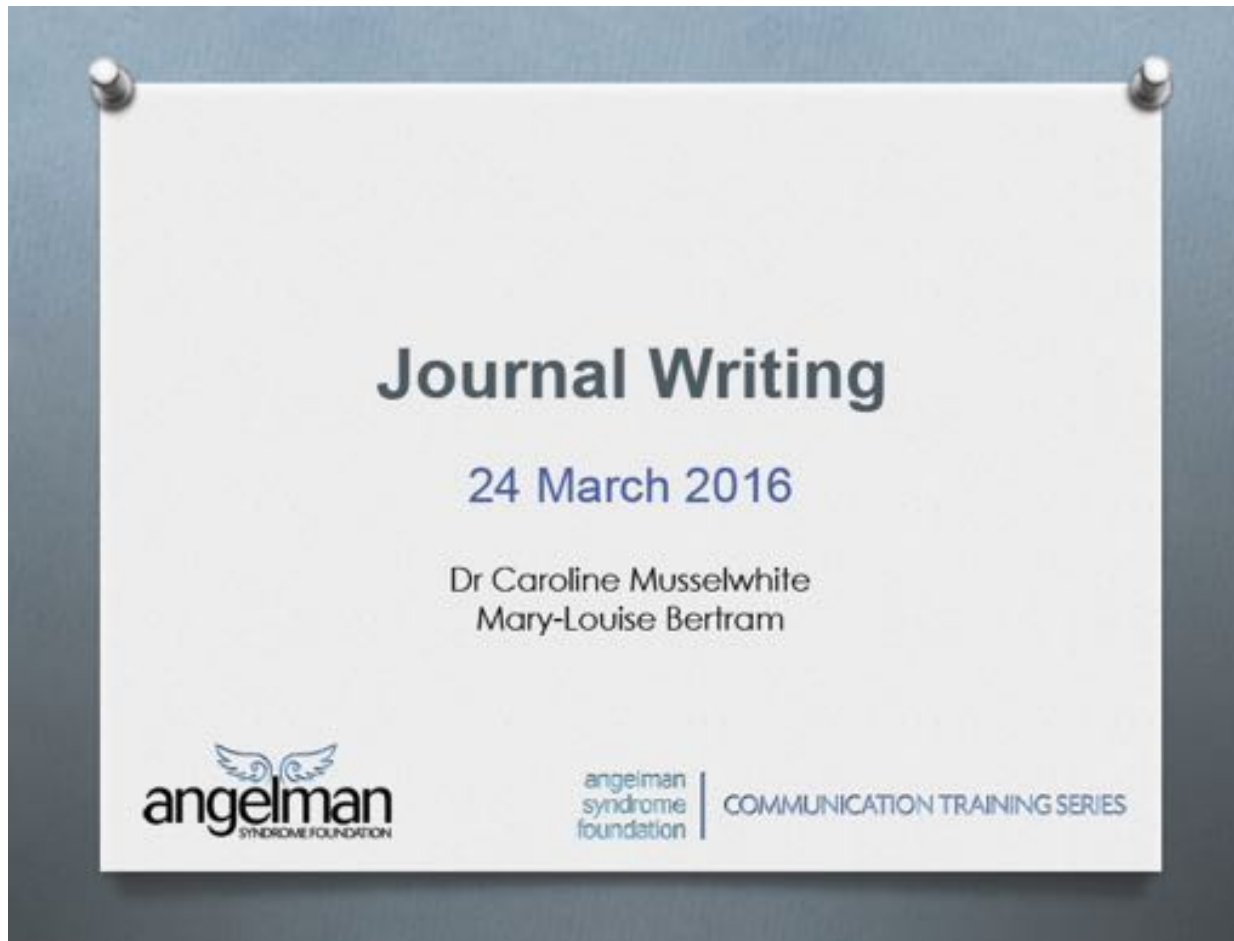
Dr. Caroline Ramsey Musselwhite

Video Feedback Example



Bf zzz

For the HOW to Scribble With the Alphabet, See This Webinar



[https://attendee.gotowebinar.com/recording/
6554716952218000642](https://attendee.gotowebinar.com/recording/6554716952218000642)

WHY Video Feedback??

- ★ Many students are highly motivated by and learn well from video formats



WHY Video Feedback??

- ★ Some students seem to be overwhelmed with the demands of receiving information directly from a partner
- ★ May be too much to focus on at one time



WHY Video Feedback??

- ★ Students can watch the video feedback over and over, receiving multiple models . . . And on their own time frame! *Reduces the demands of real-time processing!*



[http://
spedapps2.wikispaces.com/](http://spedapps2.wikispaces.com/)



The screenshot shows the homepage of the SpedApps2 wiki. The header is green with the title "SpedApps2" and a small icon. A navigation sidebar on the left lists various wiki functions and categories. The main content area has a "home" tab and a title "SpedApps2: Applications of Applications for Special Populations". It contains a paragraph about the wiki's purpose and a logo for Southwest Human Development. At the bottom, there is a thank you message to Easter Seals Southwest Human Development.

SpedApps2

Wiki Home
Recent Changes
Pages and Files
Members
Manage Wiki
Search Wiki

HOME
ABOUT US
APPLICATIONS
COMMUNICATION AND LANGUAGE APPS

- Vocabulary
- Categorization
- Sequencing
- Asking Questions
- Conversation
- Social Language / Pragmatics
- Sounds / Articulation
- Grammar - Syntax
- Following Directions
- Facilitating Speech and Language
- Prepositions
- Self-Monitoring
- Turn-Taking
- You-to-Forward

home

Edit 22 17

SpedApps2: Applications of Applications for Special Populations


The founding members of this wiki consist of "old" therapists, with over 200 years of experience working with special populations and technology. We hope that people will use this site to make informed decisions before downloading. Our purpose in creating this wiki is to foster collaboration around how applications can be used in unique ways to support learning in home, school, and therapy settings. If you have used iPad/iPod applications with special populations, please consider joining and contributing to this wiki by adding information to the charts on the various pages (see navigation pane on the left). You can also contribute without joining by adding entries on the discussion tabs for each page.



southwest
human
development
Creating a Positive Future for Young Children

Special thanks to Easter Seals Southwest Human Development
Phoenix, Arizona
<http://www.sehd.org/>

Explain Everything: Screencasting

 \$2.99	<u>Explain Everything</u>	Very much like using PPT on the SmartBoard Upload PDFs and PPTs Use markers to add notes on the screen Add recordings to slides and export to YouTube
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D g g f k h eeee

go

fast

Video feedback



**Support Scribbling
With the Alphabet**

Scribbling: Before / During / After

- ★ **BEFORE:** Set a **purpose** for scribbling
- ★
- ★ **DURING:** Give reinforcement feedback
- ★ **AFTER:** Give informative feedback
 - ★ Scaffolds learning
 - ★ Helps students make connections to meaning



Video Modeling: A Juggling Act!

Dr. Caroline Ramsey Musselwhite

How to Use Video Feedback

- Show the writing sample, along with the writing prompt
- Use voice plus features such as circling, underlining, using arrows, or writing
- Instantly create a video of the screencast
- Store the video so that the student can watch it repeatedly



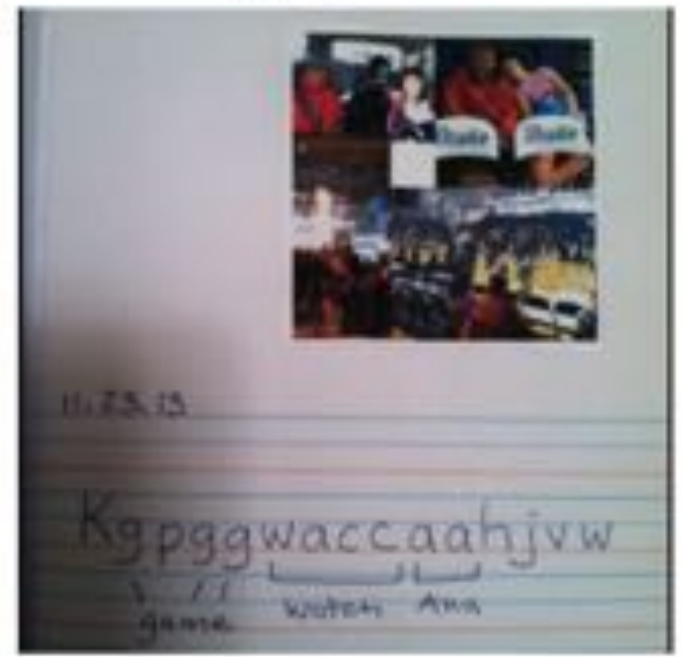
Video Modeling: A Juggling Act!

Supporting Beginning “Scribblers”

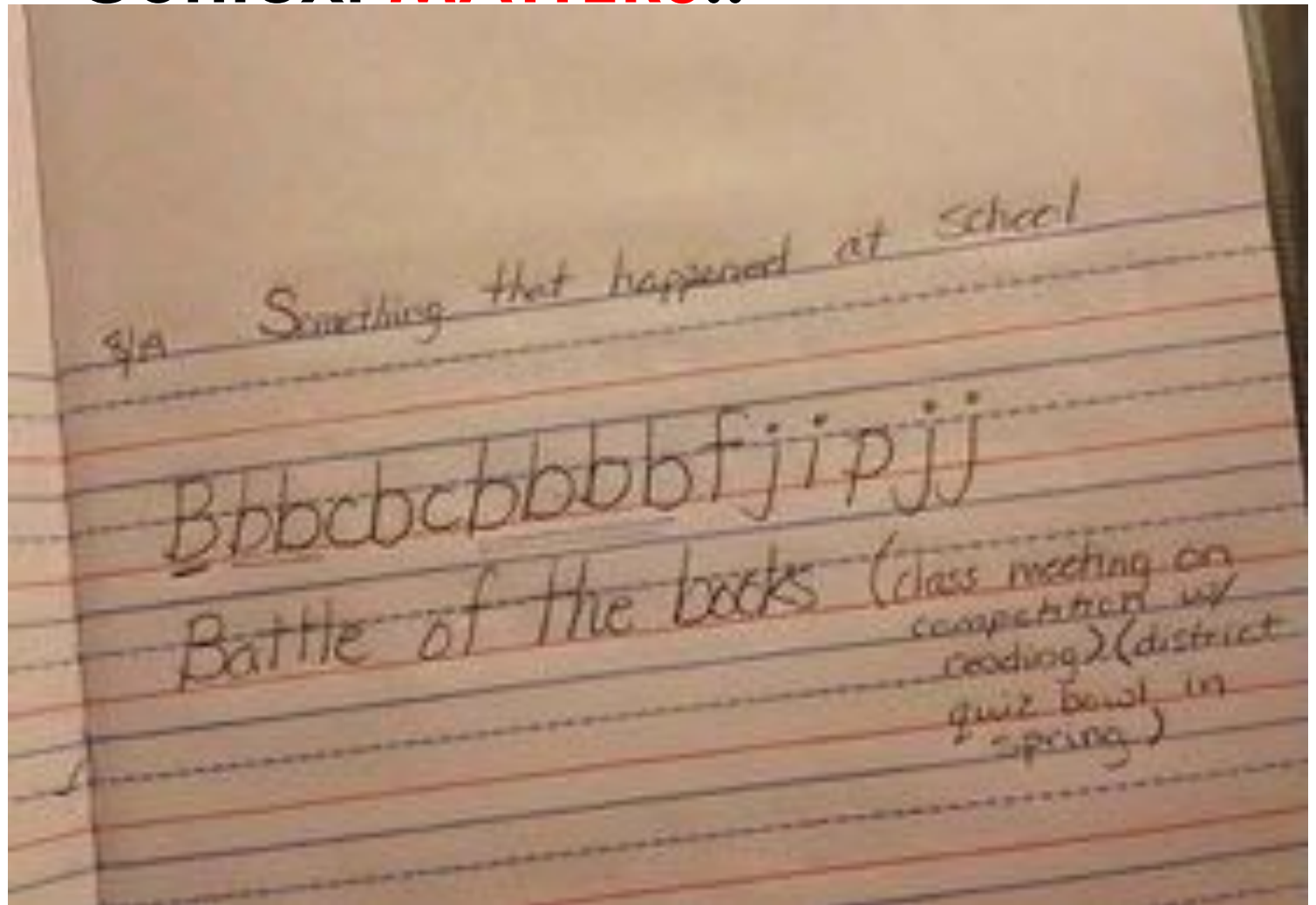
- ★ **PLAN A: Attribute Meaning to Student's Attempts**
 - ★ We do this **naturally** for typically developing children
 - ★ Gives **meaning** to students' random attempts to build their cognitive understanding of actions.
 - ★ Not always as natural for children with significant disabilities. Focus may be on extinguishing the external behavior.
- ★ **Make links between writing & student experiences**

Adapted from Gretchen Hanser

Emma



Context **MATTERS!!**



Emma

- Age 11, 5th grade
- 100% included w peer supports
- Variety of light & high tech supports

Video Feedback And Maggie





Ba
ccccKoo?!P,rj
nkih Ssz.

a

b

c

d





Ghhhh zw

Hickey

e

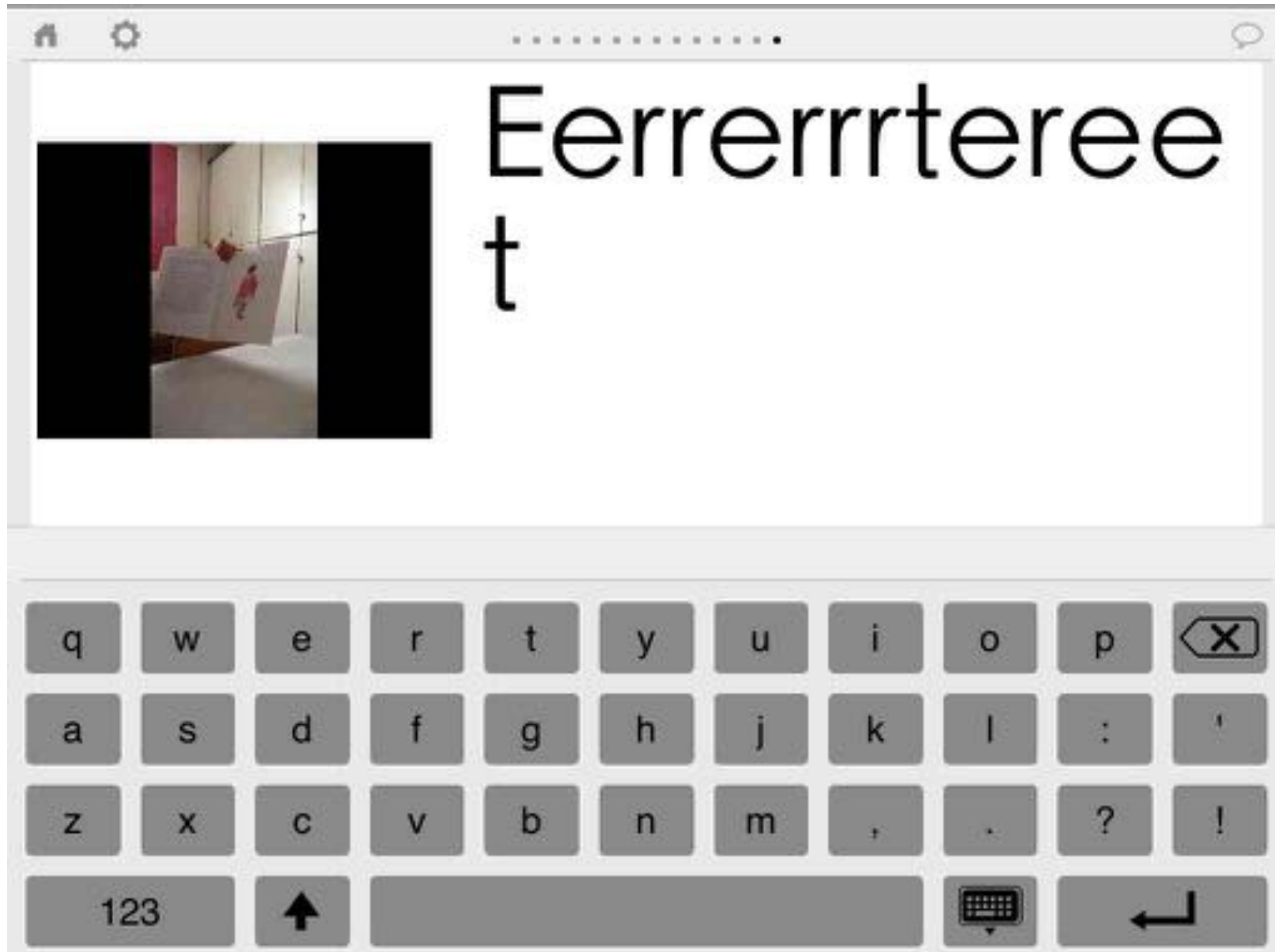
f

g

h



Maggie: Topic = Ruby Bridges



Context **MATTERS!!**

"S sa ssu g"

Attribute meaning please . . .

"S sa ssu g"



NOW attribute meaning!

TIP:

Have Fun!



TIP:
Have FUN!

Finn

Age 6 – at camp
Angelman Syndrome
Uses PODD/Compass
Writing with a Labeler

TIP:
Make It
Short & Sweet



Video Modeling: A Juggling Act!

TIP: Short & Sweet!!

Hannah

Age 4

Angelman
Syndrome

At camp

Using

alpha

page



Bf zzz

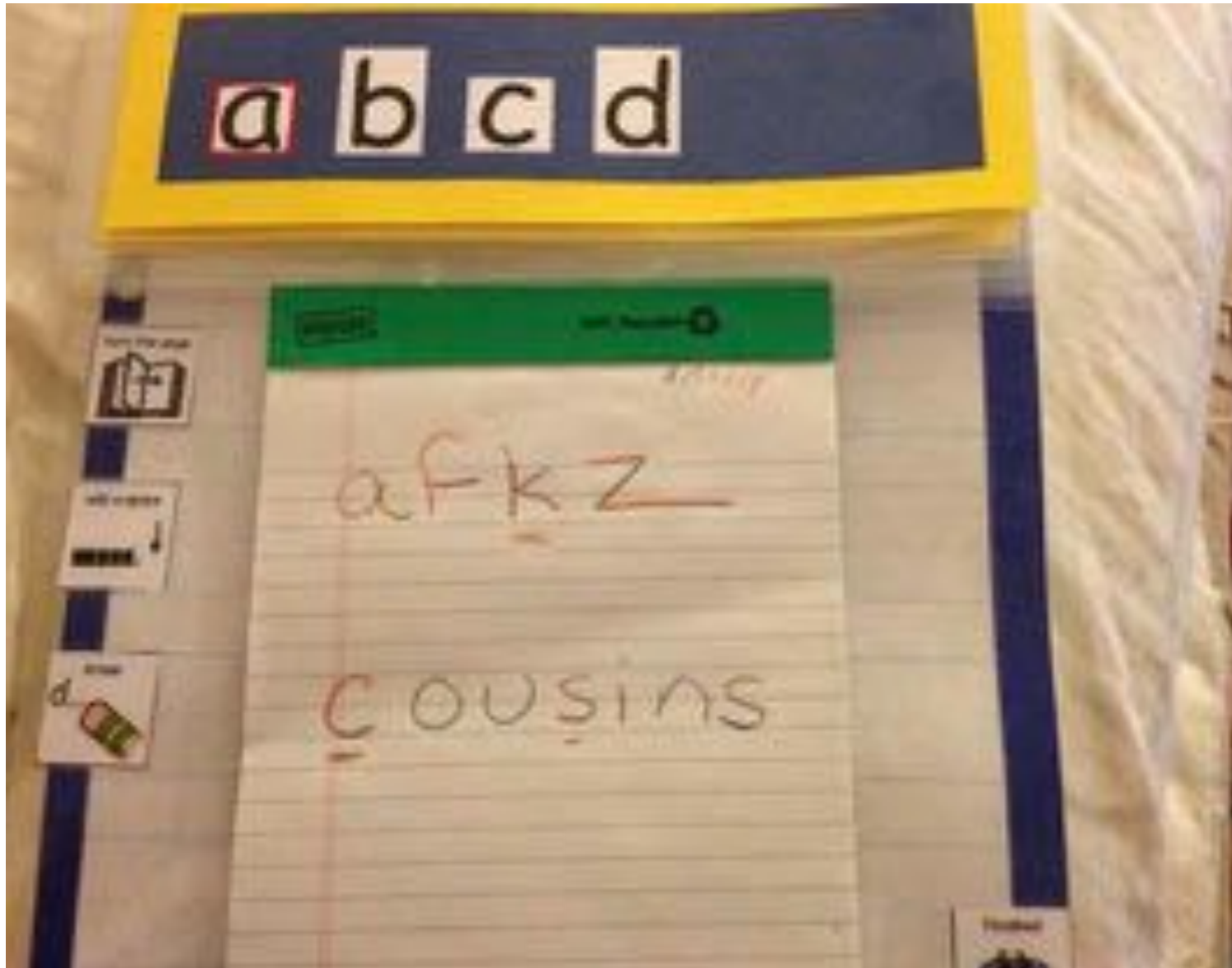
**Short
&
Sweet!**

Finn

Age 6 – at
camp
Angelman
Syndrome
Uses PODD/
Compass
Writing with
a Labeler



Writing About Family!



Success: Wall Post!

Sept 7, 2014

Ethan wrote his first recognizable word, using this alternative pencil: Katie His favorite friend - he spoke with her yesterday.



More Success: Feedback Helps!

Sept 8, 2014

Tonight he wrote "kad" for Katie! Cool that he understands the power of it, since he made it clear he wanted to look at pictures of her.



Context **MATTERS!!**

"S sa ssu g"

Attribute meaning please . . .

"S sa ssu g"



NOW attribute meaning!

TIP:
Friends
Are
Best!



Ba DC

a

b

c

d



Plan B: Give Informative Feedback

(Erickson & Hanser, 2010)

- ★ I see **some letters from your name**. Let's find them.
- ★ Point to one **of your letters**. Let's see if it is in **someone's name**.
- ★ You have **a lot of "c"s** in your writing. Let's find all of them.
- ★ Let's see if we can **write some more words with some of your letters**.

Be Cautious About **OVER**-Interpreting!

Print on letter paper in portrait mode.

Alphabet 36						
A	B	C	D			
E	F	G	H			
I	J	K	L	M	N	
O	P	Q	R	S	T	
U	V	W	X	Y	Z	
I'll spell	guess	help!	wait	Let letter	space	

Emma

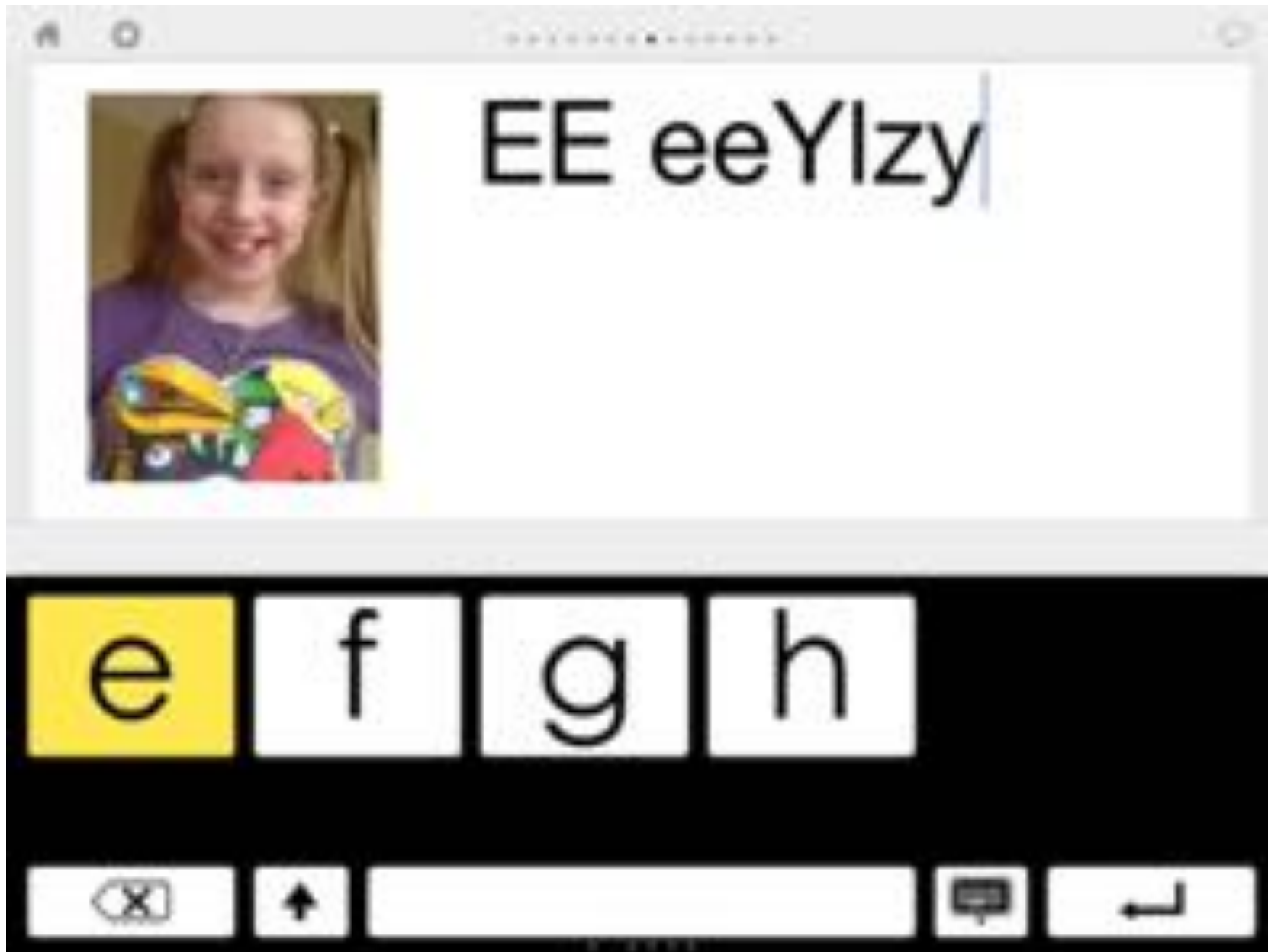
- Age 11, 5th grade
- 100% included w peer supports
- Variety of light & high tech supports



Note from Mom:

The 'w' sample is most frustrating to me!
'Waterbottle' was written by the staff. Not sure where in her writing one would assume she was writing about a waterbottle

Feedback: No Contextual Meaning





Video Modeling: A Juggling Act!



Try This!

- **Open *Explain Everything***
- **Click +** (upper left) then first white template
- **Take a pic of the writing sample**
 - Paper+ symbol/ Click New Picture / Use / Done
- **Now record your feedback**
 - Pick a different color, Pick crayon tool
 - Click red record, speak and underline
 - Press record when done
- **Make It a Movie!**

YIKES!! File Too Big to E-mail!

Plan A: Each slide can be its own movie(remember, short & sweet!)

Plan B: Just send part of the movie (move the bar to send the parts you want)

Plan C: Send via iMessage (under 2 min)

Plan D: Save to *Dropbox, YouTube, Vimeo*

Note: E-mailing might compress video

How to Share the Videos?

- Save to a page in *Go Talk Now*
 - Very flexible; switch accessible
- Use *Pictello*: page 1 = student writing; page 2 = still of writing; 3 = feedback
- Make a separate album in *Photo Album*



Note: Do whatever is easiest for YOU!

Video feedback



**Support Embedded
Word Study Instruction**

Name Chant: Light Tech

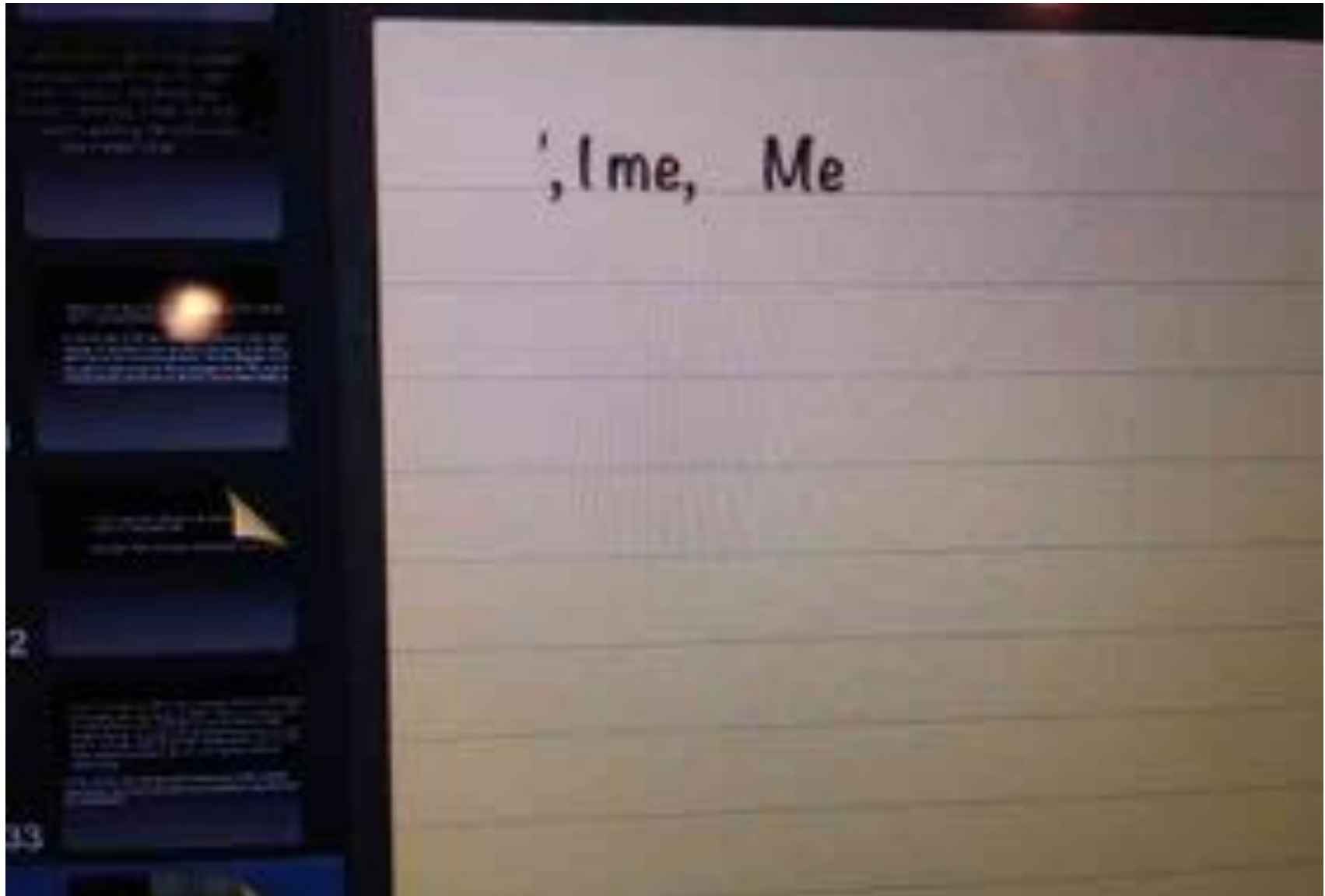
clap	tap	stretch
spell	tell	cheer

Ells'a Movies



stop

Maggie Adding Text to Keynote!



BINGO NAMES



Lissy

L

i

s

s

y

TONGUE TWISTERS NAMES



Maggie the messy mouse
made mini muffins.

Possible Next Steps

- ★ Share the webinar link
- ★ Read FB posts
- ★ Try to make a video using *Explain Everything*
 - ★ KISS (Keep It Simple, Silly)
 - ★ Short & sweet
 - ★ There are built-in do-overs!
- ★ Plan to attend/view next week's webinar!

Questions?



Thank You!

*The ASF Communication Training Series
is made available by
the Angelman Syndrome Foundation
and a generous grant from
The Foster Family Charitable Foundation,
a family foundation established in Central
California.*



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