**Using Video Modeling to Leisure Skills:**

***Take a Silly Selfie***

(Research-Based Practice)

**Objective:** To evaluate the effectives of video modeling to teach leisure skills to students with significant disabilities.

**Setting and Materials:**

**Settings:** Classroom separate from students

**Materials:** iPhone, iPad, task analysis, supplies

**Content Taught**

Using a task analysis, students will be taught how to take a silly selfie.

**Teaching Procedures**

* Create a video using a video model to show the steps for completing the home maintenance task on and iPad (see Kellems et al., 2016 below).
* Use the iPhone video to teach each step of the task analysis.
* Allow the student to view the video of the task.
* Provide the student 30 seconds to complete each task.
* If the student does not initiate the task in 30 seconds allow them to watch the video again and provide a model.

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| Task Analysis: Take a Silly Selfie |
| 1. Pick at least one accessory to wear
 |
| 1. Put on accessory
 |
| 1. Pick up iPad and press button on bottom of frame
 |
| 1. Slide finger on lock arrow
 |
| 1. Touch the photo booth icon on bottom screen dock
 |
| 1. Pick a filter
 |
| 1. Position camera so face is on screen
 |
| 1. Smile or make a silly face
 |
| 1. Touch camera button while smiling or making silly face on bottom center of the screen
 |
| 1. Place iPad on table
 |

**Evaluation**

A task analysis for each skill is used to collect and record data for each step as completely correctly or incorrectly. Steps were counted as correct if they were functionally correct even if they were completed out of order from the task analysis. Students were given 30 s from viewing the video clip to complete each step. Once students reached at least 90% accuracy with a task they move on to the next skill.

**Lesson Starter Based on:**

Cannella-Malone, H. I., Miller, O., Schaefer, J. M., Jimenez, E. D., Page, E. J., & Sabielny, L. M. (2016). Using video prompting to teach leisure skills to students with significant disabilities. *Exceptional Children*, *82*(4), 463–478. https://doi.org/10.1177/0014402915598778

**For Developing a Video Model:**

Kellems, R. O., Mourra, K., Morgan, R. L., Riesen, T., Glasgow, M., & Huddleston, R. (2016). Video modeling and prompting in practice: Teaching cooking skills. *Career Development and Transition for Exceptional Individuals*, *39*(3), 185-190. https://doi.org/10.1177/2165143416651718

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