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Video Modeling to Teach Students Various Skills

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Abstract

As the demand for resources and tools to meet the needs of both students and adults with disabilities continues to rise, there is a sense of urgency to create such tools and resources. Persons with disabilities often struggle with learning a variety of tasks in a mainstream approach. The means in which students and adults with disabilities process new information often leads to struggles with learning effective communication skills, following step-by-step tasks, and other daily living skills. Therefore, a tool was created to assist teachers, students, adults, parents, and employers of persons with disabilities, as well as paraeducators to teach essential skills through a visual medium. The Let’s Learn Skills Video Modeling DVD and lesson plans were created to provide both the teacher and the learner with user friendly resources to teach students a variety of skills. The lessons engage students and incorporate stories, video modeling, and video self-modeling to teach skills such as facial expression recognition, brushing teeth, and effective communication.

Key words: video modeling, social skills, and special education.
Chapter 1

Introduction

The use of modeling or observational learning was pioneered by Albert Bandura in the 1970's (Bellini & Akullian, 2007). Video modeling can be defined as a component of instruction involving the presentation, and learner observation, of a videotaped episode of the target behaviors being completed by a model, followed by a direction to the learner to perform the behaviors modeled in the video segment (Hess, 2008). There are a number of advantages of using video modeling procedures to establish new skills in academic and habilitation settings. Well-developed social skills can help youth with disabilities develop strong and positive peer relationships, succeed in school, and begin to successfully explore adult roles such as employee, co-worker/colleague, and community member (Bremer & Smith, 2004). Therefore, to create videos to supplement various skill sets it is necessary to research the use of video modeling to teach a variety of skills to students with disabilities.

Purpose of Project

To provide students with a well-rounded education it is essential to give students ample opportunities to develop many of their skills. The purpose of this project is to create lessons that incorporate video modeling in an effort to assist students with disabilities to acquire social and other important daily living skills. The research on video modeling is quite expansive, encompassing many facets such as teaching students and adults with disabilities to participate in leisure activities, develop self-help skills, engage with their peers socially, and perform a task analysis within vocational settings.
Video Modeling has been used successfully to teach appropriate behavior (Banda, 2007), daily living skills (Benamou, 2002), on-task and on-schedule behavior (Bryan, 2000), social and communication skills training (Mehta, 2010; Nikopoulos, 2003). Therefore, the purpose of this project is to provide teachers with a DVD, which includes several lesson plans spanning socials skills, personal care skills, and communication skills.

**Project Product**

The researcher for this project created a DVD that included (a) an introductory document that describes the four lessons that are included in this compilation of lessons with accompanying videos modeling the target behaviors; (b) the lesson plans themselves, as word documents; and (c) the actual DVD footage of the modeled behaviors.

**Significance of Project**

Researching and designing videos to supplement social skills and other lessons being taught to students with disabilities is becoming more important, as students in special education are being included into general education classes and expected to engage in not only academic but the social and other daily routines of the general education classroom. This researcher’s project includes video models in the instruction of a variety of social and self-care lessons, to allow Education Specialists and others (e.g., classroom teacher, paraeducators, classmates and natural peers supports) to provide students with additional supports to learn social and other skills to enable students to successfully function amongst their peers as full members of the learning community, rather than learning in seclusion or isolation.
Definition of Terms

**Autism Spectrum Disorder.** Autism Spectrum Disorders are a group of developmental disabilities that can cause significant social, communication and behavioral challenges. (Center for Disease Control and Prevention, 2013)

**Disability.** A physical, sensory, cognitive or affective impairment that causes the student to need special education (Rogers, The Council for Disability Rights, 2013)

**Individual Education Program.** According to the Community Alliance for Special Education (CASE) and Disability Rights California (1992) “an Individual Education Program (IEP) is a written statement that describes… [a] child’s present levels of performance, learning goals, school placement, and services.” [34 Code of Federal Regulations (C.F.R.) Sec. 300.320.]

**Point of View Video Modeling.** Point of View Modeling is “a type of modeling, the camera angle is presented at the participant’s eye level, and shows only what the participant might see within the context of the targeted activity, skill, or context” (Tetrault & Lerman, 2010, p. 396).

**Task analysis.** A task analysis “is a strategy that breaks complex activities, tasks, or skills into smaller, teachable units, the product of which is a series of sequentially ordered steps “ (Snell & Brown, p. 91).

**Video modeling.** “Video modeling is a technique that involves demonstration of desired behaviors through active video representation of the behavior” (Bellini, et al., 2007, p. 81).
**Video self-modeling.** Video self-modeling is a specific application of video modeling that allows the individual to imitate targeted behaviors by observing herself or himself successfully performing a behavior (Dorwick, 1999).

**Summary**

As the need for all students to be included in the classroom grows it is of great importance to provide such students with a means to learn the skills they need to function socially, have the ability to complete and generalize daily living skills, as well as communicating effectively with their peers. With thorough research and the means for creating a tool to aide this process, videos, which model the targeted behavior, will be of great beneficence for students who struggle with these targeted tasks. This project will support students who are challenged by daily social interactions or other daily tasks so that they may more effectively participate in school and in their own community.
Chapter 2

Literature Review

Introduction

Video modeling and prompting involve creating and presenting video footage of persons engaging in targeted tasks (Hammond, et al, 2010). While much research has been conducted regarding video modeling and task analysis there is a limited amount of research relating to the use of video modeling as a means to supplement literature used for teaching social skills to students with disabilities. A particularly impressive outcome from evaluations of video modeling interventions is the establishment of social skills, which are often a challenge to establish in individuals with developmental disabilities (Bidwell & Rehfeldt, 2004). With the success of video modeling in several research studies there is further evidence to utilize this technology to enhance the literature presented to students with various disabilities who are learning social skills lessons. Videos are relatively easy and inexpensive to produce and can assist both general educators and education specialists in their social skills lessons. This literature review will provide an overview of studies, which have been implemented utilizing video modeling, video self-modeling, and prompting to teach persons with disabilities a variety of tasks, including social skills acquisition.

Overview of Literature

With regard to incorporating video modeling in conjunction with literature used to teach students social skills, a review of literature considering the success of video modeling is discussed. Several research studies featured in an array of professional and educational journals are contemplated. Adults with mental retardation and other
developmental disabilities must learn a variety of social, domestic, and leisure skills in order to function independently in integrated community settings (Bidwell & Rehfeldt, 2004). Consequently, data related to video modeling spans many facets related to teaching individuals with disabilities to successfully participate in leisure activities, to learn self-help skills, social skills, and vocational skills.

Further investigation of the expansive efforts to implement video modeling as a means to teach persons with disabilities various tasks contributes greatly to this area of research. The research articles outline both the strengths and limitations of the use of video modeling. The use of this method appears effective as in all of the articles read there has been an increase in the acquisition of the skills by the participants. Limitations span from lack of training with the materials, time constraints, and the minimum sample size. Overall, the prospective impact video modeling has in supplementing social-skills lessons will be explored.

**Literature Review Areas: Leisure, Self Help, Social, and Vocational Skills**

**Leisure activities.** Students with developmental disabilities have impairments that may prevent them from learning age-appropriate leisure skills when compared to their typically developing peers (Kagohara, 2010). Students with disabilities need the same access to leisure activities in order to have successful and meaningful lives. It is important to provide as many opportunities to explicitly teach students the skills to participate in leisure activities such as using an iPod or watching entertainment videos. It can be argued that video instruction i.e., the presentation of a model via video provides another opportunity for participants to learn through observation, in contrast to live
demonstration (Hammond, et al, 2010). Videos provide the viewer with the opportunity to repeat the exact same material over and over again, thus consistency is maintained.

Kagohara (2011) states, a large portion of people’s leisure time involves technology including television, computers and more recently, portable multimedia devices such as MP3 players and iPods. Thus, enabling students to successfully access and enjoy leisure activities employing the use of technology can increase the quality of a person’s life significantly. Further benefits regarding video modeling to teach students with disabilities to participate in leisure activities are discussed. Portable devices such as PDA’s, iPods, and iPhones also allow students to use as needed, video prompts to learn new skills across novel settings with relative ease (Hammond, et al, 2010). This establishes a greater need to explore the use of this tool to aide students in acquiring new skills across a variety of areas.

Self-help skills. Persons with developmental disabilities frequently have difficulty independently performing functional tasks needed for daily living (Laarhoven & Laarhoven-Myers, 2006). Life skills are necessary for any persons to thrive in their environment, therefore, this is an area that cannot be overlooked. The current research indicates the need for students with disabilities to access curriculum, which teaches functional skills. Taber-Doughty, Bouck, Tom, Jasper, Flanagan, and Basette (2011) point out, a clear need exists for education programs serving students with disabilities, including those with mild intellectual disabilities, to provide concurrent access to general education curriculum and functional curriculum in order to meet students’ academic and functional skill needs. When we consider this fact, in regards to this review, it contributes to the furthering of the knowledge linking video modeling to teach self-help skills.
One article implemented video modeling and prompting to teach students with mild intellectual disabilities to cook. The authors bring up concerns for individuals with mild intellectual disabilities not having the same opportunities for employment, living and thriving independently, as well as continuing their education. Taber-Doughty and colleagues (2011) found in their study that, each student was successful in using video prompting and video modeling for independently completing novel recipes and improving their accuracy over baseline levels. These results indicate that video prompting and modeling can be an effective means for teaching students with mild intellectual disabilities functional skills.

Another study involves teaching the participants daily living and domestic skills via video-based instructional procedures. The authors state their concerns at the forefront of this research article. Without these skills, persons with moderate and severe disabilities are denied the opportunity of living happy, self-sufficient lives (Laarhoven & Laarhoven-Myers, 2006). Through the process of video rehearsal, video rehearsal with photos during task engagement, and video rehearsal with video prompting during engagement, students improved their daily living skills. An additional point of interest worth mention related to social validity, all parents informally indicated that they were amazed with how quickly tasks were acquired and also asked if they could continue participating in future studies (Laarhoven et al., 2006). Clearly, the benefits of video modeling span across many aspects such as individual student success, researcher’s acquisition of knowledge, and parental buy-in.

**Social skills.** Teaching students with autism social skills has been at the forefront of special education curriculum. Individuals with autism spectrum disorders (ASD) often
have trouble engaging in social interactions, empathizing with others, and communicating with others in a typical fashion. The high degree of social withdrawal experienced by many children with ASD may preclude them from developing effective social skills, such as initiating social interactions, and having the ability to take on another person’s perspective (Bellini et al., 2007). An increase in studies involving teaching social skills via video modeling to students with ASD is emerging.

Scattone (2008) identifies profound impairments in social interaction as among the defining features of Asperger’s Disorder. Although the researcher is uncomfortable with the authors characterization of the social differences as impairments, the identification of need for supporting more efficient social interaction means for helping or teaching adolescents with Asperger’s means to converse with their peers is important. Social stories and video modeling is the focus of the Scattone’s research. Some of these strategies such as Social Stories™ and video modeling use visual cues to teach children with ASD social skills (Charlop & Milstein, 1989; Gray, 2000). Scattone (2008) argues that given the complexities of the in social interaction difficulties demonstrated by these children, strategies that incorporate several components of visually cued instruction may enhance the effectiveness of a Social Story intervention. Video modeling paired with Social Stories is highlighted in this article as a successful intervention that needs to be explored further.

For many individuals initiating tasks can be quite challenging, this is especially true for individuals with disabilities who may already feel anxiety when they are supposed to engage socially with a typical adult or peer. In regards to children with ASD initiating and reciprocating social exchanges Nikopoulos and Keenan (2004) explain,
they often fail to respond to the communicative efforts made by their peers or adults in their attempts to help them learn as a result, children with autism may experience frustration with tantrums in teaching situations. For this very reason it is vital to find a means that supports children with disabilities to meet their expansive needs and provide them with equal opportunities to access their peers and adults in a manner, which they can be successful with.

Bellini and colleagues (2007) conducted a study with preschoolers with ASD who used video self-modeling (VSM) to learn various social engagement activities. This study examined the benefits of utilizing VSM to increase social interactions amongst peers. The VSM procedure led to rapid and substantial increases in unprompted social engagement with peers in a classroom setting. The authors also included in their study that The National Research Council recommended that young children with ASD be given ample opportunities to interact with typically developing peers in natural environments to foster the development of social skills. Further, it is necessary to understand that students with ASD do want to establish friendships, they just do not have the skills to do so as readily as typically developing children might. Studies such as this provide future researches with a great basis to begin their investigation of this topic of interest.

Axe and Evans present a study, which utilizes video modeling to teach students with ASD to respond to facial expressions. Because responding to facial expressions is critical for succeeding in social situations, research is needed to identify ways to teach this repertoire to allow students to form relationships with their peers, which is often a difficult task for students with autism and other disabilities to master. The use of video modeling to teach social skills has been well documented. However, the use of video
modeling to supplement social skills lessons is still a novel idea that requires further research. It is apparent that images and visual prompts can be an approach, which helps students with disabilities empathize and understand the facial expressions of others.

Kinney (2010) expands on the notion of video self-modeling, he conducted an action research project involving his students who are diagnosed with autism participating in video self-modeling to increase their social interactions. Kinney points out that there have been more studies conducted with elementary school students as opposed to students in upper grade levels, which is another area that should be considered for further investigation. In contrast, Kinney (2010) mentions that there does not seem to be a standard format for using video modeling in an autism classroom, it appears video modeling is used for a variety of learning applications and using different populations of students (e.g. students with intellectual disabilities or autism; students in pre-school vs. students in elementary school). Video self-modeling gives students a unique opportunity to film themselves performing the targeted behavior or task. This study demonstrates that video self-modeling can be effective when teaching students with autism to increase their social interactions.

Tetrault and Lerman (2010) describe the use of point of view video modeling (POVM) to teach social skills to children with autism. In this type of modeling, the camera angle is presented at the participant’s eye level and shows only what the participant might see within the context of the targeted activity, skill, or context (i.e. from his or her own viewpoint). One potential advantage of POVM over the typical, or scene view, video model is that is further restricts the stimuli to those that are directly related to the target behavior, eliminating the necessity of identifying optimal characteristics of the
model (Hine & Wolery, 2006). Tetrault et al. conducted a study involving three children with autism initiating and maintaining conversation with a conversant through the use of POVM. According to the authors the findings were inconclusive but as the use of POVM is a novel idea it should be further explored and investigated as a means for teaching students with disabilities targeted skills.

Bidewell and Rehfeldt (2004) examined adults with severe mental retardation using video modeling as a means to teach making coffee, a domestic skill with a social skill embedded into the task. A particularly impressive outcome from evaluations of video modeling interventions is the establishment of social skills, which are often a challenge to establish in individuals with developmental disabilities. This study is another example of how video modeling can assist individuals with varying disabilities to complete a domestic task while engaging with a peer. The results of a study conducted by Bellini et al. (2004) confirm that an intervention consisting of video modeling and verbal praise was effective for teaching a domestic skill with an embedded social initiation skill to adults with significant disabilities. The authors of this article along with several of the other articles discussed in this section of the review of literature point out that many of the skills taught during video modeling become generalized over time.

Vocational skills. The ultimate goal of education is to prepare individuals for the professional world and this can be quite a challenge for persons with disabilities. Often we find that students diagnosed with disabilities have difficulty finding and holding down a job after they have completed school. This is an important area of interest that must be included in the discussion of literature relating to video modeling. Vocational skills are
an area that has been studied for some time, there are research studies out there in regards to training persons with disabilities through the use of video modeling.

The goal of vocational programming is to assist individuals with performing their job-related tasks as independently as possible so that they can have the means to support themselves in order to lead productive and self-sufficient lives (Laarhoven, Laarhoven-Meyers, & Zurita, 2007). Frequently individuals with disabilities are left out of the professional world, their lives end after school, they end up living with their families who take care of them. The former is not the life that any individual should strive for. With approaches such as video modeling, individuals with varying needs can be successful in completing the necessary work to maintain a job which will allow them to lead a more fulfilled life. Laarhoven et al. (2007) conducted a study that examined the effectiveness of the implementation of a pocket Personal Computer (PC) to teach task analysis to individuals with developmental disabilities at their vocational setting. The authors found that the implementation of this strategy was effective in regards to the individual’s ability to respond to the task at hand. However, due to the minimal amount of participants in this study Laarhoven and colleagues (2007) suggest further research to advance such an instructional strategy.

Implications for Future Research

As technology continues to advance, more research will need to be conducted to determine the impact of portable devices on independent functioning of individuals with developmental disabilities across settings and with a variety of tasks (Laarhoven & Laarhoven-Myers, 2006). Future research should also focus on replication of procedure across age groups and disability categories (Hammond et. al, 2010). Most of the literature
discussed focused on a specific disability and age group. The implementation of video modeling to support literature, which teaches social skills across various age groups and disability categories, has much potential. Kinney (2010) posits a note of interest regarding future research, which, should aim to determine whether participants might be differentially sensitive to direct response prompting versus VM. In order to introduce VM successfully to novice users, educators must be mindful of the differing levels of sensitivity users may have to this technology.

Much was discussed in relation to VM as a tool for teaching individuals with disabilities various social skills. Social skills are related to the long-term adjustment of and prognosis for both typically and atypically developing children (Nikopoulos & Keenan, 2004). Consequently, this exemplifies the need for students who acquire such skills to retain these skills for the rest of their lives. Future research should also compare the effects of video modeling to that of other systematic prompting strategies on skill acquisition, generalization, and maintenance (Bidwell et al., 2004). Considering this idea it is of high importance to keep in mind that the skills we teach our students need to be generalized and maintained over time. No concretely formulated parameters were mentioned in the research article but as with introducing any teaching strategy, certain criteria must be outlined.

To extend the research involving video modeling (VM) as a tool to teach students with disabilities a variety of skills, further investigation needs to be conducted. According to Kagohara (2011), future research could also examine if VM alone is effective in teaching new skills to children with developmental disabilities. While the prior statement is true, in essence, video modeling paired with various lessons could be even more
effective, as opposed to just video modeling alone. The future use of video modeling should be considered carefully, as a tool used in conjunction with teaching specific skills to students with disabilities.

Summary

Students with disabilities must have equal opportunities to learn the skills they need to thrive and succeed in their daily lives. An area of major difficulty for persons with disabilities is engaging in social skills. Finding methods that adequately and implicitly teach students with disabilities social skills lessons is of dire importance. Therefore, the use of video modeling combined with various lessons will enhance the skills of individuals who have difficulties with engaging their peers, communicating effectively, and learning targeted skill sequences will ultimately lead to enriching these student’s lives.
Chapter 3

Project Methodology

Introduction

Students with disabilities often struggle with social skills as well as empathizing with their peers, completing multiple-step tasks, and communicating effectively. Tools need to be created to assist students who have difficulties in these realms so that they might make adequate progress not only in their social skills acquisition but in skills related to daily functioning. The researcher was interested in developing a DVD that included a variety of lesson plans with accompanying DVD demonstrations. The DVD provides the educators and others with the materials they need to provide students with explicit step-by-step instructions and models to acquire basic and necessary skills related to social and self-help skills to more effectively interact with peers and adults.

Intended Users and Target Students and Adults

This DVD created in this project is intended offer a means to teach persons with disabilities a wide range of skills paired with an instructional video. The Let’s Learn Skills DVD includes both lesson plans and supplementary videos. The DVD is intended for both general and special educators of students from preschool through high school. It also is intended for use by parents, paraeducators, students, and employers of persons with disabilities.

There are many benefits to using video modeling as opposed to live demonstrations. One benefit to the student is that the video allows for opportunity to watch the demonstration repeatedly (Hammond et. al., 2010). Another benefit to the user is an editing ability (McCoy & Hermansen, 2007). Further, the video model allows for
modeling to be available outside the classroom. Further, it is cost-efficient (Branham, Collins, Schuster & Kleinert, 1999).

Given the above potential benefits, this DVD was created to provide educators, parents, students, and employers with a tool to assist them in teaching various skills to persons with disabilities who would benefit greatly from explicit and visual instructions to generalize a specific skill. This is an easy-to-use DVD, which houses the lesson plans accompanied by the corresponding video. In addition, each lesson plan comes with a video-self modeling option, allowing the student for whom the lessons are designed to film themselves completing the task at hand.

**Setting**

Snell and Brown (2011), highlight the ongoing evidence of the effectiveness of video modeling to teach a variety of skills related to social skills, communication, academics, self-care, and functional routines. To further contribute to the progression of the use of technology as a means to teach, this DVD was created to support educators, parents, students, and employers in their teaching and learning of the specified skills. This DVD is intended for use both within and outside of the classroom with persons with a broad range of disabilities from preschool to adult learning (and employment) settings.

The lessons are designed for use in both general and special education classroom settings. However, these lesson plans are meant to be easily adapted for use by the parent of student in the home in order to promote generalization of the specific skill. For example, the lesson for brushing teeth can be taught in the school setting, and can be used at home to reteach or generalize the skill. The lessons can also be adapted to be used in both out-of-school (after school) and employment settings.
Process of Project Development

The intention of this DVD is for educators to have access to both lessons and videos to teach students with disabilities specific skills spanning social skills, self-help skills, and communication skills. The development of the DVD began with the researcher’s need to create something new and unique to assist students with disabilities to acquire a variety of skills. Given a) ongoing e-mail communication with Melissa Pattullo M. Ed., the instructor of the researcher’s Technology and Communication for Special Populations course in the School of Education at California State University San Marcos), and b) the researcher’s background in film production, the researcher came up with the idea of researching video modeling as part of the instruction of social and life skills. As technology continues to evolve, the use of technological tool will be highly beneficial.

Research began with a broad scope of journal articles and research papers related to the concept of video modeling. As articles were collected, categories began to emerge: Leisure, Self Help, Social, and Vocational Skills. A review of the literature was conducted to expand on the need for further examination on the topic. Based upon the readings, the researcher further narrowed the uses of video modeling into three categories: social skills, task analysis for self-help skills, and communicating effectively.

Through this research review, the researcher identified the need to teach students with disabilities a breadth of skills such as expressing their own feelings and empathizing with the feelings and emotions of others. Having learned that children with autism often have a particularly challenging time acquiring social skills, leaving them to feel isolated from their peers, the researcher also identified the need to teach persons with disabilities
skills through the use of task analysis. Both of these areas have been researched thoroughly. While DVDs and software do exist to some extent, such as a the costly Model Me Kids (2013) DVDs aimed mostly for students with ASD, the researcher found no specific tools that included lesson plans and video modeling of these skills, all on one DVD.

The DVD envisioned for this project would encompass lessons targeted particularly for primary students. It would be a prototype, with an intention to further expand and create lessons for students through the high school level.

The lesson plans also would include the option for the user to create self-modeled videos. The researcher had first-hand experience in an Autism Spectrum Disorder preschool classroom, where students were filmed completing a task such as checking their daily schedule. She experienced students benefitting greatly from repeatedly watching themselves successfully complete the task at hand. In response to this observation, the researcher decided that a video self-modeling option will be included in each lesson plan stored on the DVD.

**Evaluation of Process**

This process entailed carefully made decisions to ensure the DVD would be easily accessed and operated by all users. Lessons plans were created to be user friendly, easy to understand and implement whether inside or outside of the classroom. Each lesson was kept simple and formatted in a sequential bulleted format. The videos that accompany each lesson are easy to access, merely needing the user to click the play button. The literature chosen to accompany some of the lessons plans are age appropriate and can be found at many public libraries and/or ordered online. Common core standards were used
in each lesson as a means to ensure students would be meeting age-appropriate academic objectives while learning the various skills provided on the DVD.

Summary

To provide general and special educators, paraeducators, parents, and students with a better means for educating persons with special needs in various skills, this DVD was created. It further provides students with disabilities a visual means for acquiring select skills. This process of developing the content of the DVD involved thorough research, a review of the literature, the development of lessons with accompanying video models. The children’s literature used with lessons was carefully chosen to address the selected skill, while adding an additional element to make the lesson more meaningful. In conclusion, this DVD was produced with a goal in mind of providing users an easy-to-access tool for teaching a range of social, communication, and life skills to students with disabilities.
Chapter 4

Results

Providing a DVD which enables teachers, parents, paraeducators, employers, and students with disabilities themselves an easy way to access lesson plans with supplementary videos is the purpose of this product. This tool was created as a means for all persons teaching and/or acquiring a variety of skills to have an abundance of resources housed on one DVD. What follows is a description of the DVD including its contents, an introductory guide, lesson plans, videos, and literature used in the lessons.

Project Results: DVD Description

The product of this project is a DVD titled *Let’s Learn Skills*. This DVD contains four distinct lesson plans, with each lesson plan having a video accompanying the specific skill being taught. Each lesson plan has an optional follow-up portion included, which instructs the user on how to produce a video using self-modeling. The DVD also includes an introduction document, providing the user a brief summary of its contents. The introduction document can be slid out of the DVD’s plastic cover.

The introductory document includes graphics. It is intended to be user friendly and concise. It provides a Table of Contents that allows the user to access each lesson plan and video without difficulty. Each chapter relates to one lesson plan and the lessons corresponding video.

The chapters are as follows:

Chapter 1: “Facial Expressions Lesson Plan A”,

Chapter 2: “Facial Expressions Lesson Plan B”,

Chapter 3: “Being an Effective Communicator”,

Chapter 4: “Being an Effective Communicator”
Chapter 4: “Brushing Teeth Lesson Plan”,

Chapter 5: “Video for Facial Expressions Lesson Plan A ”,

Chapter 6: “Video for Facial Expressions Lesson Plan B”,

Chapter 7: “Video for Being an Effective Communicator”,

Chapter 8: “Video for Brushing Teeth Lesson Plan”.

The pages that follow the introductory document provide a brief synopsis of each lesson plan as well as the video accompanying the lesson. For example, *Facial Expression Lesson Plan A* is intended for students in the lower primary grades - Kindergarten through 1st grade. In this lesson, students learn about four distinct facial expressions from a children’s book entitled, *The Way I Feel*. As part of the lesson, students watch a video modeling each of these facial expressions. Similar detail is provided for each subsequent lesson. The document also includes a list of the children’s books used in the lessons, their authors, and publisher. A list of resources in PDF format is also included on this DVD.

Upon playing the DVD the user can access each lesson and video. The lesson plans are available in Word format so that they can easily be downloaded onto the user’s computer and printed out, if so desired. The videos can be played straight from the DVD on any device that is compatible with DVDs.

The design of this project as a DVD is deliberate, as the author intended this material to be compact and portable, allowing users to take the lessons and video modeling with them anywhere. Modeling the introductory document after a common CD sleeve insert provides the user with just one lightweight item to carry. Anyone with a computer or DVD player can access all of the documents and videos located on the DVD.
Summary

The *Let’s Learn Skills* DVD developed in this project is a collection of lesson plans, videos, and an introduction document that provides educators, parents, paraeducators, employers, and students with disabilities a one-stop product for teaching and/or acquiring essential everyday skills. The product is intended to be a user-friendly tool for offering students a unique approach to learning skills they need to flourish.

While developed primarily for special educators in mind, a tool such as this can be used by a wide range of users (e.g., general education teachers, parents, paraeducators) and implemented in various settings (e.g., general education classroom, resource support area, employment setting, home). Every lesson and video was carefully created to teach a specific skill at particular grade levels. However, lessons are intended to be easily modified. The option for students to film themselves modeling the desired task for each lesson is intended to create a true sense of mastery for children who can observe themselves successfully completing the targeted skill.
Chapter 5

Discussion

This chapter summarizes of the project, offers limitations of the project, suggests further development of the project, and ends with a conclusion.

Summary of Project

The Let’s Learn Skills DVD created for this project is a user-friendly collection of lesson plans and videos that provides educators, parents, paraeducators, employers, and students with disabilities a one-stop product for teaching and/or acquiring essential everyday skills. It is designed for a variety of users to implement inside and outside of the classroom. This DVD offers users easily accessible lesson plans and videos that explicitly teach social, communication, and daily living skills to a broad range of students with disabilities. A combination of various lesson plans, literature, and supplementary videos together form this project.

The initial purpose of this DVD was to provide both general education teachers and education specialists with an easy to use and compact tool for teaching students a variety of everyday skills. As the development of this project progressed, it became apparent to the researcher that the use of such a tool could be expanded to include paraeducators, parents, employers of persons with disabilities, and students themselves. Hammond et. al, (2010) highlight the notion that the use of video modeling can be used to teach a variety of functional skills.

Therefore, the use of this product should not be confined within the walls of a merely a classroom. Teaching students, children, and employees who struggle with social
skills, mastering daily-living skills, or with communicating effectively will benefit greatly from this DVD.

**Limitations of Project**

While the researcher took precautions and made thoughtful considerations throughout the creation of this project, there were some limitations. First, the lessons developed for this project focus on only three particular realms: expressing/recognizing feelings, brushing teeth, and communicating successfully. These are specifically designed for three different skills, which might limit the user if they are wanting to teach a different skill. However, the lesson plans have the ability to be altered, the videos however are unable to be adjusted. Therefore, the self-modeling option is a great way to modify the video modeling portion of each lesson contained on the DVD.

A second limitation of this project is that the researcher was unable to film students and children of the grade level for whom the lessons were developed due to time constrains, a lack of classroom and access to children, as well as Institutional Review Board (IRB) requirements, the researcher was left with the option of filming herself in order to model the demonstrations of each different skill.

A third limitation of this project is that it has yet to be implemented in a classroom, home, or vocational setting. Consequently, no data had been collected to determine the effectiveness and success at transferring these skills to the students using these lessons and video clips.

In summary, the ultimate success of this project can only be measured by the actual use of the product with students. Teachers have no obligation to implement lessons into their classroom, nor do parents, or employers of persons with disabilities. However,
having and using a resource such as this DVD should be appealing, given its compact and accessible nature and the fact that the lessons reference Common Core Standards, making it easy to incorporate these new standards into the classrooms.

**Future Development of This Project**

With regards to the future development of this project, in the future, the DVD would be expanded to teach additional skills common skills with which persons with disabilities might struggle and for whom video modeling is a helpful teaching element. Social skills and lessons that the research would address next in a second DVD are social skills such as: “Introducing Myself,” and “Eating Lunch with my Friends.” Social story video demonstrations also could be used with these and other social skills lessons. Daily living skills that require a task analysis such as tying shoelaces also could be targeted via demonstrations of the task analysis.

To further generalize these skills, the self-model option would be a part of each of the above listed lessons, so students would have a model of their own performance of the skill to reference.

**Summary**

Providing the opportunity for persons with disabilities to learn a variety of social and other important functional life skills is an essential part of any well-rounded education. Further, if skills required for daily living and vocational purposes can be taught to persons who struggle with learning through typical fashions then this DVD will support them to learn a targeted skill through video modeling. Using the lessons, demonstration and resources included in the DVD produced in this project, teachers,
paraeducators, parents, employers, and students now have access to an easy-to-use tool to acquire necessary skills they wish to teach or learn.
References


Appendix A

Facial Expressions Lesson Plan A
Title: Understanding and Recognizing Facial Expressions A (focusing on happy, sad, angry, and, scared) The Way I Feel by Janan Cain

Grade Level: Kindergarten-1st Grade


Duration: 20-30 Minutes

Rationale/Goals:
Students will listen to a story about a girl expressing facial expressions. This lesson will help students understand four different facial expressions. Students will learn four facial expressions/feelings: happy, sad, angry and scared. Students will act out, match pictures to the facial expression/feeling, and create a picture showing their face and/or body demonstrating how they are feeling and why. For example a student will draw their face, smiling showing that they are happy since they have a smile on their face.

Objectives:
Given the reading of The Way I Feel and the video modeling of the four distinct facial expressions, Students will:

- Identify four specific facial expressions described in the story: happy, sad, angry, and scared
- Learn the importance of recognizing and expressing these facial expressions
- Act out scenarios to model each feeling: happy, sad, angry, and scared.
• Express how they feel through art (i.e. I am happy because I am smiling, he is sad because he is crying) If the student is not feeling happy, sad, angry, or scared they have the option to draw a different feeling.

**Common Core Standards Addressed:**

Speaking and Listening Standards

K.6: Speak audibly and express, thoughts, feelings and ideas clearly.

1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**Anticipatory Set:**

• Ask students how they are feeling. For more advanced students ask why they might be feeling that way. It can be easy for students to identify how they feel but can be challenged by reading the facial expressions of their peers, therefore an emphasis of the importance of not only expressing how the student feels but how they can clue into the way their peers feel by looking for: a smile when someone is happy, tears when someone is sad, tension when someone is angry, and cowering is when someone is scared.

• Explain to students that everybody has feelings and not only is it important for us to recognize and express how we feel but it is also very important to be able to recognize and understand how others are feeling. Give an anecdotal story, “When I come home from school and I see my dog wagging his tail I get a big smile on
my face because I am so happy to see him.” Ask students if they have any other examples of a time they were happy, sad, angry or scared.

**Input:**

- Teacher will read *The Way I Feel*
- After each page the teacher will ask questions pertaining to the story.
  - Happy: “How do we know the girl in the book is happy?”
  - Sad: “Why is the boy sad?”
  - Angry: “What do we see in the face of someone who is angry?”
  - Scared: “What do you see that shows us that the girl is scared?”
- A T-Chart can be created at this time with the students to model each feeling

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy</td>
<td>Smiling</td>
</tr>
<tr>
<td>Sad</td>
<td>Tear, frown, crouching</td>
</tr>
<tr>
<td>Angry</td>
<td>Fists, red face</td>
</tr>
<tr>
<td>Scared</td>
<td>Hiding, eyes are open wide</td>
</tr>
</tbody>
</table>

**Model:**

- Teacher will play the supplementary video to model each facial expression, stopping after each face to explain and clarify for students,
- Teacher and students can cross check the T-Chart and make additions and/or changes seen in the video.

**Guided Practice:**

Students will be assigned small groups and assigned a specific feeling, each one student will model the scenario on their sheet, while the other students figure out the feeling. This will need to be done with support of an adult/upper class helper as the grade level may prevent students from reading the scenarios. (See sheets at the end of the document). If
 VIDEO MODELING TO TEACH STUDENTS VARIOUS SKILLS

no assistance is available the teacher can pick students to act out the scenarios to show the whole class.

**Independent Practice:**

Students will be provided with a worksheet (see below) where they will match the face to the emotion/feeling. (The order of the faces is happy, sad, angry, and scared) This can be reviewed with the whole class.

**Closure**

Teacher will explain, “I saw (insert student’s name here) smiling and jumping up and down excitedly, he/she must have been showing happy. I also saw (insert student’s name here) crying and pouting he/she must have been showing sad. I saw (insert student’s name here) cross his/her arms and stomp their feet, he/she must have been showing what angry looks like. (Insert student’s name here) looked like he/she was scared because she was closing her eyes and covering her ears.”

Students will be asked to summarize the importance of expressing their own feelings through facial expressions and recognizing the facial expression’s of their peers. Students can be encouraged to point out how their peers were feeling (i.e. “Jane is sad because she drew a picture of a girl crying.”)

Students will go back to their desks and draw a picture of the facial expression they chose. Students who are more advanced can label and write a sentence about their picture.
As students draw and/or write their responses the teacher will monitor for understanding based on individual student need.

**TRANSFER**

Over the next couple of days when students are asked to state how they are feeling they can be encouraged to show it through their facial expressions. Further students can be asked to point out how a classmate is feeling based on their facial expression.

**Lesson Extension with Video Self-Modeling:**

As it has been pointed out video self-modeling (VSM) can be a very successful approach to teaching students a new concept or skill set. In video self-modeling individuals observe themselves performing a behavior successfully on video, and then imitate the targeted behavior. As a follow-up to this lesson, teachers have the option to film their students complete each facial expression. Simply, take a recording device (i.e. phone, camera, iPad) and film the student modeling each facial expression.
Matching

Scared

Angry

Happy

Sad
Appendix B

Facial Expressions Lesson Plan B
Title: Understanding and Recognizing Facial Expressions and Feelings (*The Way I Feel*) by Janan Cain

Grade Level: 2nd and 3rd Grade


Duration: 50 Minutes

Rationale/Goals:

Students will listen to a story about a girl expressing different feelings. Students will learn the following eight facial expressions/feelings: silly, scared, disappointed, happy, sad, angry, thankful, frustrated, shy, bored, excited, jealous, and proud. This lesson will help students who struggle with expressing their own feelings better understand, empathize with, or recognize how they should express themselves and/or understand how their peers are feeling.

Objectives:

Given the reading of *The Way I Feel* and the video modeling of all the facial expressions and feelings presented in the book. Students will:

- Identify each feeling and/or facial expression described in the story: silly, scared, disappointed, happy, sad, angry, thankful, frustrated, shy, bored, excited, jealous, and proud.
• Learn the importance of recognizing and expressing their own feelings and the feelings of others appropriately

• Express through writing a time they have felt each of the feelings above using the worksheet (see below)

Common Core Standards Addressed:

Speaking and Listening Standards

2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Anticipatory Set:

• Ask students how they are feeling. For more advanced students ask why they might be feeling that way. It can be easy for students to identify how they feel but can be challenged by reading the facial expressions of their peers, therefore an emphasis of the importance of not only expressing how the student feels but how they can clue into the way their peers feel by looking for: a funny face when someone is being silly, cowering is when someone is scared, when something doesn’t go our way we are disappointed, a smile when someone is happy, tears when someone is sad, tension when someone is angry, when someone is happy for the things they have they are thankful, when someone cannot get their work done they are frustrated, if someone is hiding they are feeling shy, when there is
nobody else to play with they may feel bored, when someone gets a new toy they are excited, when a friend wants to play with someone else they are jealous, and when you have worked hard and finished something you are proud.

- Explain to students that everybody has feelings and not only is it important for us to recognize and express how we feel but it is also very important to be able to recognize and understand how others are feeling. Give an anecdotal story, “When I come home from school and I see my dog wagging his tail I get a big smile on my face because I am so happy to see him.” Tell students that they will have the chance to tell me about a time they have felt silly, scared, disappointed, happy, sad, angry, thankful, frustrated, shy, bored, excited, jealous, and proud.

**Input:**

- Teacher will read *The Way I Feel*

- After each page the teacher will ask questions pertaining to the page and show the supplementary video clip which corresponds with the feeling or facial expression in the story

- After each page the teacher will ask questions pertaining to the story.
  - Silly: “How do we know she is silly?”
  - Scared: “What do you see that shows us that the girl is scared?”
  - Disappointed: “How do we know the girl is disappointed?”
  - Happy: “How do we know the girl in the book is happy?”
  - Sad: “Why is the boy sad?”
- Angry: “What do we see in the face of someone who is angry?”
- Thankful: “How do we know the boy is thankful?”
- Frustrated: “How do we know the girl is frustrated?”
- Shy: “How do we know the girl is shy?”
- Bored: “How do we know the boy is bored?”
- Excited: “How do we know the girl is excited?”
- Jealous: “How do we know the girl is jealous?”
- Proud: “How do we know the girl is proud?”

- A T-Chart can be created at this time with the students to model each feeling
### Feeling

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silly</td>
<td>Funny face</td>
</tr>
<tr>
<td>Scared</td>
<td>Hiding, eyes are open wide</td>
</tr>
<tr>
<td>Disappointed</td>
<td>Slouching, they didn’t get their way</td>
</tr>
<tr>
<td>Happy</td>
<td>Smiling</td>
</tr>
<tr>
<td>Sad</td>
<td>Tear, frown, crouching</td>
</tr>
<tr>
<td>Angry</td>
<td>Fists, red face</td>
</tr>
<tr>
<td>Thankful</td>
<td>Smiling and happy for the things that they have</td>
</tr>
<tr>
<td>Frustrated</td>
<td>Brows furrowed, they cannot finish their work, something is too hard</td>
</tr>
<tr>
<td>Shy</td>
<td>They hide, cower</td>
</tr>
<tr>
<td>Bored</td>
<td>Nothing to do, sighing</td>
</tr>
<tr>
<td>Excited</td>
<td>Smiling, can’t sit still</td>
</tr>
<tr>
<td>Jealous</td>
<td>Arms crossed, upset</td>
</tr>
<tr>
<td>Proud</td>
<td>Smiling, “I did it!”</td>
</tr>
</tbody>
</table>

**Model:**

- Teacher will play the supplementary video to model each facial expression, stopping after each face to explain and clarify for students,

- Teacher and students can cross check the T-Chart and make additions and/or changes seen in the video.

**Guided Practice:**

Students will be assigned small groups and assigned a specific feeling, each one student will model the scenario on their sheet, while the other students figure out the feeling (See sheets at the end of the document).

**Independent Practice:**

Students will be provided with a worksheet (see below) where they will write about a time they felt: silly, scared, disappointed, happy, sad, angry, thankful, frustrated, shy,
bored, excited, jealous, and proud. They will also give a reason they felt that way. For example: A time I felt happy was when I got my dog because he is cute and greets me when I get home.

**Closure:**

Teacher will explain, “I saw (insert student’s name here) giggling and making funny faces he/she must have been silly. (Insert student’s name here) looked like he/she was scared because she was closing her eyes and covering her ears. I heard (insert student’s name here) say how he/she thought his friends were coming over but then they didn’t he/she must have been disappointed. I saw (insert student’s name here) smiling and jumping up and down excitedly, he/she must have been showing happy. I also saw (insert student’s name here) crying and pouting he/she must have been showing sad. I saw (insert student’s name here) cross his/her arms and stomp their feet, he/she must have been showing what angry looks like. I heard (insert student’s name here) say how he/she was so happy that she has so many toys and a mommy, daddy, and little brother, he/she must be thankful. I saw that (insert student’s name here) could not tie his/her shoe he/she must have felt frustrated. I saw (insert student’s name here) hiding by the door he/she must have felt shy. I saw (insert student’s name here) shrug his/her shoulders and say that this day is taking forever he/she must be bored. I saw (insert student’s name here) jumping up and down and smiling he/she must have been excited. I heard (insert student’s name here) say how he/she thought he/she was getting the gaming device before his/her friend he/she must have felt jealous. I also saw (insert student’s name here) showing everyone his/her beautiful artwork he/she must have felt proud.”
Students will be asked to summarize the importance of expressing their own feelings through facial expressions and recognizing the facial expression’s of their peers. Students can be encouraged to point out how their peers are feeling based on their facial expressions, their body language, and/or what they say (i.e. “Jane is happy because tomorrow is her birthday.”)

**TRANSFER**

Over the next couple of days when student are asked to state how they are feeling they can should be encouraged to show it through their facial expressions. Further students can be asked to point out how a classmate is feeling based on their facial expression.

**Lesson Extension with Video Self-Modeling:**

As it has been pointed out video self-modeling (VSM) can be a very successful approach to teaching student a new concept or skill set. In video self-modeling individuals observe themselves performing a behavior successfully on video, and then imitate the targeted behavior. As a follow-up to this lesson, teachers have the option to film their students complete each facial expression. Simply, take a recording device (i.e. phone, camera, iPad) and film the student modeling each facial expression.
Silly
1. You are silly because you are joking around with your friends. You laugh and make funny faces.
2. You are silly because you are watching a funny movie. You pretend to be like the characters in the movie.
3. You are silly because you are having a birthday party. You make funny faces and stick your tongue out.

Scared
1. You are scared because the dog barked at you. You pull back and crouch down.
2. You are scared because the thunder is loud and frightens you. You close your eyes and plug your ears.
3. You are scared because your older brother or sister said “boo!” and scared you. You duck and say “ahhh!”

Disappointed
1. You are disappointed because your friends were coming over but now they can’t. You make a sad face and cross your arms.
2. You are disappointed because your brother/sister got the last cookie. You cross your huff and puff and say, “I wanted the last cookie.”
3. You are disappointed because it’s bedtime and you wanted to watch one more show on tv. You pout and say, “I thought I was going to get to watch one more show.”

Happy
1. You are happy because you just got the toy you have wanted for a long time. You are smiling and jumping up and down.
2. You are happy because it is lunchtime and you get to see your friends. You are smiling and give your friend a hug.
3. You are happy because you are done with all your homework so now you can go outside and play. You smile and want to give someone a high-five.

Sad
1. You are sad because nobody wants to play with you. You pout and cross your arms.
2. You are sad because you are in trouble for not listening to your parents. You cry and pout.
3. You are sad because your best friend is mad at you. You cry and have a frown on your face.
Angry
1. You are angry because you have too much homework. You cross your arms and stomp your feet.
2. You are angry because someone has teased you. You grunt and hold your fists tight.
3. You are angry because your brother or sister stole your favorite toy. You huff and puff and stomp your feet.

Thankful
1. You are thankful because you had lost your toy but now your mom/dad found it. You smile and say, “Thank you for finding my toy.”
2. You are thankful because it is Thanksgiving. You say, “I have so many great things to be happy for in my life like my family, friends, and toys.”
3. You are thankful because you thought you lost your favorite toy but you found it. You say, “Oh I am so glad I found it.”

Frustrated
1. You are frustrated because you cannot finish a difficult math problem. You put your hands on your face and say, “I can’t do it!”
2. You are frustrated because you can’t tie your shoes. Keep trying to tie them but you cannot, you huff and puff.
3. You are frustrated because you cannot find your favorite toy. You say, “Where is my favorite toy, I can’t find it!”

Shy
1. You are shy because it’s your first day of school. You hide under the desk.
2. You are shy because your parents have new friends over. You run away and keep looking away.
3. You are shy because you have to read in front of everyone and you do not want to. You look down at the book and won’t say a word.

Bored
1. You are bored because nobody is outside playing. You scratch your head, shrug your shoulders, and say, “This day is taking forever!”
2. You are bored because your parents are making you watch a movie you do not like. You yawn and say, “When will this end?”
3. You are bored because you are in the car and forgot to bring your toys. You look out the window, sigh, and say, “Are we there yet?”
Excited

1. You are excited because you won the race. You jump up and down smiling as you high five everyone.
2. You are excited because your mom/dad said you can spend the night at your friend’s house. You do a little dance and say, “I can’t wait to spend the night at my friend’s house.”
3. You are excited because tomorrow you get to go to Disneyland. You run around the room saying, “I’m going to Disneyland tomorrow!!!”

Jealous

1. You are jealous because your friend got the toy you wanted. You huff and puff and say, “I was going to get that toy!”
2. You are jealous because your best friend says they have a new best friend. You say, “If you want to be her/his best friend then go ahead!”
3. You are jealous because your friends won’t let you play with them. You say, “But there is room for one more?”

Proud

1. You are proud because you finally tied your shoe. You smile and say, “I did it I tied my shoe.”
2. You are proud because your little brother/sister started walking. You smile, put your hands on your hips, and say, “I taught him/her how to walk!”
3. You are proud because you made a beautiful picture. You show everyone and tell them, “Look at what I did!”
A Time I Felt...

Name:         Date:

1. A time I felt silly was when:
   ______________________________________________________________________
   because______________________________________________________________.

2. A time I felt scared was when:
   ______________________________________________________________________
   because______________________________________________________________.

3. A time I felt disappointed was when:
   ______________________________________________________________________
   because______________________________________________________________.

4. A time I felt happy was when:
   ______________________________________________________________________
   ______________________________________________________________________
   because______________________________________________________________.

5. A time I felt sad was when:
   ______________________________________________________________________
   because______________________________________________________________.

6. A time I felt angry was when:
   ______________________________________________________________________
   because______________________________________________________________.
7. A time I felt thankful was when:

__________________________________________________________________

because _________________________________________________________.

8. A time I felt frustrated was when:

__________________________________________________________________

because _________________________________________________________.

9. A time I shy was when:

__________________________________________________________________

because _________________________________________________________.

10. A time I felt bored was when:

__________________________________________________________________

because _________________________________________________________.

11. A time I felt excited was when:

__________________________________________________________________

because _________________________________________________________.

12. A time I felt jealous was when:

__________________________________________________________________

because _________________________________________________________.

13. A time I felt proud was when:

__________________________________________________________________

because _________________________________________________________.
Appendix C

Being An Effective Communicator Lesson Plan
Title: Being an Effective Communicator

Grade Level: 6th Grade

Materials: Communicating Effectively video, DVD player, KWL chart, T-Chart (What it looks like and sounds like), worksheet for students to take notes on, prompts for students to talk to their partner about, anecdotal notes for progress monitoring, active listening chart, pencils, markers, and quiz based on presentations.

Duration: 55-minute lesson

Rationale/Goals:

By watching a video that models what effective communication is and is not, students will be asked to collaboratively contribute information to the KWL chart and T-Chart, interview a peer partner, present newly acquired information about their peer partners, and students will demonstrate positive communication skills.

Objectives:

Students will:

- Listening to their partner communicate
- Do a mini presentation about their partner
- Explain the importance of effective communication

Common Core Standards Addressed:

Speaking and Listening Standards

6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own
VIDEO MODELING TO TEACH STUDENTS VARIOUS SKILLS

Clearly.

6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

6.4: Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Anticipatory Set:

- Students will be asked if they have ever felt as if some one they were speaking to was not listening to them
- Students will be encouraged to share some examples of a time they might have felt this way
- Teacher will provide an anecdotal story about how it can be upsetting when you speak to someone and they do not actively listen to you (i.e. When I speak to a friend and they are looking on their cell phone, or texting someone while I am trying to tell them something important.)
- Teacher will say this is why it is important to learn how to listen actively to be an effective communicator
Input:

- Teacher will ask students what they know about being good listeners and effective communicators.

- Students will contribute their ideas and fill out their worksheets simultaneously.

- Students will also be asked to contribute questions they have or ideas they want to know about relating to active listening.

- The *What We Learned (L)* portion will be filled out later.

Each student will be provided with a copy of this chart.

<table>
<thead>
<tr>
<th>K-What We Know</th>
<th>W-What We Want To Know</th>
<th>L-What We Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating effectively is…</td>
<td>• Why is it important to be an effective communicator?</td>
<td></td>
</tr>
<tr>
<td>• When we let our partner speak</td>
<td>• What can we do to improve our communication skills?</td>
<td></td>
</tr>
<tr>
<td>• We do not interrupt</td>
<td>• When do we know if it is our turn to speak?</td>
<td></td>
</tr>
<tr>
<td>• We make eye contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Nod yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ask more questions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Model:

- Teacher will play the supplementary video to model what effective communication looks and sounds like and does not look and sound like.

  - The lady in the video was giving eye contact

  - She was nodding her head

  - When she looked away she was showing what not to do when communicating effectively
Teacher will have students site examples that will be put on a T-Chart of what good communication looks like and sounds like.

<table>
<thead>
<tr>
<th>Communicating Effectively</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Looks Like</strong></td>
</tr>
<tr>
<td>Leaning in</td>
</tr>
<tr>
<td>Eye contact</td>
</tr>
<tr>
<td>Good posture</td>
</tr>
<tr>
<td>Not inaudible</td>
</tr>
<tr>
<td>Smiling</td>
</tr>
</tbody>
</table>

Guided Practice:

- Students will be asked to take turns showing their neighbor effective communication skills.
- Students will be asked to take turns showing their neighbor poor communication skills.

Group Practice:

- Students will be assigned to a partner they have not worked with or seldom work with.
- On the other side of their KWL worksheets they will have prompting questions to interview their partners:
  - Where were you born?
  - What is your favorite food?
  - What is your favorite movie?
  - One interesting fact about you?
- One thing they love to do on the weekends?
- What makes you the happiest?

- Students will have ten minutes to interview each other as the teacher walks around and monitors progress, taking anecdotal notes about their effective communicating skills (rubric below).

- Students will share out one thing they learned about their partner.

**Progress Monitoring During Group Practice**

The teacher will use the monitoring sheet below to evaluate each student’s performance, circling the box that best corresponds with the student’s execution of the assignment.
Monitoring Sheet (for teacher’s records)

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Effective Communication</th>
<th>Shows little or no engagement in actively listening to partner</th>
<th>Shows some engagement in actively listening to partner</th>
<th>Shows many aspects of engagement in actively listening to partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations</td>
<td>Does not speak clearly and does not present relevant information</td>
<td>Beginning to speak with correct intonation and does not give the most relevant information</td>
<td>States what they learned about their partner in a clear and loud voice during both presentations</td>
</tr>
<tr>
<td>What they learned</td>
<td>No newly acquired information written down</td>
<td>1-2 pieces of newly acquired information written down</td>
<td>3 pieces of newly acquired information written down</td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Monitoring During Group Practice and Checking for Understanding:

Closure:

Based on anecdotal notes recorded on the monitoring sheet and student presentations/share outs, student groups will be provided with feedback.

Positive and constructive feedback will be provided to individuals and groups based on the notes taken during this lesson. Students will also turn in their worksheets for verification of what they have learned and discussed.
Teacher will prompt students to summarize the importance of communicating effectively and will reteach any of the necessary elements if they find that any of the students are struggling with a certain aspect of this lesson.

Finally the teacher will fill out the L portion of the KWL chart based on what the students contribute. For example a student may raise their hand and say, “I learned that it is important to be an effective communicator because it will help us perform better in school during a presentation or group activity.”

<table>
<thead>
<tr>
<th>K-What We Know</th>
<th>W-What We Want To Know</th>
<th>L-What We Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating effectively is…</td>
<td>• Why is it important to be an effective communicator?</td>
<td>• Help us perform better in school activities</td>
</tr>
<tr>
<td>• When we let our partner speak</td>
<td>• What can we do to improve our communication skills?</td>
<td></td>
</tr>
<tr>
<td>• We do not interrupt</td>
<td>• When do we know if it is our turn to speak?</td>
<td></td>
</tr>
<tr>
<td>• We make eye contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Nod yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ask more questions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Continued Application:**

Each day, when it is time to interact and/or communicate with peers or adults the students will be able to communicate effectively using the skills they have acquired and practiced overtime from this lesson.

**Lesson Extension with Video Self-Modeling:**

As it has been pointed out video self-modeling (VSM) can be a very successful approach to teaching students a new concept or skill set. In video self-modeling, individuals observe themselves performing a behavior successfully on video, and
then imitate the targeted behavior. As a follow-up to this lesson, teachers have the
option to film their students communicating effectively. A script can be provided
for students who need further assistance. Simply, take a recording device (i.e.
phone, camera, iPad) film the students engaging in effective communication with
their peers or an adult.
Appendix D

Brushing Teeth Lesson Plan
Lesson Title: A Step-by-Step Guide and Video Modeling of Tooth Brushing

Grade Level: Pre-Kindergarten – Lower Primary (K – 2) Grades

Materials:

Lesson Duration: 40 Minutes

Rationale:
Teaching students to brush their teeth is a vital part of maintaining one’s personal hygiene. It can often be the most neglected area when it comes to healthful living. Giving students an overview of the importance of brushing their teeth daily along with a step-by-step task analysis is a beneficial means for teaching such a skill to students who struggle with such a task.

Goal:
Given the reading of a story about brushing teeth a discussion of the importance of dental hygiene, step-by-step video modeling of tooth brushing, and a guided practice of each step of the tooth brushing sequence, the student(s) will complete 22 out of 26 of the steps with a minimum amount of prompting as measured by a teacher/observer using the Task Analysis Check sheet.
Common Core Standards Addressed:

Speaking and Listening Standards

Grade K.2.a: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

a. Understand and follow one- and two-step oral directions.

Grade 1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

a. Give, restate, and follow simple two-step directions.

Anticipatory Set:

- Ask students to give some examples of how they take care of their bodies, how do they stay healthy.
- Ask students what their favorite part of brushing their teeth is.
- Ask students when they usually brush their teeth.
- Explain to students that they will be learning the steps to brushing their teeth.
- Give a brief overview of the story: “I’m excited because today we will read a book about brushing our teeth. I love the way my teeth feel when they are clean. The book will tell us why it is important to brush our teeth, and it will also tell us how to brush our teeth. We will also watch a video that teaches us each step to brush our teeth.”
Input:

- Given an oral reading of Mari Shuh’s (2008) *Brushing Teeth*, the teacher will stop after each page to explain what is happening in each page (i.e. The boy is brushing his teeth)
- Display each written step for the students, read them aloud, and model each step for students who need additional support.
- Visual sequence has been included below
  - The model of the steps should be created based on the student’s level as well as the teacher’s knowledge through assessment of the student (i.e. if the student struggles with more than half of the steps in the sequence begin with the first few steps and add additional steps as the student becomes more comfortable with the task).

Typical Peer/Adult Video Model

- The instructor plays a step-by-step video that demonstrates each part of the tooth brushing process.
- Teacher will stop after each step to allow students to practice the step being demonstrated by the typical peer/adult in the video

Guided Practice:

- The instructor shows the video again, and asks the student to “Let’s brush our teeth like this.” Your turn.
- If the student performs a step, the instructor says “Good job” and describes what the student did.
• If the student does not, the instructor first prompts verbally by saying something like, “You can put your brush on counter like this.” And then the instructor shows the section of the video that illustrates the step. Afterward, the student is asked to perform the rest of the steps

• Students will be verbally prompted to demonstrate each step
  
  -Show me how you brush from left to right
  
  -Show me how you rinse

• The video can be used if necessary for prompting purposes. For example if the student struggles with putting the toothpaste on the toothbrush the clip from the video can be replayed for the student to give them a visual action prompt to assist them with this specific step.

**Further Guided and Independent Practice:**

• Students will be paired up with an adult to take them to the bathroom sink. This should be done subtly, the adult should ask the student at an appropriate time such as after snack or lunch, “What do we do after we eat to be sure our mouth is free of germs and our teeth are safe from germs?

• Upon getting to a sink the adult can say, “We know how to brush teeth; let’s do it!”

• Students will demonstrate each step with necessary prompts being given by the adult, fading the prompts as much as possible. Prompts should be used on an as-needed basis, using gestural first and verbal prompts last.

• Data should be collected on all levels of prompts
Monitoring and Feedback During Guided Practice … During Independent:

As the instructor observes the student, they will fill out the checklist according to the student’s individual performance by monitoring the student’s completion of each step. If desired by the teacher a visual table (see below) can be used to allow the student to check each step off as they complete the sequence of steps. Visual strips and tables can be created simply using icons off Boardmaker and similar software, if no such software is accessible, photos of the child completing the task can be used. Another option is to take snapshots of the video to use in the visual strip.

Closure:

Teacher will summarize the steps of brushing one’s teeth. Further, the teacher will explain the importance of brushing teeth daily in order to maintain good personal hygiene. Teacher will ask students why it is important to brush our teeth.

-What did we learn today?
-Why is it important to brush our teeth?
-Should we brush before or after we eat?

Transfer:

Each day, when it is time to brush teach or an opportunity to brush teach in a logical time (i.e., before or after breakfast, snack, lunch), the student will follow the steps they have learned to successfully complete the task of brushing their teeth.
Lesson Extension with Video Self-Modeling:

As it has been pointed out video self-modeling (VSM) can be a very successful approach to teaching students a new concept or skill set. In video self-modeling, individuals observe themselves performing a behavior successfully on video, and then imitate the targeted behavior. As a follow-up to this lesson, teachers have the option to film their students complete each step of the task. Simply, take a recording device (e.g., phone, camera, iPad) and sequentially film each step of the activity and allow the student to observe themselves successfully completing each step of the task.
Task Analysis for Brushing Teeth

<table>
<thead>
<tr>
<th>Task Steps:</th>
<th>Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Go to sink</td>
<td></td>
</tr>
<tr>
<td>2. Get toothbrush</td>
<td></td>
</tr>
<tr>
<td>3. Set toothbrush on counter</td>
<td></td>
</tr>
<tr>
<td>4. Get toothpaste</td>
<td></td>
</tr>
<tr>
<td>5. Remove lid from toothpaste</td>
<td></td>
</tr>
<tr>
<td>6. Put small amount of toothpaste on the bristles of the toothbrush</td>
<td></td>
</tr>
<tr>
<td>7. Turn on faucet</td>
<td></td>
</tr>
<tr>
<td>8. Rinse toothbrush</td>
<td></td>
</tr>
<tr>
<td>9. Turn off faucet</td>
<td></td>
</tr>
<tr>
<td>10. Have teacher set a timer for 2 minutes</td>
<td></td>
</tr>
<tr>
<td>11. Insert toothbrush into mouth</td>
<td></td>
</tr>
<tr>
<td>12. Scrub teeth in circular motion</td>
<td></td>
</tr>
<tr>
<td>13. Move toothbrush from left to right side of the mouth</td>
<td></td>
</tr>
<tr>
<td>14. Spit out toothpaste into the sink when the timer goes off</td>
<td></td>
</tr>
<tr>
<td>15. Grab a cup</td>
<td></td>
</tr>
<tr>
<td>16. Turn on faucet</td>
<td></td>
</tr>
<tr>
<td>17. Fill cup with water</td>
<td></td>
</tr>
<tr>
<td>18. Turn off faucet</td>
<td></td>
</tr>
<tr>
<td>19. Drink but do not swallow water; repeat if necessary</td>
<td></td>
</tr>
<tr>
<td>20. Swish water around in mouth; repeat if necessary</td>
<td></td>
</tr>
<tr>
<td>21. Spit out water in sink; repeat if necessary</td>
<td></td>
</tr>
<tr>
<td>22. Turn on faucet</td>
<td></td>
</tr>
<tr>
<td>23. Rinse toothbrush</td>
<td></td>
</tr>
<tr>
<td>24. Turn faucet off</td>
<td></td>
</tr>
</tbody>
</table>
25. Put away toothbrush

26. Put away toothpaste

**Materials:** toothbrush, toothpaste, timer, cup, sink


**Latency Period:** 0 seconds, 10 seconds

**Criterion:** 22 out of 26 steps (85%) for 4 out of 5 trials
<table>
<thead>
<tr>
<th>Step</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Go to sink</td>
<td><img src="sink.png" alt="Image" /></td>
</tr>
<tr>
<td>2. Get toothbrush</td>
<td><img src="toothbrush.png" alt="Image" /></td>
</tr>
<tr>
<td>3. Set toothbrush on counter</td>
<td><img src="counter.png" alt="Image" /></td>
</tr>
<tr>
<td>4. Get toothpaste</td>
<td><img src="toothpaste.png" alt="Image" /></td>
</tr>
<tr>
<td>5. Remove lid from toothpaste</td>
<td><img src="lid.png" alt="Image" /></td>
</tr>
<tr>
<td>6. Put small amount of toothpaste on the bristles of the toothbrush</td>
<td><img src="toothbrush_bristles.png" alt="Image" /></td>
</tr>
<tr>
<td>7. Turn on faucet</td>
<td><img src="faucet_on.png" alt="Image" /></td>
</tr>
<tr>
<td>8. Rinse toothbrush</td>
<td><img src="rinse.png" alt="Image" /></td>
</tr>
<tr>
<td>9. Turn off faucet</td>
<td><img src="faucet_off.png" alt="Image" /></td>
</tr>
<tr>
<td>10. Have teacher set a timer for 2 minutes</td>
<td><img src="timer.png" alt="Image" /></td>
</tr>
<tr>
<td>11. Insert toothbrush into mouth</td>
<td><img src="mouth.png" alt="Image" /></td>
</tr>
<tr>
<td>12. Scrub teeth in circular motion</td>
<td><img src="circular.png" alt="Image" /></td>
</tr>
<tr>
<td>13. Move toothbrush from left to right side of the mouth</td>
<td><img src="side.png" alt="Image" /></td>
</tr>
<tr>
<td>14. Spit out toothpaste into the sink when the timer goes off</td>
<td><img src="sink.png" alt="Image" /></td>
</tr>
<tr>
<td>15. Grab a cup</td>
<td><img src="cup.png" alt="Image" /></td>
</tr>
<tr>
<td>16. Turn on faucet</td>
<td><img src="faucet_on.png" alt="Image" /></td>
</tr>
<tr>
<td>17. Fill cup with water</td>
<td><img src="water.png" alt="Image" /></td>
</tr>
<tr>
<td>18. Turn off faucet</td>
<td><img src="faucet_off.png" alt="Image" /></td>
</tr>
<tr>
<td>19. Drink but do not swallow water; repeat if necessary</td>
<td><img src="drinking.png" alt="Image" /></td>
</tr>
<tr>
<td>20. Swish water around in mouth; repeat if necessary</td>
<td><img src="swish.png" alt="Image" /></td>
</tr>
<tr>
<td>21. Spit out water in sink; repeat if necessary</td>
<td><img src="sink.png" alt="Image" /></td>
</tr>
<tr>
<td>22. Turn on faucet</td>
<td><img src="faucet_on.png" alt="Image" /></td>
</tr>
<tr>
<td>23. Rinse toothbrush</td>
<td><img src="toothbrush.png" alt="Image" /></td>
</tr>
<tr>
<td>24. Turn faucet off</td>
<td><img src="faucet_off.png" alt="Image" /></td>
</tr>
<tr>
<td>25. Put away toothbrush</td>
<td><img src="toothbrush.png" alt="Image" /></td>
</tr>
<tr>
<td>26. Put away toothpaste</td>
<td><img src="toothpaste.png" alt="Image" /></td>
</tr>
<tr>
<td>The End</td>
<td><img src="end.png" alt="Image" /></td>
</tr>
<tr>
<td>Notes:</td>
<td><img src="notes.png" alt="Image" /></td>
</tr>
</tbody>
</table>