

BEHAVIORAL NOTES

**ILLINOIS COUNCIL FOR CHILDREN WITH
BEHAVIORAL DISORDERS**

**VOLUME 1 ISSUE 2
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**Council for
Exceptional
Children**



**Council for
Children with
Behavioral
Disorders**

The voice and vision of special education

BEHAVIORAL NOTES

ILLINOIS COUNCIL FOR CHILDREN WITH BEHAVIORAL DISORDERS

Research in Progress

The Use of Video Modeling in Special Education Classrooms

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Video modeling involves the use of prerecorded video scenarios that students may observe while learning a variety of skills. Video models allow students with disabilities to focus on the consistent repetition of skills without the variation in presentation that occurs with live models. A student may view a video of a teacher, peer, parent, or other individual performing an action in a step-by-step manner or in its entirety. A teacher may use a video to teach a student and then that action will be simulated in the school or community. Video modeling has been used successfully with students with varied disabilities including but not limited to autism, selective mutism, language delays, stuttering, anxiety disorders, and cognitive delays. Data indicate that video modeling may be used to increase the academic, social, and functional skills of children and adolescents with disabilities. Regardless of the students' disabilities or skill levels, the use of video modeling is an effective evidence-based teaching strategy.

Video modeling encompasses many styles of videotaped interventions. *Computer-based video instruction* (CBVI) involves the use of computers to present videos rather than televisions or other forms of media which may include an interactive component. *Video prompting* refers to videotaped instructions that present one step at a time versus presentation of the skill in full. *Video referencing* describes video modeling interventions in which a video is presented and then presented again when incorrect responses are given. Finally, *video self-modeling* involves students viewing themselves completing tasks successfully. Within each of these types of video modeling, there are various ways to present the video which may result in slightly different outcomes.

Story continued on page 2

ILCCBD/ISU 2012 Summer Institute

Friday, June 8, Alumni Center

Illinois State University, Normal, IL

Top 10 Instructional and Behavior Management Practices That All Teachers Should Use

Mark your calendars now for the 2nd Annual ILCCBD Summer Institute to be held at the Alumni Center, Illinois State University in Normal, IL. Friday, June 8th, 2012. Dr. Brenda Scheuermann from Texas State University will be the featured speaker and her topic will be the *Top 10 Instruction and Behavior Practices That All Teachers Should Use*. Her presentation will provide teachers with an opportunity to "Plan classroom and individual behavior management systems with the goal of creating a meaningful, active instructional environment where rules and expectations are clear, where more attention is given to desired behavior than to inappropriate behavior, and where inappropriate behavior is dealt with systematically, consistently, and equitably." Attendees will earn three CPDUs. Registration information and additional details about the conference may be found on pages 5-6 of this newsletter.



Dr. Brenda Scheuermann is a Professor in Special Education at Texas State University and has worked with more than 30 schools in Texas to establish a system designed to prevent problem behavior in school children.

From the Editor

Libby Hardman



I hope you enjoy reading our 2nd Issue of *Behavioral Notes*. Our 1st Issue was published in January and we will continue to publish quarterly. This means that you will receive two more issues this year, one in July and one in October.

Editing a newsletter is not a one person job, so I ask that you think of me as the news coordinator and yourselves (our membership) as the newsmakers. Please consider contributing to our newsletter by submitting a story to me at ehardman@depaul.edu. I can then share your work in our newsletter. For example, send stories about:

- Classroom innovations
- Implementing evidence based practices
- Mini-Grant projects
- Teacher educator and/or graduate student research
- Teacher initiated action research
- Upcoming events
- Questions about behavior management, professional ethics, legal issues, and policies and procedures that may be answered in our Ask Bev column.
- Events of interest to our membership that you have documented with pictures or a short video

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Video Modeling (continued from page 1)

Video modeling can be presented in real-time or can be slowed depending on a student's learning needs. Video models can also be presented from different points of view including a student's perspective, thus showing scenes as a student would see them. The models included in videos may be adults or children with or without disabilities, peers, parents, teachers, or any other individuals including the students themselves. The duration of the video can be altered depending on the task and a student's learning needs.

To date, video modeling has been used to teach a variety of life skills, vocational skills, and communication skills. Among these are cooking, food preparation, restaurant behavior, safety skills, using assistive technology devices, grocery shopping, bus transportation, choosing activities during free time, cleaning sunglasses, putting on a watch, and zipping a coat, decreasing anxiety and increasing cooperation, teaching sign language, writing, completing laundry tasks, stuttering, pretend play, social reciprocity skills, social initiation, disrupting behaviors, and perspective taking tasks, social skills, following directions, reading fluency, and reading comprehension. Overall, video models can be helpful to teach a wide variety of academic, social and life skills.

Data on the use of video modeling indicate many advantages. For example, using a video to model a task requires less effort on the part of the instructor as he or she does not have to be a live model on multiple occasions. Video modeling makes lessons standard by keeping the instruction exactly the same each time, whereas a live model may do the task differently each time. Tasks can be taught to more than one student at a time by watching the video in groups instead of training each student individually. The use of video modeling can decrease the number of hours of employee training because prompting techniques can be included on the video and will not have to be taught to the staff. Finally, video modeling is simplified by the use of portable DVD players or laptops for presenting videos as it is easy to rewind and watch specific parts of the video as needed. Perhaps the most important advantage of using an instructional procedure such as video modeling is that it involves the use of real-life scenarios that increase the likelihood that students will maintain and generalize skills.

ILCCBD Board of Directors

Michael Edwards—President
 Elizabeth Mackie—Past President
 Elizabeth Hardman—Secretary/Newsletter Editor
 Brian Reid—Treasurer/Publications

Beverley Johns—Governmental Relations/Winter Drive In Chair
 Paula Crowley—Membership/Summer Institute Chair
 Laura Fisher—ICEC Liaison

ILCCBD Executive Board Elections

WE NEED YOUR HELP

In accordance with the Illinois Council for Children with Behavioral Disorders (ILCCBD) Bylaws, the general membership needs to vote for the following positions. These positions will be held by the elected officers from July 1, 2012 through the time specified under "time of obligation".

President Elect ... A one year obligation with automatic succession to office of President for one more year of obligation

The president-elect shall:

1. Serve in the place of the president with authority in case of absence or disability of the president.
2. Serve as divisional representative on the ICEC Program Planning Committee for the ICEC Annual Fall Convention and Spring Conference to be held during that term of office. The president-elect shall develop the program for those meetings according to the policies and directive of the ILCCBD Executive Board. The president-elect shall prepare a draft of the complete convention and Spring Conference for approval of the Executive Board.

Treasurer ... A two year obligation

The treasurer shall:

1. Make an annual report of the financial status of the Council to the Executive Board and at the annual business meeting
2. Prepare and submit an annual budget for approval by the Executive Board and at the annual business meeting.
3. Be responsible for Council banking and all phases of bookkeeping. Books shall be audited annually at the conclusion of the fiscal year July 1 through June 30 by a certified public accountant.
4. Receive all funds belonging to the Council and pay out same on orders approved and signed by the President. A voucher system shall be used.

Secretary ... A two year obligation

The secretary shall keep a record of all proceedings of the annual business meeting, the meetings of the Executive Board, and such correspondence as necessary for the operation of the organization.

Please send nominations to: Michael Edwards via email at
mike.edwards2109@gmail.com



ILCCBD 2012 Winter Drive-In



Mark Your Calendar for the 2013 ILCCBD Drive In Conference to be held on February 1-2, 2013, at the Wyndham Lisle Hotel in Lisle Illinois. Friday night's activities will include a keynote by Dr. Sheldon Braaten on: Bullying--What it is and What to do about it. Also featured Friday night will be a special strategies session by Dr. Elizabeth Hardman and table talk featuring the ILCCBD mini grant winners. Saturday sessions will include Legal Issues in Special Education, Motivational Systems, Executive Functioning, Mental Health Needs of Students, Ethics in Behavior Management, and the best evidence-based behavioral interventions for students, and more. Exhibits will be with us all day Saturday.



ILCCBD/ISU Summer Institute



Room 118, Alumni Center,

Illinois State University

9:00 a.m.-noon. Friday, June 8, 2012

The Top 10 Instructional and Behavior Management Practices that All Teachers Should Use

Brenda Scheuermann, Ph.D.
Texas State University

Coordinator, BD/PBS Graduate Program; Former Chair, CCBD Advocacy and Governmental Relations Committee

"...effective teachers ... plan classroom and individual behavior management systems with the goal of creating a meaningful, active instructional environment where rules and expectations are clear, where more attention is given to desired behavior than to inappropriate behavior, and where inappropriate behavior is dealt with systematically, consistently, and equitably, and where engaging instruction is viewed as an essential component of the overall program."

Brenda Scheuermann

For more information contact: E. Paula Crowley: e-mail epcrowl@ilstu.edu; Telephone 309-438-8702; Fax: 309-438-8699

Michael Edwards: e-mail mike.edwards2109@gmail.com; Telephone 217-652-2680

hurry ... sign-up today! 3 CPDUs available

The Summer Institute is co-sponsored by the Illinois Council for Children with Behavioral Disorders and the Departments of Special Education and Curriculum & Instruction at Illinois State University.

Directions to the Alumni Center: The Alumni Center is conveniently located at 1101 N. Main, Normal, to the north of the Illinois State campus, near Interstates 55 and 39. The Alumni Center offers free visitor parking.

From the north: Exit Interstate 55 South at the Normal-Business 51 exit (#165). Take the exit ramp to a stoplight and turn left (south) onto Main Street. The Alumni Center is on your right about one mile. ***From the south:*** Exit Interstate 55 North at the Normal-Business 51 exit (#165-A). Take the exit ramp to Main Street (south). The Alumni Center is on your right about one mile. ***From the east and west:*** Take Interstate 74 to Interstate 55 North. Exit Interstate 55 at the Normal-Business 51 exit (#165-A). Take the exit ramp to Main Street (south). The Alumni Center is on your right about one mile.

Accommodations: A block of rooms is reserved at the Marriott Hotel in Normal. Reservations must be made on or before May 18, 2012 to get the Conference rate of **\$77+tx/night**. Call 309-862-9000 today and identify yourself with ILCCBD/ISU. The Marriott Hotel is conveniently located in Uptown Normal.

REGISTRATION FORM (Prizes for the first 50 registrants)

Early Registration: prior to June 1 (paper) prior to June 6 (online)

All registrations include rolls and coffee. Register online

<http://isuilccbdsummerinstitute.eventbrite.com> (use Ctrl+click)

For paper registration, check the appropriate box:

Member of ILCCBD--\$15____; Non-Member of ILCCBD--\$20____;

Full-time Student--\$5____; Professor's signature:_____

On-site Registration: after June 6

Member of ILCCBD--\$20____; Non-Member of ILCCBD--\$25____;

Full-time Student--\$10____; Professor's signature:_____

Paper Registration: Make checks payable to ISU ILCCBD Summer Institute, Illinois State University and return to: Summer Institute, c/o E. Paula Crowley, 541 DeGarmo Hall, Illinois State University, Normal, IL 61790-5910.

Name:_____

Street _____ City _____ State _____ Zip _____

Phone Number _____ E-Mail: _____