Curriculum Area   *Engaging in Diverse Activities*

Goal: Student views a video model of a selected routine and then performs the routine with 90% independence for two consecutive data dates.

Prerequisite Lessons	Materials Provided by:	
	Teacher	**Links™ Curriculum**
• *Following One Step Directions* (L. 12) • *Using a Task Sequence Strip* (L. 25)	• Video Model of Selected Routine	• Teaching Routines Planning Form • ORA for Selected Routine

Instructional Procedures

Instructional Set-up and Teacher Cue

Set-Up:
- Select a routine that is typically challenging for the student to perform independently (i.e., *Turning in Homework, Transitioning from Class to Class*).
- Create a video model of an individual independently completing all steps of the routine.
- Video modeling is a strategy that shows the student, or another individual, completing a routine independently, without prompts.
  Recommendations for creating a video model:
  a. When videotaping the routine, record the whole routine completed independently.
     Sometimes, this can be easier to achieve with a typically developing peer or staff member.
     It is also possible to edit out the prompting during the routine, if the target student is in the video.
  b. Record the video model on a tablet and use the same device to show the video to the student.
  c. Video editing software can be used to add captions or voice-over if it would enhance student learning, however it is not necessary.
- Show the video model to the student before the student begins the routine or routine simulation.

Teacher Cue:
- Provide a natural verbal or environmental cue to indicate the beginning of the routine or routine simulation.

Expected Student Response

- Student attends to video model and then independently performs each step of the routine or routine simulation.

Reinforcement Procedure

- Provide the level of reinforcement needed to ensure the student attends to the video model and independently completes each step of the routine. Some students will learn from social praise and other students will need an external reinforcement system.

Evaluation Criteria

- Collect data on this lesson by measuring student success on the steps of the target Links Routine. Student completes the steps with 90% independence for two consecutive data dates.

Example

1. The teacher identifies, *Turning in Homework*, as a routine that the student is currently unable to perform independently.
2. The teacher has the student watch the video model of the *Turning in Homework* routine immediately before the student begins the routine.
3. The teacher says, "Turn in your homework."
4. The teacher reinforces the appropriate response with social praise.

Introducing New Skills

- Once the student is able to complete the target routine with a video model and natural environmental cues, discontinue using the video model and provide only natural environmental cues during the routine.
- Continue using this process to teach students new routines as needed.

Learning Routines Through Video Modeling
Turning in Homework
Resolving a Conflict with a Peer
Socializing with a Group of Friends
Transitioning from Class to Class
Completing Homework

Additional Approaches to Teaching Routines through Video Modeling

Follow the Forward Chaining Teaching Procedure outlined below for students who need additional assistance.

Skill	Instructional Cue	Expected Student Response	Reinforcement Procedure	Evaluation Criteria
The student watches the first step of the video model and completes the corresponding step of the routine or routine simulation independently.	Show the student the video model demonstrating the first step of the routine. Provide a natural verbal or environmental cue to begin the routine or routine simulation. Assist the student to complete the remaining steps of the routine or routine simulation.	The student attends to the video model and completes the first step of the routine or routine simulation independently.	Provide a tangible reward or social praise for completing the first step of the routine or routine simulation independently.	The student completes the first step of the routine or routine simulation with 90% independence for two consecutive data dates.
The student watches the first and second steps of the video model and completes the corresponding steps of the routine or routine simulation.	Show the student the video model demonstrating the first two steps of the routine. Provide a natural verbal or environmental cue to begin the routine or routine simulation. Assist the student to complete the remaining steps of the routine or routine simulation.	The student attends to the video model and completes the first two steps of the routine or routine simulation independently.	Provide a tangible reward or social praise for completing the first two steps of the routine or routine simulation independently.	The student completes the first two steps of the routine or routine simulation with 90% independence for two consecutive data dates.
Continue the forward chaining procedure outlined above until the student independently completes all steps of the routine.	Show the student the entire video and follow the Instructional Procedures on Page 1.	Student attends to the video model and completes all steps of the routine independently.	Provide a tangible reward or social praise for completing all the steps of the routine or routine simulation independently.	The student completes all steps of the routine or routine simulation with 90% independence for two consecutive data dates.

Recommendations

1. When possible, fade out the use of tangible reinforcement, (see *Lesson 136: Using Social Reinforcement to Acquire Skills*).
2. Have the student use a visual task strip to orient him or her to the progression of tasks.
3. Work on additional social skills with this lesson.
4. General Prompting Strategies: If the student is unable to perform the expected behavior follow the least to most prompting strategy below.

Least to Most Prompting
1. Allow the student to complete the step independently
2. Use a gesture/visual/verbal prompt
3. Use an intermittent physical prompts
4. Use a continuous physical prompt