

Teaching Conversational Skills for AAC Users Through Video Modeling

THE BACKGROUND

Case Study Checklist

Making Video Models

So How Do You Make a Video Model?

Teaching Conversational Skills for AAC Users through Video Modeling

Get the handouts at our website:

<http://grantingkidslearningopportunities.weebly.com/conferences.html>

or try the QR Code

or shortened link



<http://bit.ly/29W4m8x>

For Later, You will Need your iPad with iMovie! If you do not have TouchChat, please go to our website and download the TouchChat Aided AAC Input Videos.

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Adams 12 Five Star Schools, Thornton, CO



Adams 12 Five Star Schools



- Northern tier of Denver metro
- 39,000 students
- 39.3% on free/reduced lunch
- 19% are English Language Learners (ELL)
- growing rapidly in northern sector while southern sector is older, less growth



Northglenn High School STEM



- transient suburban neighborhood school
- STEM school with choice option, otherwise typical feeder school
- 43% on free/reduced lunch (with few parents opting to report)
- 70% minorities
- 21% receive ELL services
- strong school pride and traditions

Adams 12 STEM

ALL teachers are required to practice Adams 12 STEM tenets:

- Problem-Based Learning
- Inquiry-Based Learning
- 21st Century Skills
- Transdisciplinary Lenses

ALL Students Participate in Problem-Based Learning and present their outcomes!

Our Students

2014-2015

- 12 Total students with Significant Support Needs
- 5 Students with high-tech Communication Devices

2015-2016

- 16 Total student with Significant Support Needs (6 continuing)
- 7 Students with high-tech Communication Devices, 1 Student with low-tech Eye Gaze

Types of disabilities: Intellectual, Autism, Down syndrome, Cerebral Palsy, Deaf or Hard of Hearing

Inspiration



- Video Modeling Research
- Mechling and Cronin 2006
- Behavioral Techniques
- Aided AAC Input
- Brain Science

Big Idea!

Use Video Models to teach Conversation!

2015 Focus: Help our students learn who is safe to talk to in the community, and how to talk with them!

2016 Focus: Help our students build relationships through conversations.

Our Technology



* TouchChat

TouchChat

* iPads



* GoPro Camera



* iMovie



* Dropbox



* Google Drive



* Green Screen

Why TouchChat?

- Consistent platform
- Customizable
- Cost effective
- Realistic pictures/ scenes
- Import/Create videos
- *Tech support
- *User-friendly
- *Supports literacy development
- *iShare
- *Social media



Making Video Models

Problems and Challenges

- Baseline Videos- our students don't know how to have a conversation!
- Non-threatening for our students.
- Only have existing supplies.
- Consistent training.
- Students need repetition.

Welcome to our PBL!

Video Modeling Components

Who got involved: Family, friends, coworkers, student peers

When: all-the-time

Perspective:

3rd Person?

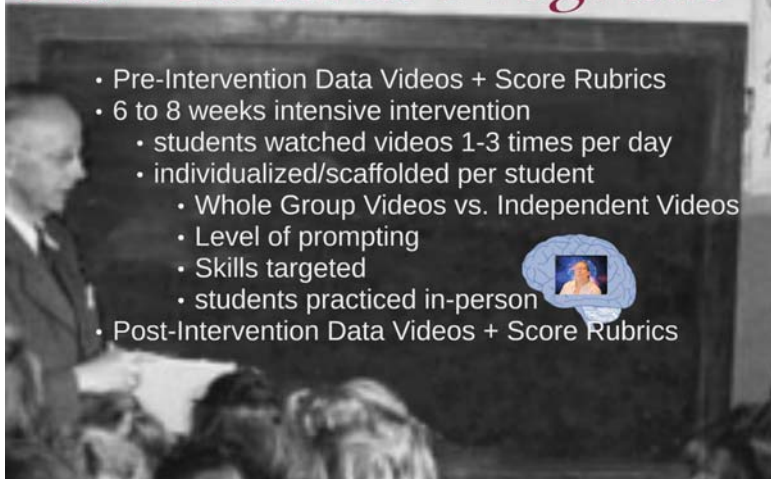
vs.

1st Person?

Video Modeling Components

- Aided AAC Input
 -
- Icon Sequences
 -
- Changing the Order
 - Changing The Order**
 - Initiation Script
 - Communication Partner Student Target: Aided AAC Input Types of scenarios: comments, etc.

Our General Program



- Pre-Intervention Data Videos + Score Rubrics
- 6 to 8 weeks intensive intervention
 - students watched videos 1-3 times per day
 - individualized/scaffolded per student
 - Whole Group Videos vs. Independent Videos
 - Level of prompting
 - Skills targeted
 - students practiced in-person
- Post-Intervention Data Videos + Score Rubrics



Video Modeling Rubric

Video Modeling for Communication Skills Rubric

Student Name	Date	1	2	3	4
Communication Pattern:		1	2	3	4
Event	Does not repeat communication pattern	Repeats 1-2 times	Repeats 3-5 times	Repeats 6-10 times	Repeats 11+ times
Response to a question	Does not respond to any questions or play the communication pattern	Responds to 1 question	Responds to 2-3 questions	Responds to 4-6 questions	Responds to 7+ questions
Answer	Does not answer to any questions or play the communication pattern	Answers to 1 question	Answers to 2-3 questions	Answers to 4-6 questions	Answers to 7+ questions
Non-verbal responses	Does not respond to any questions or play the communication pattern	Responds to 1 question	Responds to 2-3 questions	Responds to 4-6 questions	Responds to 7+ questions
Eye contact	Does not look at the person or play the communication pattern	Looks at the person 1-2 times	Looks at the person 3-5 times	Looks at the person 6-10 times	Looks at the person 11+ times
Appropriate pointing	Does not point to the person	Points to the person 1-2 times	Points to the person 3-5 times	Points to the person 6-10 times	Points to the person 11+ times

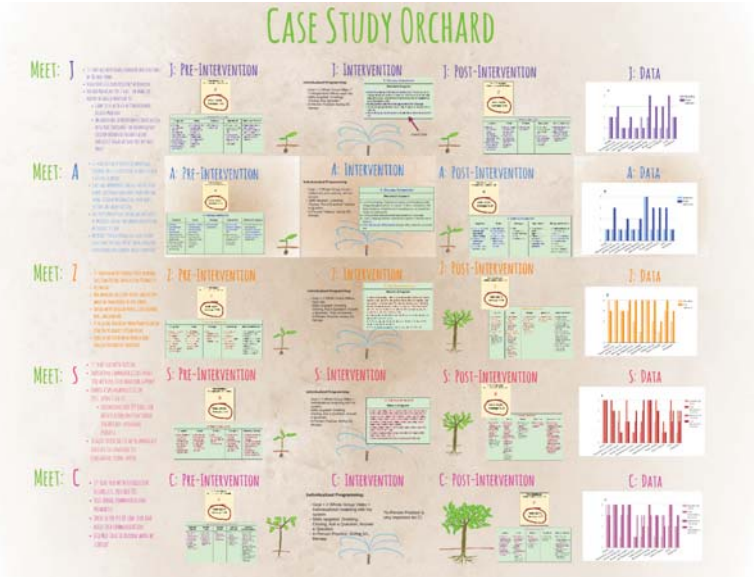
Created by Kayla Hanson, MA Ed and Candie Harris, MA, CCC-BLP Updated 7/1/16

- * Work in progress!
- * Moment in time!
- * Too low for branching communicators and beyond.

Communicative Behavior Levels

	Linguistic	Social	Strategic	Operational	Behavioral Barriers	Behavioral Supports
Emerging	<ul style="list-style-type: none"> • Primarily communicates through non-verbal means (gestures, facial expressions) • Single words or phrases • 2-3 words per utterance 	<ul style="list-style-type: none"> • Attempts to engage communication partners through eye contact • Responds to communication partners through eye contact 	<ul style="list-style-type: none"> • Disruptive behavior 	<ul style="list-style-type: none"> • Does not have access to a high frequency vocabulary • Functions of behavior: attention, escape, tangible items 	<ul style="list-style-type: none"> • Problem behavior: a tendency of behavior to occur 	<ul style="list-style-type: none"> • Level of prompting: initially give the student every word and then let them know they need to prompt the student to that they can independently communicate (if physical assistance is needed, change through trial and error)
Developing	<ul style="list-style-type: none"> • Uses a diverse set of non-verbal communication (gestures, facial expressions, eye contact) • 3-5 words per utterance 	<ul style="list-style-type: none"> • Joint attention • Eye contact • Responds to communication partners through eye contact 	<ul style="list-style-type: none"> • Disruptive behavior 	<ul style="list-style-type: none"> • Does not have access to a high frequency vocabulary • Functions of behavior: attention, escape, tangible items 	<ul style="list-style-type: none"> • Problem behavior: a tendency of behavior to occur 	<ul style="list-style-type: none"> • Level of prompting: initially give the student every word and then let them know they need to prompt the student to that they can independently communicate (if physical assistance is needed, change through trial and error)
Expanding	<ul style="list-style-type: none"> • Uses a diverse set of non-verbal communication (gestures, facial expressions, eye contact) • 6-10 words per utterance 	<ul style="list-style-type: none"> • Joint attention • Eye contact • Responds to communication partners through eye contact 	<ul style="list-style-type: none"> • Disruptive behavior 	<ul style="list-style-type: none"> • Does not have access to a high frequency vocabulary • Functions of behavior: attention, escape, tangible items 	<ul style="list-style-type: none"> • Problem behavior: a tendency of behavior to occur 	<ul style="list-style-type: none"> • Level of prompting: initially give the student every word and then let them know they need to prompt the student to that they can independently communicate (if physical assistance is needed, change through trial and error)
Expert	<ul style="list-style-type: none"> • Uses a diverse set of non-verbal communication (gestures, facial expressions, eye contact) • 11+ words per utterance 	<ul style="list-style-type: none"> • Joint attention • Eye contact • Responds to communication partners through eye contact 	<ul style="list-style-type: none"> • Disruptive behavior 	<ul style="list-style-type: none"> • Does not have access to a high frequency vocabulary • Functions of behavior: attention, escape, tangible items 	<ul style="list-style-type: none"> • Problem behavior: a tendency of behavior to occur 	<ul style="list-style-type: none"> • Level of prompting: initially give the student every word and then let them know they need to prompt the student to that they can independently communicate (if physical assistance is needed, change through trial and error)

Created by Kayla Hanson, MA Ed and Candie Harris, MA, CCC-BLP Updated 8/1/16



MEET: J

- 15-YEAR-OLD WITH DOWN SYNDROME AND A HISTORY OF TBI AND STROKE.
- HIGH INTENSITY AND FREQUENCY OF BEHAVIOR
- HAS HAD NOVACHAT FOR 1 YEAR- SHE BROKE THE MOUNT WITHIN A MONTH OF USE
 - CAME TO US WITH A 4-BUTTON DYNAMIC DISPLAY PROGRAM
 - WE MOVED HER TO WORDPOWER 42 BASIC WITH A KEYGUARD (TAPED ON)- SHE MEANINGFULLY LOCATED VOCABULARY WITHOUT BEING EXPLICITLY TAUGHT WITHIN THE FIRST HALF HOUR!

J: PRE-INTERVENTION

Video Modeling for Communication Skills Rubric

J

Total: 16/44
Average: 1.45

J: Emerging Communicator				
Linguistic	Social	Strategic	Operational	Behavioral Barriers
<ul style="list-style-type: none"> Primarily communicates through non-symbolic means (gestures, early sounds, facial expressions) Message reliability is low-moderate 1 symbol/action per message 	<ul style="list-style-type: none"> Attends to familiar communication partners through eye contact Interacts with communication partner physically or through exchange of objects 	<ul style="list-style-type: none"> Demonstrates cause/effect 	<ul style="list-style-type: none"> Does not have access to symbolic communication. -OR- Has access to AAC, and actively engages with it (may not be meaningful) 	<ul style="list-style-type: none"> Problem behavior at a high frequency Intensity of behavior severe to moderate Functions of behavior: attention, escape, tangible item



J: INTERVENTION

Individualized Programming:

- Goal = 1 Whole Group Video + 2 Independent Videos each day
- Skills targeted: Greeting, Closing, Any Question
- In Person Practice: during S/L therapy

J: Emerging Communicator
Behavioral Supports
<ul style="list-style-type: none"> Level of prompting: (Full physical-natural cue) Prompting should change throughout activity or session. If this is a brand new skill being introduced, a higher level of prompting may be required but should be faded quickly. During problem behavior model appropriate AAC message Given a language demand, more likely to ignore or respond with a behavior Start with actual reinforcement and pair with a token for most AAC use



CHEETOS!

J: POST-INTERVENTION

Video Modeling for Communication Skills Rubric

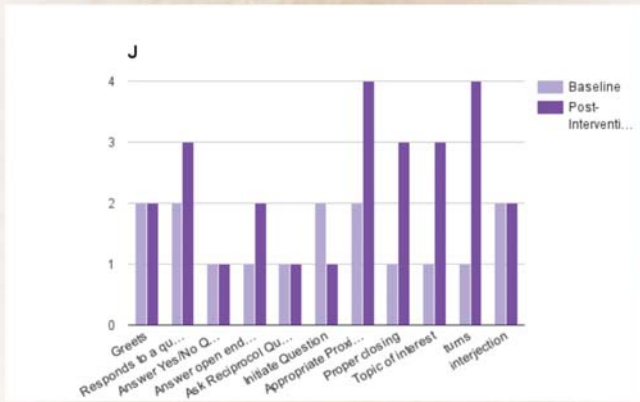
J

Total: 26/44
Average: 2.36

J: Emerging Communicator				
Linguistic	Social	Strategic	Operational	Behavioral Barriers
<ul style="list-style-type: none"> Primarily communicates through non-symbolic means (gestures, early sounds, facial expressions) Message reliability is low-moderate 1 symbol/action per message 	<ul style="list-style-type: none"> Attends to familiar communication partners through eye contact Interacts with communication partner physically or through exchange of objects 	<ul style="list-style-type: none"> Demonstrates cause/effect 	<ul style="list-style-type: none"> Does not have access to symbolic communication. -OR- Has access to AAC, and actively engages with it (may not be meaningful) 	<ul style="list-style-type: none"> Problem behavior at a high frequency Intensity of behavior severe to moderate Functions of behavior: attention, escape, tangible item



J: DATA



MEET: A

- 15-year-old with SPASTIC QUADRIPLEGIC CEREBRAL PALSY, INTELLECTUAL DISABILITY AND A SEIZURE DISORDER
- LIKES AGE-APPROPRIATE THINGS: NOVELS READ ALOUD, NATIONAL GEOGRAPHIC AND COOKING SHOWS, ATTENDS DURING CLASS TIME WHEN SEIZURES ARE UNDER CONTROL
- HAS USED SOME EYE GAZE WITH LIMITED SUCCESS AT PREVIOUS SCHOOL - NO FORMAL DESCRIPTION OF EYE GAZE SYSTEM
- WE DIDN'T HAVE A FORMAL EYE GAZE SYSTEM FULLY FUNCTIONING UNTIL 3 WEEKS INTO OUR VIDEO MODELING PROBLEM-BASED LEARNING!

A: PRE-INTERVENTION



A: Emerging Communicator				
Linguistic	Social	Strategic	Operational	Behavioral Barriers
<ul style="list-style-type: none"> Primarily communicates through non-symbolic means (gestures, early sounds, facial expressions) Message reliability is low-moderate 1 symbol/action per message 	<ul style="list-style-type: none"> Attends to familiar communication partners through eye contact Interacts with communication partner physically or through exchange of objects 	<ul style="list-style-type: none"> Demonstrates cause/effect 	<ul style="list-style-type: none"> Does not have access to symbolic communication -OR- Has access to AAC, and actively engages with it (may not be meaningful) 	<ul style="list-style-type: none"> Problem behavior at a high frequency Intensity of behavior severe to moderate Functions of behavior: attention, escape, tangible item



A: INTERVENTION

Individualized Programming:

- Goal = 2 Whole Group Video + Individualized modeling with his system
- Skills targeted: Greeting, Closing, Ask a Question, Answer a Question
- In Person Practice: during S/L therapy

A: Emerging Communicator
Behavioral Supports
<ul style="list-style-type: none"> Level of prompting: (Full physical-natural cue) Prompting should change throughout activity or session. If this is a brand new skill being introduced, a higher level of prompting may be required but should be faded quickly. During problem behavior model appropriate AAC message Given a language demand, more likely to ignore or respond with a behavior Start with actual reinforcement and pair with a token for most AAC use



A: POST-INTERVENTION

Video Modeling for
Communication Skills Rubric

A

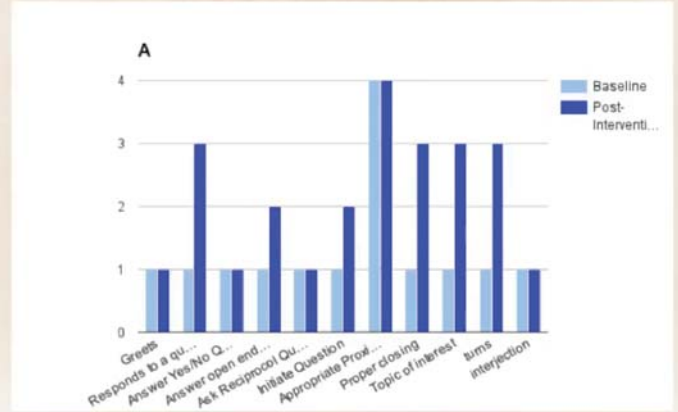
Total: 24/44
Average: 2.18



A: Exploring Communicator

Linguistic	Social	Strategic	Operational	Behavioral Barriers
<ul style="list-style-type: none"> • Uses a mixture of symbolic and nonsymbolic communication • Average of 1-2 symbols per message • Linguistic Intent: requests, labels 	<ul style="list-style-type: none"> • Joint attention • Conversational intent: Greets • 1 turn per topic • Interacts best with familiar communication partners 	<ul style="list-style-type: none"> • Gets communication partner's attention prior to communicating 	<ul style="list-style-type: none"> • Turns device on/off (if applicable) • Able to transport own device • Navigates to categories with prompting 	<ul style="list-style-type: none"> • Problem behavior at a moderately high frequency • Intensity of behavior mostly moderate with occasional severe outbursts • Functions of behavior: attention, escape, tangible item

A: DATA



MEET: Z

- 17-year old with CEREBRAL PALSY, HEARING LOSS, LOW VISION, INTELLECTUAL DISABILITY
- BILINGUAL
- WAS WORKING ON CAUSE-EFFECT SWITCH TOYS WHEN SHE TRANSFERRED TO OUR SCHOOL...
- SOCIAL WITH FAMILIAR PEOPLE, LOVES HUMOR, BOYS, AND DANCING
- IS TRIALING TOUCHCHAT WORD POWER 60 ON AN IPAD PRO TO ADDRESS VISION NEEDS.
- LIKES TO SWITCH BETWEEN SPANISH AND ENGLISH VERSIONS OF TOUCHCHAT.

Z: PRE-INTERVENTION

Video Modeling for
Communication Skills Rubric

Z

Total: 29/44
Average: 2.63

Z: Exploring Communicator

Linguistic	Social	Strategic	Operational	Behavioral Barriers
<ul style="list-style-type: none"> • Uses a mixture of symbolic and nonsymbolic communication • Average of 1-2 symbols per message • Linguistic Intent: requests, labels 	<ul style="list-style-type: none"> • Joint attention • Conversational intent: Greets • 1 turn per topic • Interacts best with familiar communication partners 	<ul style="list-style-type: none"> • Gets communication partner's attention prior to communicating 	<ul style="list-style-type: none"> • Turns device on/off (if applicable) • Able to transport own device • Navigates to categories with prompting 	<ul style="list-style-type: none"> • Problem behavior at a moderately high frequency • Intensity of behavior mostly moderate with occasional severe outbursts • Functions of behavior: attention, escape, tangible item

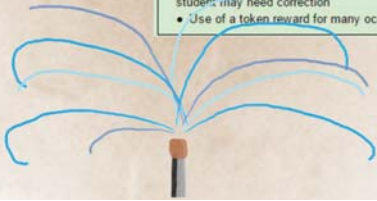


Z: INTERVENTION

Individualized Programming:

- Goal = 2 Whole Group Videos each day
- Skills targeted: Greeting, Closing, Ask a Question, Answer a Question, Topic of Interest
- In Person Practice: during S/L therapy

Z: Exploring Communicator	
Behavioral Supports	
<ul style="list-style-type: none"> • Level of prompting: Initially give the student some wait time to see how they respond, then prompt the student so that they can successfully communicate (Full physical-natural cue) Prompting should change throughout activity or session. If this is a brand new skill being introduced, a higher level of prompting may be required but should be faded quickly. • During problem behavior model and/or give a verbal prompt for appropriate AAC message • Given a language demand, ignore or attempt a response-the student may need correction • Use of a token reward for many occasions of AAC use 	



Z: POST-INTERVENTION

Video Modeling for Communication Skills Rubric

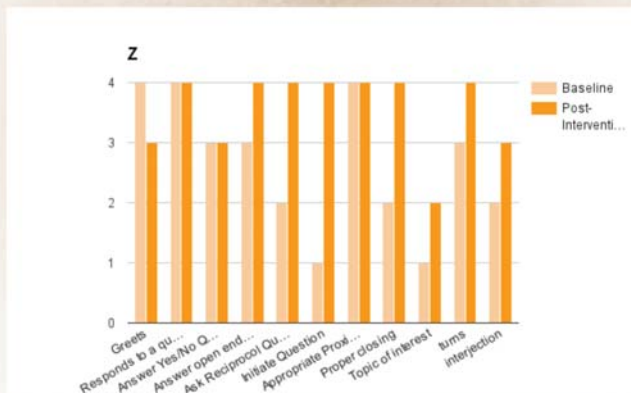
Z

Total: 39/44
Average: 3.54



Z: Expanding Communicator				
Linguistic	Social	Strategic	Operational	Behavioral Barriers
<ul style="list-style-type: none"> • Uses effective modes of communication for most situations • Average of 2-4 symbols per message • Linguistic intent: States • Developing grammar: present progressive -ing, plural -s, he/she pronouns 	<ul style="list-style-type: none"> • Conversational intent: Initiates questions, Provides conversational interjection/comment • 2 turns per topic • Interacts best with familiar communication partners and unfamiliar communication partners with limited support • Directs conversation toward shared experiences 	<ul style="list-style-type: none"> • Repeats message when unheard • Attempts communication repair as needed • Communicates intent of communicative contribution 	<ul style="list-style-type: none"> • Recognizes need for new vocabulary or phrases 	<ul style="list-style-type: none"> • Manage problem behavior through communication before it is high intensity • Alleviate anxiety by giving choices (verbal or visual) • Make expectations measurable (Circle just the paragraph that needs to be read, highlight the problems or set a timer) • Negotiate expectations with a break or reinforcement

Z: DATA



MEET: S

- 17-YEAR-OLD WITH AUTISM
- INCREASING COMMUNICATION SKILLS TIED WITH POSITIVE BEHAVIOR SUPPORT!
- OWNED A SPRINGBOARD LITE IN 2015...DIDN'T USE IT.
 - SPEECH/LANGUAGE IEP GOALS FOR ARTICULATION ON FUNCTIONAL VOCABULARY- MINIMAL PROGRESS.
- TRIALED TOUCHCHAT 60 WITH IMMEDIATE INCREASE IN LANGUAGE USE (INCLUDING VERBAL SPEECH).

S: PRE-INTERVENTION

Video Modeling for Communication Skills Rubric

S

Total: 25/44
Average: 2.27

S: Exploring Communicator				
Linguistic	Social	Strategic	Operational	Behavioral Barriers
<ul style="list-style-type: none"> Uses a mixture of symbolic and nonsymbolic communication Average of 1-2 symbols per message Linguistic intent: requests, labels 	<ul style="list-style-type: none"> Joint attention Conversational Intent: Greetings 1 turn per topic Interacts best with familiar communication partners 	<ul style="list-style-type: none"> Gets communication partner's attention prior to communicating 	<ul style="list-style-type: none"> Turns device on/off (if applicable) Able to transport own device Navigates to categories with prompting 	<ul style="list-style-type: none"> Problem behavior at a moderately high frequency Intensity of behavior mostly moderate with occasional severe outbursts Functions of behavior: attention, escape, tangible item



S: INTERVENTION

Individualized Programming:

- Goal = 2 Whole Group Video + Individualized modeling with his system
- Skills targeted: Greeting, Closing, Ask a Question, Answer a Question
- In Person Practice: during S/L therapy

S: Exploring Communicator	
Behavioral Supports	
<ul style="list-style-type: none"> Level of prompting: Initially give the student some wait time to see how they respond, then prompt the student so that they can successfully communicate (Full physical-natural cue) Prompting should change throughout activity or session. If this is a brand new skill being introduced, a higher level of prompting may be required but should be faded quickly. 	<ul style="list-style-type: none"> During problem behavior model and/or give a verbal prompt for appropriate AAC message Given a language demand, ignore or attempt a response-the student may need correction Use of a token reward for many occasions of AAC use



S: POST-INTERVENTION

Video Modeling for Communication Skills Rubric

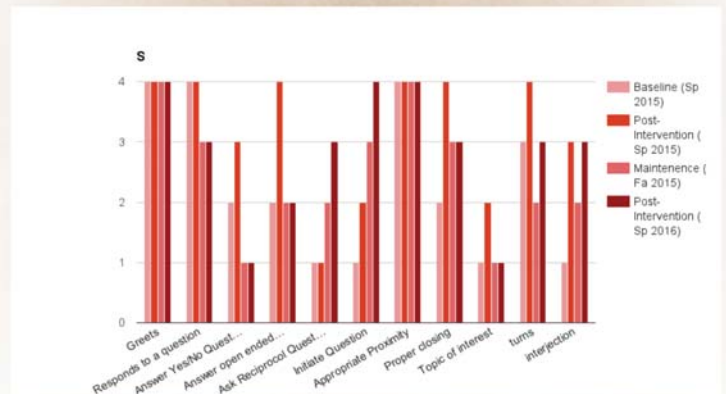
S

Total: 35/44
Average: 3.18

S: Expanding Communicator				
Linguistic	Social	Strategic	Operational	Behavioral Barriers
<ul style="list-style-type: none"> Uses effective modes of communication for most situations Average of 2-4 symbols per message Linguistic intent: Shares Developing grammar: present progressive -ing, plural -s, her/she pronouns 	<ul style="list-style-type: none"> Conversational intent: Initiates questions Provides conversational interjection/ comment 2 turns per topic Interacts best with familiar communication partners and unfamiliar communication partners with limited support Directs conversation toward shared experiences 	<ul style="list-style-type: none"> Repeats message when unheard Attempts communication repair as needed Communicates intent of communicative contribution 	<ul style="list-style-type: none"> Recognizes need for new vocabulary or phrases 	<ul style="list-style-type: none"> Manage problem behavior through communication before it is high intensity Alleviate anxiety by giving choices (verbal or visual) Make expectations measurable (Circle just the paragraph that needs to be read, highlight the problems or set a timer) Negotiate expectations Pair work completion with a break or reinforcement



S: DATA



MEET: C

- 17-YEAR-OLD WITH INTELLECTUAL DISABILITY, POSSIBLE TBI
- USES VERBAL COMMUNICATION PRIMARILY.
- OPEN TO THE USE OF LOW-TECH AND HIGH-TECH COMMUNICATION.
- DID NOT TALK TO ANYONE WHEN WE STARTED!

C: PRE-INTERVENTION

Video Modeling for Communication Skills Rubric
C
 Total: 22/44
 Average: 2.00

C: Exploring/Developing/Expanding Communicator				
Expanding Linguistic	Exploring Social	Exploring Strategic	Exploring Operational	Expanding Behavioral Barriers
<ul style="list-style-type: none"> • Uses effective mode of communication for some situations • Average of 2-3 symbols per message • Linguistic intent: comments, protests, responds 	<ul style="list-style-type: none"> • Joint attention intent: Gaze • 1 turn per topic • Interacts best with familiar communication partners 	<ul style="list-style-type: none"> • Gets communication partner's attention prior to communicating 	<ul style="list-style-type: none"> • Turns device on/off (if applicable) • Able to transport own device. • Navigates to categories with prompting 	<ul style="list-style-type: none"> • Manage problem behavior through communication before it is high intensity • Abolishes anxiety by giving choices (verbal or visual) • Make expectations measurable (Circle just the paragraph that needs to be read, highlight the problems or set a timer) • Negotiate expectations • Pair work completion with a break or reinforcement

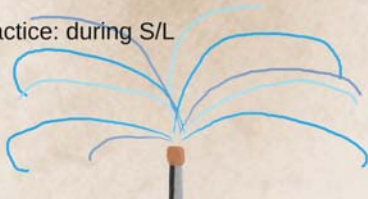


C: INTERVENTION

Individualized Programming:

- Goal = 2 Whole Group Video + Individualized modeling with his system
- Skills targeted: Greeting, Closing, Ask a Question, Answer a Question
- In Person Practice: during S/L therapy

*In-Person Practice is very important for C!



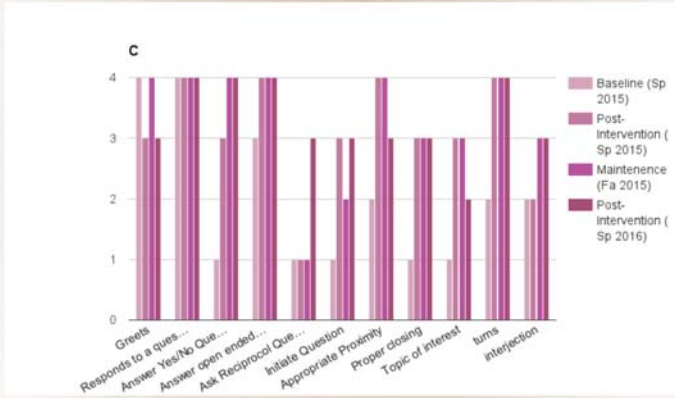
C: POST-INTERVENTION

Video Modeling for Communication Skills Rubric
C
 Total: 36/44
 Average: 3.27

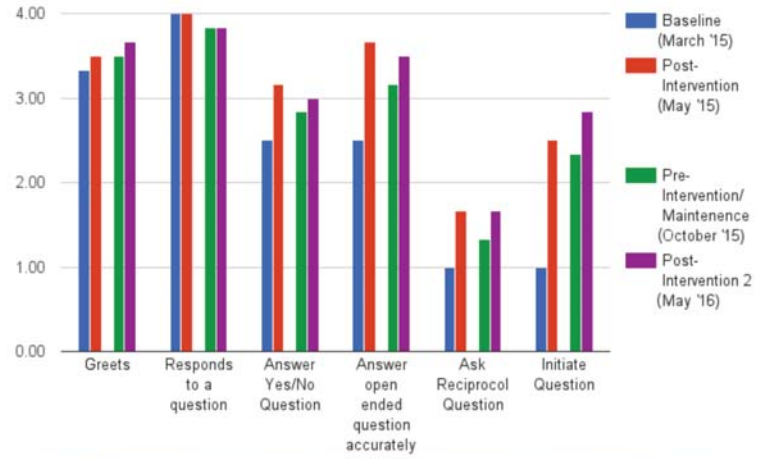
C: Branching Communicator				
Linguistic	Social	Strategic	Operational	Behavioral Barriers
<ul style="list-style-type: none"> • Uses most effective mode of communication for familiar situations • Average of 2-6 symbols per message • Developing grammar: past tense, possessive + articles 	<ul style="list-style-type: none"> • Conversational intent: Maintains conversation through commenting & questions • Requests clarification • 2-3 turns per topic • Directs conversation toward communication partner's interest 	<ul style="list-style-type: none"> • Repairs communication breakdowns with assistance • Compose and pre-size messages 	<ul style="list-style-type: none"> • Independently with vocabulary to system 	<ul style="list-style-type: none"> • Manage problem behavior through communication before it is high intensity • Abolishes anxiety by giving choices (verbal or visual) • Make expectations measurable • Negotiate expectations • Pair work completion with a break or reinforcement



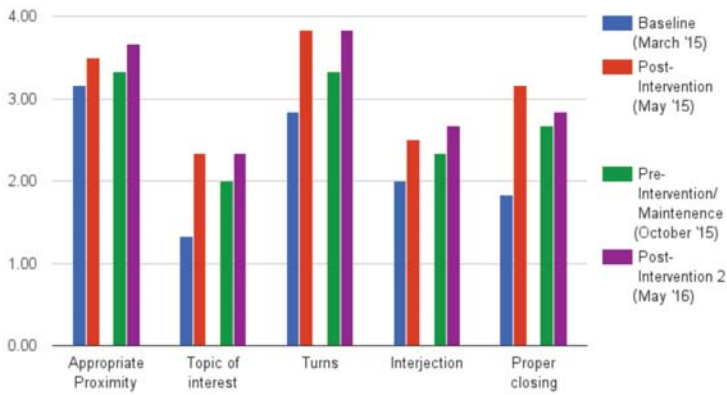
C: DATA



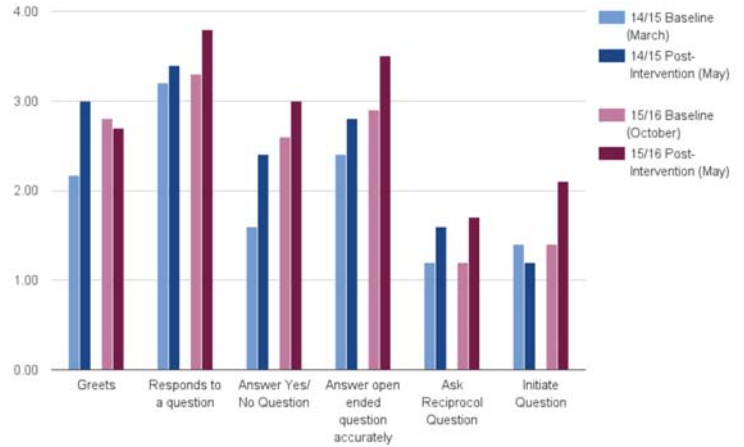
Two Year Student Group Averages (6 Students: Part 1)



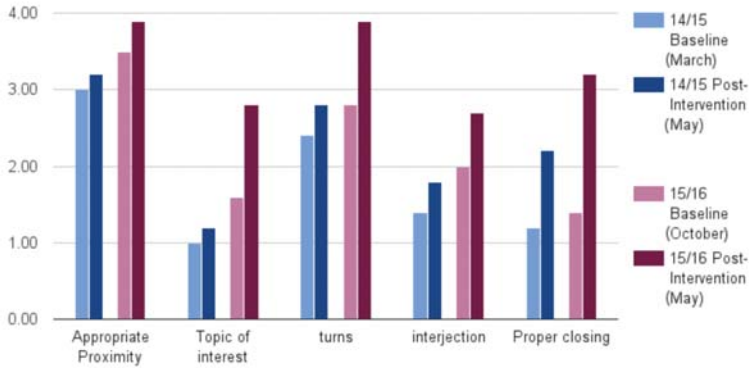
Two Year Student Group Averages (6 Students: Part 2)



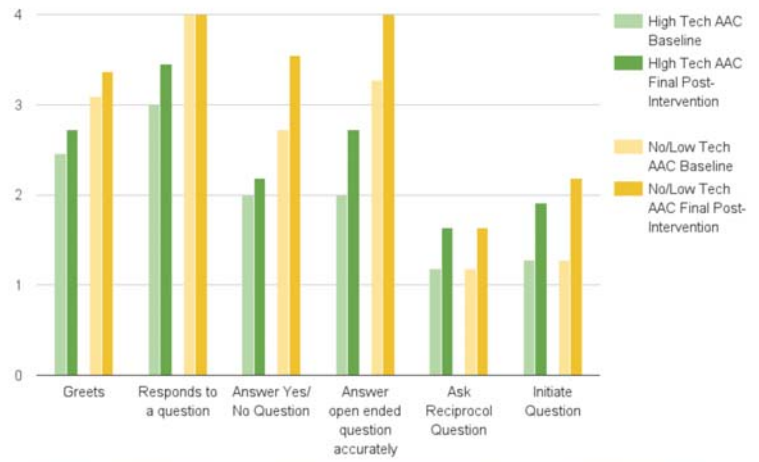
One Year Student Averages [14/15 (6 students) and 15/16 (10 students)] Part 1



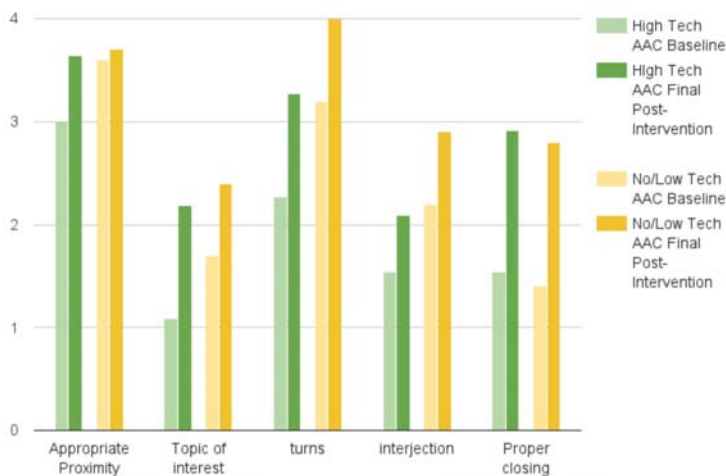
One Year Student Averages [14/15 (6 students) and 15/16 (10 students)] Part 2



Group Averages for High Tech vs. No/Low Tech AAC Users - Part 1



Group Averages for High Tech vs. No/Low Tech AAC Users - Part 2



OBSERVATIONS!



Within a week of starting video models, kids increased the spontaneous and independent use of their AAC devices.

Kids started participating as a community of peers after starting video modeling. (example: C)

Students are choosing to watch a video model during their free time! (example: S)

Have faith even if you don't see results right away at school (example: J2)

WHAT WE LEARNED:

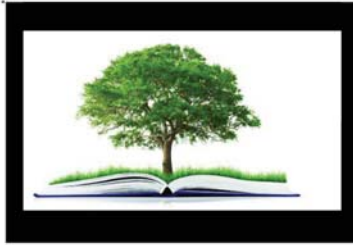
Don't have to have all ducks in a row to start waddling.

First person video models targeted toward AAC users benefitted all our students.

Need better sound quality

Want better filmography

Start with rubric



So How Do You Make A Video Model?



1. What kind of conversational skills are you targeting?

2. Make a script!

Hi



I'm good. How are you?



Well, it was nice to see you!



Bye.

How to Make Icon Sequences

Chat Editor

http://saltillo.com/support/download_category/all-downloads-13

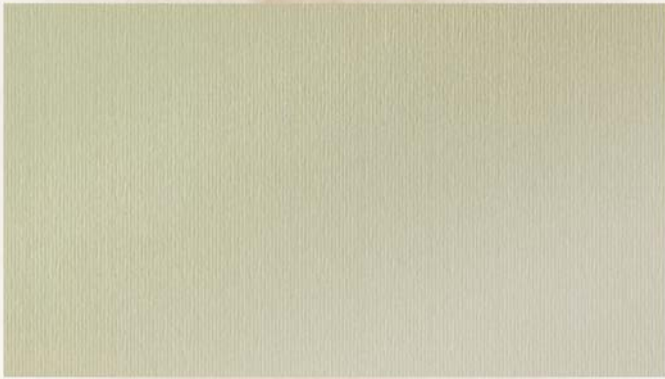


Snip & Clip



Don't forget to print them out!

3. Filming the Communication Partner



4. Film the Aided AAC Input



5. Get Videos to Your iPad

Film on the iPad

Upload to Drive or Dropbox...

Download to your iPad...

*If you couldn't record
the Aided AAC Input:*



<http://bit.ly/29W4m8x>

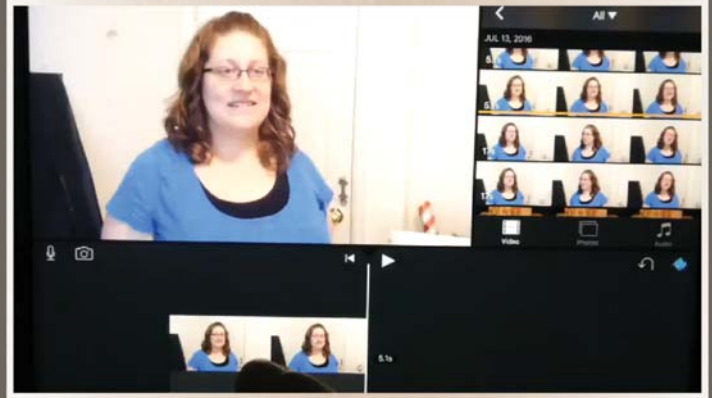
6. in iMovie, Start a new Project: Movie



7. Insert Your Clips



8. Edit as needed



9. Title and Save your Video Model



10. Do a Little Dance-

You just made a video model!



*Our Resource and Reference Lists
are on our website!*

<http://grantingkidslearningopportunities.weebly.com/conferences.html>



or try the QR Code



or shortened link

<http://bit.ly/29W4m8x>