



meTV, Video Self-Modelling and Peer Video-Modelling in school based education in the USA

Shane Spence

Pratt Foundation Fellowship

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i. EXECUTIVE SUMMARY

The Fellowship awarded to Shane Spence allowed him to travel to the United States of America (USA), Canada and Canberra, Australia to research and develop skills, knowledge and use of Video Self Modelling (VSM), Video Peer Modelling (VPM) and School-based television, in order to develop a new initiative that combines these ideas. The concept of delivering VSM and VPM using a school-based television show as the vehicle has not been initiated anywhere worldwide to date. This concept, dubbed 'meTV' is just that – TV about me. Using the target audience themselves as the television talent ensures engagement and fast skill acquisition.

Peer Video Modelling

Traditionally, the use of VSM and VPM in Victorian schools as a teaching tool is very rare. It is most prevalent in special needs educational settings (though rarely used) and almost nil in mainstream settings. Video Modelling is less effective than Peer Video Modelling or Video Self Modelling.¹ Interestingly, the concept is taught in post-graduate Special Education courses as a concept, but despite the research confirming its success, currently there is little to no transfer of the knowledge and skill into the special school or mainstream classroom.

School-based television

Currently, a very small percentage of mainstream schools run a school-based television program. In all cases in Australia and overseas that the Fellow has found, the service is broadcast via dedicated video equipment and cabling, meaning it is expensive, cumbersome and quickly outdated. With the emergence of new Ethernet-based broadcasting technology, it has become more affordable and feasible for schools to use. Nevertheless, no schools in Australia with the exception of the meTV concept use the television broadcast as a vehicle to teach behavioural, social and academic skills to the student cohort as a whole via Peer Video Modelling. Currently, schools use the service as an information service and perhaps to celebrate current achievements within the school environment.

The Fellow travelled to Indianapolis, Indiana, USA and met with Dr Bellini from the University of Indiana. Dr Bellini has and continues to conduct discreet trials of Video Self Modelling (VSM) within his department as part of his Building Positive Relationships intervention model.

The Fellow travelled to Frankfort, Tennessee, USA and met with Dr Preston Lewis. Dr Lewis is one of the pioneers of Video Self Modelling and worked in early research with world renowned Dr Peter Dowrick. Dr Lewis was integral in early VSM interventions and provides a valuable historical background to the development of VSM and an insight into the first works of Dr Dowrick and Dr Lewis in the Creating Futures Project.

The Fellow travelled to The Siskin Institute in Chattanooga, Tennessee, USA and worked with Professor Dr Buggiey. The Siskin Institute is a specialist facility where video self-modelling is researched with special needs children, especially those on the Autism Spectrum. Both the Siskin Institute and Dr Buggiey are internationally acclaimed in the field of VM, PVM and VSM. The visit, interviews and observations conducted provided valuable research information from cutting edge pioneers in the field. A proposed affiliation with the Siskin Institute was forged as a result of meeting with Dr Buggiey and the administration of the Institute. In addition, Dr Buggiey considers meTV to be "the most practical application of VSM worldwide".

The Fellow travelled to Battle Academy for Teaching and Learning in Chattanooga Tennessee. It is one of 45 elementary schools in the Hamilton County School District. It is a public school that serves 465 students in grades PK-5. It is known for its progressive approaches and is a 'magnet' school. Battle Academy for Teaching Learning has 15 students for every full-time equivalent teacher. Battle Academy provided a reference point for a successful inclusion model in a mainstream setting and although Battle

¹ Use of Peer Video Modelling, Buggiey, T., 2009

i. EXECUTIVE SUMMARY

Academy does not use VSM (the Fellow expected they would as they have a close affiliation with Dr Bugghey) they were interested in using this initiative. The principal was highly motivated by the visit and meeting.

The Fellow travelled to ABS-Autism & Behavior Services (ABS) in Chattanooga Tennessee, USA and met with Laura Forkum Berryhill, PhD, BCBA-D, Executive Director/ co-founder of ABS. Autism & Behavior Services (ABS) is a non-profit organisation providing a wide range of Applied Behavior Analysis (ABA) services to individuals with learning or behavioural difficulties. They also serve families, community organisations and schools. Dr Berryhill confirmed that even highly recognised services dealing with interventions in the USA are not using VSM as an intervention strategy even though it is an excellent evidence-based practice. Dr Berryhill stated that VSM is considered by the Autism Society of America as one of the top evidence based intervention strategies for people with Autism. Dr Berryhill was initially trained by Dr Bugghey and considered that her technical reluctance and concern about digital technology to be the reason that she had not used VSM yet.

The Fellow travelled to Orange Grove Center in Chattanooga, Tennessee, USA. Orange Grove Center is a private, non-profit organisation serving adults and children with developmental disabilities. Orange Grove was established in 1953 by families of children with intellectual disabilities in Hamilton County, TN, who desperately needed educational services. Gina Selby runs the Adult Services and was our contact at Orange Grove. The Fellow expected to see VSM used in some form at Orange Grove and was again surprised to find that VSM and television are not used with any clients as interventions even though Dr Bugghey had trained Gina in the use of VSM.

The Fellow travelled to Kingston, New York to Kingston High School, internationally recognised as one of the pioneering school-based television programs world-wide. It has more than a 30 year history and its affiliation with BBC continues to make the daily television program an example of success of school-based television. The school has affiliation with Time Warner Cable and this knowledge will be used to inform the DEECD when expanding the program into other schools in Victoria and further afield in other states of Australia. The technology, however, was limiting Kingston's success and they considered meTV's approach and technical setup 'genius' and are altering their process to reflect elements of meTV.

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ii. ABBREVIATIONS/ACRONYMS

ADD/ADHD	Attention Deficit Hyperactivity Disorder
APT	Administration Preparation Time
ASD	Autism Spectrum Disorder
DEECD	Department of Education and Early Childhood Development
EPVM	Extended Peer Modelling
FLIP	Families Learning through Interactive Programs
ISSI	International Specialised Skills Institute
PECS	Picture Exchange Communication System
PODD	Pragmatic Organisation Dynamic Display
SDS	Special Developmental School
SWPBS	School-wide Positive Behaviour in Schools
VPM	Video Peer Modelling
VM	Video Modelling
VSM	Video Self-Modelling

iii. DEFINITIONS

Video Self Modelling

Sometimes called Feedforward (Dowrick, P.,1995). The use of a short, carefully planned and edited video clip where the desired behaviour/skill/outcome is shown positively framed, which in turn instigates a positive change in the viewer's behaviour/skill. The viewer literally watches themselves doing something that is possible, but is just out of range currently. In the words of Peter Dowrick, the video should be "beyond capability, but not beyond possibility". The viewer watches their 'future self'. The rate of acquisition is usually very fast. It is particularly useful for people on the Autism Spectrum; however it has been highly successful with a vast range of students in special education.

Peer Modelling

An extension of Video Self Modelling, broadening the concept to include a peer group, so that the positive effects of viewing reach the peer group as well.

Extended Peer Video Modelling

meTV has extended this concept to the immediate community level (in this case school community), called Extended Peer Video Modelling (EPVM). EPVM can be defined as being relevant to the viewer's wider peer group (beyond the immediate peer group) but where the viewer can still associate them with the group by means of familiarity of a wider community. For example, within a school, classmates may be considered immediate peer group and another class within the school may be considered extended peer group.

Baby boomer

Name applied to individuals born in the post-World-War II period of the years between 1946 and 1964.

Cloud

Environment providing shared computing infrastructure and data storage services. The user has access to required information when they require it via the cloud service; however, they have little control over its location, and the user's infrastructure may limit the speed or bandwidth at which the data is available.

Generation X

The generation born after that of the baby boomers (roughly from the early 1960s to the early1980s), often perceived to be disaffected and directionless, but generally more open to diversity,

Generation Y

Also called the 'Millennial Generation', this group is characterised by an increased awareness and use of digital media and technologies.

Generation Z

This generation has had a lifelong connection with communication technologies and the use of the Internet, especially Social Media.

Innovation

Creating and meeting new and emerging needs, pioneering new ways of operating.

iii. DEFINITIONS

Learning organisation

This is the term applied to organisations that are in a state of continuous transformation through the ongoing facilitation of learning by personnel within the organisation. In this case it refers to educational learning environments specifically.

Magnet schools

Free public elementary and secondary schools of choice that are operated by school districts or a consortium of districts. Magnet schools have a focused theme and aligned curricula in Science, Technology, Engineering, and Mathematics (STEM), Fine and Performing Arts, International Baccalaureate, International Studies, MicroSociety, Career and Technical Education (CTE), World Languages (immersion and non-immersion) and many others. Magnet schools are typically more “hands on – minds on” and use an approach to learning that is inquiry or performance/project based.

meTV

meTV literally represents ‘me TV’ or TV about me. It is a daily television show for special needs students broadcast both within the individual school and across Victorian Special Schools state-wide. In the first three months meTV attracted in excess of 250,000 views state-wide, with a trend of growth.

It has been a highly successful initiative that continues to attract local, national and international interest. It involves almost all staff and students in front and behind the camera at Mount Evelyn Special Developmental School (SDS), and is based on a sound, evidence-based educational framework (Video Self Modelling and Peer Modelling) and is underpinned by a positive behaviour framework.

M-learning

Mobile learning involves the use of portable technology such as mobile phones and tablets to deliver e-learning.

Skills Enhancement

Applied research that enables enhancement and improvement in skills and practice not currently available or implemented in Australia. It also involves the subsequent dissemination and sharing of those skills and recommendations throughout the relevant Australian industry, education, government bodies and the community.

1. ACKNOWLEDGEMENTS

Shane Spence thanks the following individuals and organisations that have generously given of their time and their expertise to assist, advise and guide him through this Fellowship program.

Awarding Body – International Specialised Skills Institute (ISS Institute)

The International Specialised Skills Institute (ISS Institute) is an independent, national organisation. In 2015 it is celebrating twenty-five (25) years working with Australian governments, industry education institutions and individuals to enable them to gain enhanced skills, knowledge and experience in traditional trades, professions and leading edge technologies.

At the heart of the ISS Institute are our individual Fellows. Under the Overseas Applied Research Fellowship Program the Fellows travel overseas. Upon their return, they are required to pass on what they have learnt by:

- Preparing a detailed report for distribution to government departments, industry and educational institutions
- Recommending improvements to accredited educational courses
- Delivering training activities including workshops, conferences and forums.

Over 350 Australians have received Fellowships, across many industry sectors. In addition, recognised experts from overseas conduct training activities and events. To date, 30 leaders in their field have shared their expertise in Australia.

According to Skills Australia's 'Australian Workforce Futures: A National Workforce Development Strategy 2010'.

Australia requires a highly skilled population to maintain and improve our economic position in the face of increasing global competition, and to have the skills to adapt to the introduction of new technology and rapid change. International and Australian research indicates we need a deeper level of skills than currently exists in the Australian labour market to lift productivity. We need a workforce in which more people have skills and knowledge, but also multiple and higher level skills and qualifications. Deepening skills and knowledge across all occupations is crucial to achieving long-term productivity growth. It also reflects the recent trend for jobs to become more complex and the consequent increased demand for higher-level skills. This trend is projected to continue regardless of whether we experience strong or weak economic growth in the future. Future environmental challenges will also create demand for more sustainability related skills and knowledge across a range of industries and occupations.

In this context, the ISS Institute works with our Fellows, industry and government to identify specific skills and knowledge in Australia that require enhancing, where accredited courses are not available through Australian higher education institutions or other Registered Training Organisations. The Fellows' overseas experience sees them broadening and deepening their own professional knowledge, which they then share with their peers, industry and government upon their return. This is the focus of the ISS Institute's work.

For further information on our Fellows and our work see <http://www.issinstitute.org.au>.

Shane Spence also thanks the CEO (Bella Irlight AO) and staff (Ken Greenhill and Paul Sumner) of ISS Institute for their assistance in planning and development of the Fellowship and completion of this report.

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1. ACKNOWLEDGEMENTS

Supporters

Shane Spence would also like to thank the Principals Association of Special Schools (PASS) for their support. He also thanks Anthea Naylor for her assistance in running school based trials and classroom based VSM and PVM and Wendy Platt for her technical assistance in running the daily television program.

Shane Spence would like to give special thanks to Dr Buggey from the Siskin Institute, Chattanooga, Tennessee, USA for his support, advice and inspiration.

Employer Support

Spence gratefully thanks Mount Evelyn SDS Principal, Helen Johnston and Assistant Principal Janet Taylor for their tremendous amount of support in advice, time and professional development opportunities and of their vision for the Fellowship and project.

2. ORGANISATIONS IMPACTED BY THE FELLOWSHIP

Government

The Department of Education and Training (DET) special developmental schools will provide the client base for the expansion of the meTV program. The potential impact to the positive outcomes for Victoria's many special school students is enormous.

Professional Associations

The Principal's Association of Special Schools (PASS) Victoria, is affiliated with the national body. PASS member schools have shown great interest in the development of the project and continue to support its expansion.

3. ABOUT THE FELLOW

Name: Shane Spence

Current Employment:

Specialist Media Teacher, Primary Section Team Leader, Mount Evelyn Special Developmental School (SDS), Victoria, Australia

Relevant Qualifications:

Various Certificate Level Qualifications

- Cert IV VET Business, Cert IV VET Hospitality 1996 – Sale TAFE
- Outdoor and Indoor Rock Climbing Teaching Certification 2002 – Halls Outdoor
- VCE Media Assessor 2008 - 2009
- School wide Positive Behaviour Support trained 2012
- Bachelor of Education (Melbourne University), Victoria, Australia, 1992
- Currently completing Masters of Special Education (Deakin)

Relevant Awards:

- PASS Specialist Teacher of the Year, 2012
- Runner-up Lindsay Thompson Fellowship Victorian Teaching Excellence Awards 2013
- Shortlisted Lindsay Thompson Fellowship Victorian Teaching Excellence Awards 2014
- Teacher of the Year Disability and Additional Needs Victorian Teaching Excellence Awards 2014

Brief Biography:

During his secondary schooling years the Fellow worked in theatres, television and audio organisations and also had a successful acting career. After completing VCE in 1987, the Fellow studied at Melbourne University. In 1992, he commenced employment in a range of both Government and Independent schools in Victoria in a range of teaching and leadership positions including year level, VET, VCE, Arts and ICT co-ordinating positions. He taught in subjects as diverse as Drama, Theatre Studies, Media, ICT, Mathematics, Business and Hospitality.

During this time Shane Spence also developed various initiatives in school organisational roles. In 2010, he began employment at Mount Evelyn SDS where his interest in engaging students using video media led to the development of the meTV program. The meTV program is a unique and pioneering way of delivering school based television using the underpinning concept of video and peer modelling not yet developed anywhere locally or internationally.

4. THE AUSTRALIAN CONTEXT

Traditionally, schools in Victoria and Australia make little use of the learning concept of Peer Video Modelling (PVM) in special needs educational settings, and almost nil in mainstream settings. Interestingly, the concept is taught in post-graduate Special Education courses as a concept, but despite the research confirming its potential and success, currently there is little to no transfer of the knowledge and skill into the special school or mainstream classroom.

A very small percentage of mainstream schools run a school-based television program. In all cases in Australia and overseas that the Fellow has found, the service is broadcast via dedicated video equipment and cabling, meaning it is expensive, cumbersome and quickly outdated. With the emergence of new Ethernet-based broadcasting technology, it has become more affordable and feasible for schools to use. Nevertheless, no schools to date use the television broadcast as a vehicle to teach behavioural, social and academic skills to the student cohort as a whole via Peer Video Modelling. Currently, schools use the service as an information service and perhaps to celebrate current achievements within the school environment.

To understand that there is currently a lag in the education system's uptake into classroom of efficient use of technology, especially video, in Victoria and Australia, it must be understood that the current majority of teachers in classes in schools are from both the Baby Boomer and Generation X demographic. According to The Australian report from the second cycle of the OECD Teaching and Learning International Survey (TALIS), the average age of today's teachers in Australia is 43.4 years. Unlike Gen Y or Z, who have an experience of either full or developing exposure to digital or internet technologies, both Baby Boomers and Gen X teachers largely teach from the old paradigm and are reluctant in their uptake of new and emerging technologies. This includes video media such as digital video. Add to this the fact that most Principal class educators are also Baby Boomer or Gen X, and it's obvious that schools as a whole are struggling to use current technologies as best practice successfully. Further, in *Seeing is Believing* (Buggey, T., 2009), Dr Buggey considers both VPM and VSM "in its infancy" with regards to its widespread use and also that with the explosion of digital media and the average person's ability to record and edit simply, that VSM and VM is now more accessible to everyday people.

Teacher workloads are increasing as more teachers consider themselves 'time poor'. The pressure placed upon teachers to collect data, validate results, write more and more detailed reports, amongst other things has educators looking to find ways of becoming more efficient. VM and PVM, whilst taking slightly more time initially to instigate, is a pathway to minimising some of the workload for teachers. Once created, Peer Video Modelling products save time as they are available on demand, need only be created once and can be used across a cohort of students. The issue of time restraint for educators is not an Australian issue but an international one as well.

A need for a new direction

Video Peer Modelling is a new pathway in Victorian and Australian education, embracing emerging technologies that create opportunities for greater engagement and accelerated learning. Current times for acquisition of new skills and behaviours taught using existing modalities can be reduced greatly, staff moral and sense of community improved across the school setting and student engagement increased.

The following Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis highlights the various positive and negative factors associated with the identified skills enhancement required as presented in this report.

4. THE AUSTRALIAN CONTEXT

STRENGTHS

- Readily available equipment is now abundant in school settings, new equipment is more affordable and iPad technology makes producing video products fast and efficient. iMovie makes editing simple.
- In line with School-wide Positive Behaviour Support (SWPBS) initiative of the Department of Education and training (DET) meTV supports all of the underpinning pedagogy of this initiative.
- Minimal lead time to implementation – meTV can and is being viewed currently across the state of Victoria and also into NSW. Mobile studios are currently being rolled out across Victoria into schools and takes just three days to implement, including training.
- meTV resources are available immediately – meTV currently has in excess of 500 prepared Peer Modelling Products produced. Schools have access to these immediately with no cost.
- Sharing of ideas, videos and knowledge base – meTV has become a video hub sharing ideas, videos and knowledge via the Quantum meTV website.
- Increased engagement – TV is the most requested leisure activity in children across Australia . Using television is an efficient way to engage children within the school environment.
- Delivery options – video can be efficiently and effectively delivered via internet (as in the meTV website) and large files can be moved with relative ease via the meTV website using the educational fibre optic network across Victoria.

WEAKNESSES

- Possible older hardware and equipment in schools – this is a minor weakness as meTV can now be streamed even into older ICT technology.
- Low ICT literacy of some teachers – if teachers can navigate the internet, they can utilise meTV. Some up skilling and encouragement may be necessary for teachers with technophobia.
- Potential for breaches of copyright and privacy – this has been alleviated via appropriate APRA licensing and royalty free music purchase; however new clips need to be vetted for Copywrite content.
- Current professional development (PD) base on existing teaching practices – PD will need to be devised to inform and up skill teachers in both the validity of meTV and also how to use iPads to produce video products.

OPPORTUNITIES

- Increase in quality of teaching delivery – meTV and VSM are proven to be efficient and effective ways to produce excellent results. Victorian and Australian education can forge this new path.
- Efficiency in delivery of school wide initiatives – meTV provides the perfect vehicle for fast, efficient delivery of school wide initiatives. It has been highly successful at Mount Evelyn SDS in producing excellent school wide results.
- Morale improvement among staff – staff morale is effected by positive representation of the school and community in meTV. Experience shows that a high proportion of staff are keen to be involved in the meTV program within schools.
- More opportunities for teachers to be creative – using video as a teaching tool gives teachers and students alike the opportunity to be more creative and engage students by using students in video products.

4. THE AUSTRALIAN CONTEXT

- Sharing of resources among stakeholders – meTV and the meTV website has already proven to be a highly effective way to share ideas and resources with great ease.

THREATS

- Lack of support funds for implementation of program – meTV has run from 2013 with the following support:
 - » Staff who run the program are currently funded under Mount Evelyn SDS's global budget
 - » Staff utilise and donate their own time to prepare and run the show
 - » Quantum Victoria, what run the website and video streaming service, currently donate their skills and resources to support the growing initiative. This is being revised in 2014 and needs to be secured to continue.
- Existing teachers not engaging in new initiatives or embracing change – the idea of mandating the meTV initiative across Victorian Special Schools has been considered. Currently uptake and enthusiasm for the program is high among educators; however whether DET take on the initiative may be crucial to whether meTV sees continuing success.
- DET funding may be crucial to meTV continued expansion and uptake.

5. IDENTIFYING THE SKILLS AND KNOWLEDGE ENHANCEMENTS REQUIRED

There are examples of areas in Australian industries where there are weaknesses in innovation, skills, knowledge, experience, policies and/or formal organisational structures to support the ongoing successful development and recognition of individuals and the particular sector.

The focus of all ISS Institute Fellowships is on applied research and investigation overseas by Australians. The main objective is to enable enhancement and improvement in skills and practice not currently available or implemented in Australia and the subsequent dissemination and sharing of those skills and recommendations throughout the relevant Australian industry, education, government bodies and the community.

Specific skill enhancement areas addressed through the Fellowship were as follows:

Skills Enhancement 1: Video Self Modelling Expertise –

- Investigate current levels of VSM use in Victorian Schools
- Investigate current VSM content of teacher training courses
- Identify skill deficit with regards to VSM
- Identify possible models for skill development of VSM.

Skills Enhancement 2: School based television models –

- Investigate current exemplars of schools based television in Victoria, Australia
- Identify the best practice of content delivery in these exemplars.

6. THE INTERNATIONAL EXPERIENCE

The following are summaries and discussions of the international experience.

Visit 1 - Preston Lewis, Video Self Model Pioneer, Thornton Educational Centre, Frankfort, Kentucky, USA, Lecturer University of Kentucky, Creating Futures, Kentucky Department of Education's Division of Exceptional Children

Rationale

Lewis was integral in producing some of the first Video Self Model (VSM) products and research worldwide. Preston showed some of the first examples of VSM from 1977 -1999 and explained the pedagogy/process behind the videos. They were shot on VHS with Peter Dowrick and himself. Peter Dowrick was working with Preston on a seven year funding project called Creating Futures. Preston has now recently retired, though he maintains interest and work in video self-modelling and works voluntarily at Thorn Hill Education Center.

Discussion

Technical skills and knowledge in the area of video production were discussed. These included:

- Discussion of the best length of video for the target audience. Preston agreed that as a rule of thumb a maximum of two minutes was advised; however, he was clear to acknowledge that it also was dependent on the target audience.
- The use of non-diegetic music was considered. Preston did not use music as he considered it distracting; however, he was interested in our idea of it being used as an engagement tool and calmative when the beat of music is lower than resting heart rate.
- An instructional video for educators was created in the 1990s and was used to teach educators and parents why and how to create VSM for use within classrooms and homes. Peter and Preston gave many training sessions within Kentucky. Preston reflects back that while VSM was well received and people were generally interested and excited by its potential, it was not widely taken up and implemented. He believes this to be due to the perspective of the time of the complex nature of editing with VHS and the need to have specific technical skills and knowledge as well as very expensive equipment.
- Preston shared the very first video made in which Peter Dowrick in 1977 discovered the potential for Video Self Modelling. During this video Peter clearly states that VSM is effective because it is pitched "beyond capability, but not beyond possibility".
- In Kentucky, VSM is rarely used in schools.
- A large range of VSM products were viewed that were made over a five year period, featuring aspects such as communication skills, speech, Positive Behaviour Support, social and daily living skills. The clients ranged from high functioning adolescents with Aspergers syndrome to very young children with Intellectual Disability and Autism.
- Preston generally used a viewing regime of six views over a two week period, with a fade out period and maintenance viewing.
- Honeymoon effect - this is when a student performs the skill out of nostalgia for the camera and presents best behaviour. This was considered a great bonus because it supplied sample footage for a VSM.
- Saturation point - Preston never came across a client who reached saturation point with viewing

6. THE INTERNATIONAL EXPERIENCE

self on video. Rather he noticed engagement and enthusiasm maintain at a high level, as opposed to viewing video not of self.

- Preston and Peter made successful VSM products for clients aged three to 87.
- Unsuccessful VSM - there was one case of an unsuccessful VSM in which the child was not engaged in video as a medium. In this case the video had no effect on the target behaviour. In Preston's opinion this is a very rare occurrence, but does highlight the necessity of engagement in video as a factor for VSM success.
- Preston referred to Peter Dowrick's work and discussed the idea of the video being part of 'the normal regime of behaviour' where the video was not a tool to entertain but to simply inform and initiate change.
- Preston is unaware of VSM being implemented in Europe.
- Why VSM works - Preston believes VSM is successful because students see themselves achieving success, as well as allowing them to visualise what is required of them. He referred to Temple Grandin's insights into the visual nature of thought from an Autistic perspective.

Summary/Evaluation

In summary, the meeting with Lewis was greatly informative and useful in refining the parameters around the actual video self-modelling products. From an historical perspective much was learnt about the inception of Feedforward and scope in which VSM has already been used.

The technical aspects around video making were insightful, as Lewis believes VSM would have developed further had iPad technology been around ten years ago.

Feedback

The following feedback is from Lewis viewing meTV and various current VSM products as produced by Spence (meTV) and Naylor (classroom based VSM):

- The use of self-congratulation or social praise at the end of each video was considered. Peter Dowrick believed that re-enforcement is not part of natural cycle of learning. This was not to dismiss its use, but was a point of interest.
- Lewis was overwhelmed by the simplicity and practicality of current iPad technology as a means to film, edit and view VSM.
- Lewis noted the wide range of student abilities and the accessibility of being a part of meTV for all abilities.
- Lewis found meTV highly entertaining and engaging and was amused by the playfulness of the various segments.
- Lewis was interested in the idea of 'group VSM', which until now has not been investigated, but is being used at Mount Evelyn SDS by both Naylor and Spence. It questions the term 'the self' which could refer to the individual 'self' of the group 'self' identity. Even as far as the community 'self' (we as a school, meTV as a community, for example).

6. THE INTERNATIONAL EXPERIENCE

Recommendations

Lewis recommended the following to further develop and improve work in VSM:

- Write up and publish findings in VSM particularly in regards to group viewing of VSM and group activities, as well as the tendency for students to self-select VSM as a leisure activity.
- The importance of creating videos of student behaviour, post the intervention was highlighted. Preston did not keep such records and emphasised the importance of this as an evidential record of progress and validation of VSM outcomes.
- The importance of getting academic endorsement of meTV and current VSM development and to publish findings, as a necessity to expand the program and classroom use of VSM.
- Keep data and document progress and performance for the purpose of publishing.

6. THE INTERNATIONAL EXPERIENCE

VISIT 2 - Lane Lewis, Early Years Educator, Administrator, Thornton Educational Centre, Frankfort, Kentucky, USA, Intervention Specialist for families in low socio-economic areas, Video Self Modelling advocate

Rationale

Thorn Hill Education Center services a low socio-economic area of the capital city with a high Spanish population. The capital's young parents are known to be at risk of reiterating their own childhood, which often included physical and emotional violence in the home. This can be attributed to, among other things, mimicking the perspective of their own parents, poor self-image and a high level of unemployment for those with lower education levels (most left school at the equivalent of Year 10).

Children can be taken by the state under certain circumstances, though it is a last resort, and placed in pseudo-foster conditions. This is usually as a result of violence rather than neglect.

Discussion

Families Learning Through Interaction Program (FLIP) – a proactive program to reduce the requirement for young parents to experience child protection intervention, Lane Lewis (co-ordinator)

Focus of the meeting was to:

- Learn about the FLIP approach to parents deemed at risk of requiring child protection
- Learn about the preventative strategies to reduce the need of reactive intervention strategies
- Discuss what is considered the important factors in assisting young adult parents of children who are deemed at risk of requiring child protection services
- Learn how VSM is used as part of this intervention model.

The FLIP program (which is a multi-award winning program) takes a four-part approach:

1. Adult education of the parents at the same facility whilst their children attend pre-school or kindergarten equivalent. The adult education is aimed at getting the parents their GED (General Education Diploma – Year 12 equivalent)
2. Child Education – children learn through a variety of methods whilst parents are in class, which includes, as one intervention strategy, VSM
3. Parent Time – parents support each other under the guidance of a facilitator to learn skills and strategies to successfully raise their children
4. Family Time – families come together to learn better ways to communicate and play together under the guidance of a facilitator.

The support is usually cost-free (funded by various charities) and individual needs are catered for to assure success. The program and the team that run it are multi-award winners across the Southern States of the USA. VSM has been used in a minor way as an intervention strategy with both parents and children, though it has not been a systematic approach.

6. THE INTERNATIONAL EXPERIENCE

Summary/Evaluation

In summary, the need for good intervention strategies was highlighted. The future potential for use at Thorn Hill was seen as exciting. A person's self-image and self-efficacy was noted as being integral to improvement for students and parents. VSM has not been used much here but Lane has plans to do so.

Feedback

The following feedback was discussed with Lane Lewis during the visit:

- The importance of preventative strategies to reduce the prevalence of the need for child protection services. VSM is only used marginally and they are keen, following our visit, to attempt more use
- That VSM may be particularly useful to meet the need for parent education. Young parents often have little to no positive role models to learn from and Peer Modelling VSM may be a way to accommodate this.

Recommendations

- To stay in contact with Lane Lewis with the possibility of advising via email on production of the VSM videos there.
- That Thorn Hill use Gumdrops iPad cases which will in turn make the use of iPads in the early education centre more likely, as there is a reduced risk of damage to the iPads.

6. THE INTERNATIONAL EXPERIENCE

VISIT 3 – Scott Bellini, PhD, Research and Clinical Director, Indiana Resource Center for Autism (IRCA), Indiana University, Bloomington (IUB), Assistant Professor IUB School Psychology program, Director, Social Skills Research Center (SSRC).

Bellini is the author of the book *Building Social Relationships*, recognised as the 2007 Literary Work of the Year by the Autism Society of America. The clinic provides an opportunity for third and fourth year school psychology students to gain experience conducting diagnostic evaluations, implementing social skills programming for children and conducting applied research for children with Autism Spectrum Disorder (ASD). Bellini is also a seasoned VSM advocate.

Rationale

Bellini has undergone extensive research in Video Self Modelling with Autistic children and also supervises PhD students with their dissertations in relation to Video Self Modelling. Bellini currently uses VSM as one element in an intervention system called *Building Social Relationships*, for children with Autism.

Discussion

The following was discussed in relation to VSM and meTV as an intervention strategy:

- The main work that Bellini does involves a nine week Social Skills intervention program with autistic children he has created called, 'Building Social Relationships Model'. This program uses a number of interventions, with VSM being one of them. Children are referred to his clinic through the school system and attend a weekly session, beginning each session with a 15 minute play session which is filmed. This footage is then used to make a VSM of the skill being targeted. It is viewed only once a week while at the clinic. Videos are generally not taken home with the student.
- Viewing regime - Bellini has clear guidelines on how VSM should be viewed. In his opinion when skill acquisition is required, that is, a new skill is being learnt; viewing should be as frequent as possible. However in the case of performance deficit, when a student can do a skill but does not do it, viewing should be limited to once a week. Bellini feels that students can get saturated by viewing and that the behaviour change is slower when viewing is more frequent.
- Bellini spoke of his mantra in his work as being, 'Without attention you will NOT have learning'. This is referring to the importance of student engagement and willingness to participate.
- Skill acquisition - when working on a new skill Bellini will always make three or four different versions of the video to ensure that there is no viewing saturation by the child. He believes that this also assists in generalisation, but it has not been validated.
- Bellini's work closely mimics the initial work of Dr Peter Dowrick.
- Bellini spoke in detail about various VSM products he has made with great success, such as selective mutism, compliance and play and social skill training.
- Music - Bellini never uses music in his VSM products. This is because in his opinion Autistic people have over selective attention and therefore cannot divide attention, such as seeing and listening at the same time. He was very interested however in the discussion and question of whether non-diegetic music at a slower than heart rate could enhance the VSM product.
- Narration - Bellini never uses narration, nor introduces the VSM with a name or intention. He was however interested in this aspect of our work, wondering about explicit teaching and supplying the viewer with direct instruction.

6. THE INTERNATIONAL EXPERIENCE

- Peter Dowrick - Bellini worked with Peter Dowrick and subscribes to his model of 'less is more' in video products. Peter does however use introductions and names the target skill in his VSM products.
- Technology - Bellini makes his videos using a Flipcam, editing on a PC with the software provided by the Flipcam.
- Privacy laws - due to stringent privacy laws, Bellini was unable to show us any of his VSM products. These laws also restrict children from taking their VSM home as it contains other children. He does endeavour to teach parents to make their own VSM product that can freely be viewed at home.
- On Commercial VM products - Bellini had recent discussions with lawyers regarding commercial products and whether they can be harmful. He feels it is unlikely that harm can be done, but questions their effectiveness over tailor made specific VSM, involving the child that is acquiring the skill themselves.
- Australian VSM - Bellini receives approximately two emails a month from teachers and researchers in Australia seeking further instruction and guidance on VSM and VM production and application.
- Europe - Bellini is aware of one researcher in Europe who has done research on VSM, but could not recall any details. He assumes VSM is not implemented in Europe.
- Presentation - Bellini invited the Fellow to run a session in which our work in VSM, meTV and classroom based application of VSM were to be presented to his current PhD in psychology students. These students were at the very beginning of their study and were fairly unaware of VSM and used this session to introduce them to this intervention strategy.
- First or third person perspective - Bellini has not done research into which perspective is most effective, but generally uses third person perspective.

Feedback

Bellini viewed samples of meTV created by Spence and classroom based VSM created by Naylor. He had several observations:

- Bellini was excited about how meTV celebrates disability and empowers children to see each other achieving proudly. He commented on the accessibility of meTV to students of all abilities.
- Bellini was impressed that the Fellow had found a means to positively engage students for 20 minutes in both an educational and entertaining format. He had recently had conversations with Sesame Street around this question of how to engage autistic children in an educational and entertaining format and believes the Fellow has successfully done this with meTV.
- After viewing the classroom based VSM products and meTV, Bellini is going to consider both music and narration in his VSM products.
- If distance were not an issue, Bellini said he would work collaboratively with us to develop our work as he sees the potential of meTV reaching so many students as well as classroom based group VSM work. He highly recommends finding researchers to collaborate with.

Summary

The meetings with Bellini were invaluable in refining the parameters around the technical aspects of VSM. The use of current technology and the prevalence of VSM in education was an interesting aspect of this discussion. Bellini has offered to remain in contact with the Fellow to further develop wider implementations world wide of VSM.

6. THE INTERNATIONAL EXPERIENCE

Recommendations

- Create a communication network in Australia for teachers and researchers to share experiences. The Fellow invited Bellini to refer people to him as a local contact in Australia to create network.
- Document and keep data on the progress of VSM in Australia.
- Connect to local researchers in Australia to assist in documenting the success and progress of both meTV and VSM.

VISIT 4 - Dr Buggey, UTC Chair of Excellence, Centre for Child and Family Studies, Siskin Children's Institute, University of Tennessee, Chattanooga, Tennessee, USA

Dr Buggey is a world leader in Video Self Modelling and Peer Modelling and conducts ongoing research into VSM. Siskin is a world-leading, non-profit organisation in Chattanooga, Tennessee that helps children with Autism, Down syndrome, developmental delays and other special needs.

Since 1950, Siskin Children's Institute has helped thousands of children, families and professionals with special education, early intervention, research and health care services.

- Education - Siskin Early Learning Centers provide a quality preschool education in an inclusive environment where children with and without disabilities learn and play together.
- Outreach - outreach services offer support programs for families, professionals and college students.
- Health Care - Siskin Center for Developmental Pediatrics provides assessment, diagnosis and treatment to children with or at risk for developmental delays and disorders.
- Research - Siskin Center for Child and Family Research conducts applied research to advance the fields of early childhood development and special education.

Discussion

- Dr Buggey's role at the institute is to undertake ongoing research into VSM with the students. He mainly works with five and six year olds and is responsible for data collection, capturing footage, creating VSM, showing it to students and taking follow up data. All VSM is done by Dr Buggey and is not used by classroom teachers as a classroom strategy. Dr Buggey is not aware of any teachers who have implemented VSM in any classrooms. It appears that teachers are impressed with the results of VSM but have not taken it up as a strategy they could use. The administration team of Siskin are interested in how it can be implemented in more classrooms. Dr Buggey speculates that this is due to a perceived belief that it is time consuming and technically difficult. Dr Buggey feels that the Speech Therapists and Physiotherapists are using VSM more than any other professional in special needs.
- Dr Buggey was a teacher for 15 years in early education and was curious as to why children appeared to perform well for therapists, but often skills were not generalised. He endeavoured to find methods that had good generalisation rates and in 1992 found VSM. He did his dissertation on VSM for his PhD and has been working with it since.
- Equipment - Dr Buggey is using a camcorder to shoot video and edits on his Macbook Pro. His VSMs are viewed on a laptop or PC. iPads are not being used but he is interested following our meetings.
- Narration - Dr Buggey begins his movies with an introduction such as, 'This is Jake's movie about playing', and has added applause at the beginning and end. He likes to add titles as this makes the child feel like he is a star in a real movie.
- Researchers Dr Buggey, and Melissa Brae from University of Minnesota are doing current research into VSM. In one study they found that when interviewed after the VSM intervention, children generally could not remember their previous behaviour. This raised the question of whether VSM is replacing memory of failure. These researchers have worked with children as young as three years old. Their work is published in Psychology in the Schools journal.
- Video length - Dr Buggey follows Peter Dowrick's model of short one to two minute videos.

6. THE INTERNATIONAL EXPERIENCE

- Viewing regime - for research projects VSM are viewed once a day, first thing in the morning at school, for five days. Dr Buggey advocates being flexible with viewing, allowing extra views when requested and going with the child's interest. He does not see any problem with saturation point in viewing.
- Music - Dr Buggey is open to using music appropriately to enhance and create mood in VSM.
- Dr Buggey is interested in recent brain research that has found that when an individual is viewing themselves on video, there is more brain activity, in more areas of the brain than when viewing unknown people.
- Self-recognition - Dr Buggey believes it is critical that a child can recognise self in a mirror in order to have success in VSM and that it can also assist children to develop sense of self.
- Point of view modelling - discussion was had over making VSM from first or third person (point of view). Mark Wolery, an Early Childhood expert, has taken many point of view VSM movies with success, as has the Fellow at Mount Evelyn SDS.
- VSM in sport - Dr Buggey is aware of one case of great success in VSM being used in professional sport, which showed the players only their best performance. He also referred to a champion diver who watched both her best performances and family praise in video before each competition.
- Dr Buggey shared various videos he has created, featuring language skills, reading, social and play skills.
- Why it works - from Dr Buggey's understanding, VSM shows children who have experienced repeated failure and have a poor sense of self-efficacy. VSM builds confidence instantly. Dr Buggey refers to research by George Sugai, Schoolwide Positive Behaviour Support (SWPBS), which shows a direct correlation between achievement and self-efficacy. Dr Buggey believes that the meta-analysis study by Bellini in 2007 was the turning point at which VSM became considered as evidence based program.
- Siskin Institute runs a Reggio Emelio approach. It has 40 per cent special needs children and 60 per cent typically developing children. Classrooms are very beautiful with wooden furniture, soft lamp lighting and natural materials, creating a home style decor and feel. The student population age range from birth to five years old. There is a one to four adult to child ratio. As an Institute it has a research department, paediatric medical service, therapy services, parent support programs and resource centre.
- Failed VSM projects - Dr Buggey has only once experienced a VSM that failed to change student behaviour. He modified the video, removing peers that were a source of stress to the child and re-showed the VSM, with great success.
- Commercial VSM - Dr Buggey showed us the 'Look at me now program', which is a web based VSM maker that allows a parent to send in their child's photo which is edited into a video, such as attending dentists.

Summary

Meetings were held over a five day period with Dr Buggey. They were extremely useful in validating our current work and giving perspective and opening dialogue about yet to be examined aspects of VSM and meTV. One positive outcome from these meetings is to set up a formal affiliation with the Siskin Institute to enable both Australian special education and Siskin to further implement learning through VSM, Peer Modelling and meTV.

6. THE INTERNATIONAL EXPERIENCE

Feedback

- Dr Buggey commented on the meTV classroom application of VSM at the Fellow's school, "This is the best practical application of VSM I have seen worldwide".
- VSM is not implemented in schools in USA and he has not seen such creative work in VSM application before. The concept of a classroom practice based on VSM was exciting and new to him.
- Dr Buggey is keen to create an affiliation with meTV, as he stated he often feels like a one man band and would be excited to stay connected.
- Dr Buggey is extremely keen for the Fellow to continue our work with VSM as it may be the way to reach real educators worldwide, where researchers have yet to be successful.

Recommendations

- Create a video featuring the story of classroom based VSM and application featuring classroom success with VSM, as this practice is not done in USA.
- Publish results and findings of the Fellow's work in education journals such as, Council for exceptional children, and Teaching exceptional children. Dr Buggey offered to assist with this process if the Fellow sent him the manuscript.
- Dr Buggey would like examples and photos of the Fellow's VSM products and meTV to use as examples in his University lecturing to undergraduate students and for conferencing worldwide.

6. THE INTERNATIONAL EXPERIENCE

VISIT 5 - Saunya Goss, Principal, Battle Academy, Chattanooga, Tennessee, USA

Battle Academy for Teaching and Learning is one of 45 elementary schools in the Hamilton County School District. It is a public school that serves 465 students in grades PK-5. It is known for its progressive approaches and is a 'Magnet' school. Battle Academy for Teaching Learning has 15 students for every fulltime equivalent teacher.

Discussion

Battle Academy is an Elementary school recognised as being an excellent model for inclusive education in Tennessee which integrates all abilities of students within the one classroom (except for children with extreme behaviours and moderate/severe intellectual disability). The following are points of interest about Battle Academy and points of discussion:

- Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behaviour needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists.
- Tiered instruction - a multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- SWPBS - Battle Academy has been using SWPBS since 2009. In this time suspension rates have fallen from 70 a year to one in the past year.
- Classroom environment - the classrooms were quiet, lamp lit and learning centre style classrooms. Children were scattered around the room, working independently on specific literacy tasks, while the teachers were working with a literacy group of three or four students.
- Teachers receive one hour of APT a day and attend approximately two meetings a month.
- High needs children - children with extreme behavioural needs or with moderate to severe ID do not attend Battle Academy. The Tennessee education system serves these children through CDC (Comprehensive Development Classroom) which are similar to our Satellite classrooms, though they are administrated by the hosting school. The ratio in these classrooms is one to four, always with a Special Education teacher running the program.
- There is one Special School in the Chattanooga District.
- Each Elementary School in Tennessee has one Special Education teacher who works with children and teachers across the school.
- VSM - interestingly VSM and VM are not used at all in this school, although they were aware of it, but not informed about its potential.
- Security - there were no fences around the playgrounds at Battle Academy and on entering the school reception was not easily located.

6. THE INTERNATIONAL EXPERIENCE

Summary

This was a very insightful exploration into the application of multi-ability classrooms with inclusion working well. The needs of the diverse range of students appeared to be being met through the three tiered approach to classroom structure.

Recommendations

- Victorian teachers receive one Administration Preparation Time (APT) time and spend less time in after school meetings.
- That the school daily routine includes an initial circle time then move onto independent work before morning tea and recess.

6. THE INTERNATIONAL EXPERIENCE

VISIT 6 - Laura Forkum, PhD, BCBA-D, Executive Director/ Co-founder, ABS-Autism & Behavior Services, Berryhill, Tennessee, USA

ABS-Autism & Behavior Services (ABS) is a non-profit organisation providing a wide range of Applied Behavior Analysis (ABA) services to individuals with learning or behavioural difficulties. They also serve families, community organisations and schools. ABA is a solid therapeutic approach to assist people with problematic behaviours and it is recognised by being an efficacious intervention for people with autism. They serve individuals with autism spectrum disorders as well as individuals diagnosed with Attention Deficit Hyperactivity Disorder (ADD/ADHD), Traumatic Brain Injury, Learning Disabilities, Down Syndrome and other developmental disabilities, along with behavioural and emotional problems.

Each client program is individualised according to their strengths and areas of need based on assessments. Parents are seen as an integral component of the intervention. All parents are trained by ABS staff to implement all behavioural programs in the natural environment.

Laura Forkum is a Board Certified Behavior Analyst. She has a Masters in Special Education with a concentration in autism from the University of Louisville and is currently working on her PhD in Exceptional Learning with a concentration of ABA at Tennessee Tech University.

Discussion

The following is a summary of discussion and findings.

- Children attend ABS one to three times a week for one to two hours, depending on the individual needs being treated. Children attend for one to two years.
- All sessions are one on one and while parents are encouraged to learn about the program they generally do not attend once the child has settled in.
- This is a State funded service, through Tencar (similar to Medicare) funding.
- Children are recommended the treatment either through a school referral or by parent request.
- An ABA session with two therapists and two children was observed.
- ABS conducts workshops on a range of intervention topics. These can be tailored to a specific audience (e.g. parents, school personnel, administrators). Popular topics include: Behaviour Interventions, Pivotal Response Training, Teaching Language, Play and Social Skills, Self-Management and Reducing Problem Behaviours.

Feedback

meTV was not viewed during this visit. VSM is not used at this facility. Laura is trained in the use of VSM intervention and is aware of its benefits but feels the technology and time to make videos stops her from doing it. She does have an iPad but is not confident in using it for video making. Laura was trained by Dr Buggey in VSM, as she was one of his students in the past.

The fellow was shown a document from the National Autism Centre which named 11 evidence-based interventions suitable for Autism. VSM is ranked in the top five.

Summary

It was very interesting to visit a facility dedicated to a particular intervention that it is fully funded by the State. It was a beautiful clinic offering a high quality service in one specific modality. Interestingly, VSM has not been used at this facility.

VISIT 7 - Gina Selby, Adult Services, Orange Grove Center, Hamilton County, Tennessee, USA

Orange Grove Center is a private, non-profit organisation serving adults and children with developmental disabilities. Orange Grove was established in 1953 by the families of children with intellectual disabilities in Hamilton County, Tennessee, who desperately needed educational services.

Discussion

The following is a summary of discussions and findings relating to Orange Grove.

- The mission of Orange Grove Center is “to recognize, support, and celebrate the qualities of the individual”.
- Orange Grove serves 750 individuals with a range of disabilities and employs 750 workers.
- This centre endeavours to service all ages, all abilities with all needs.
- Client ages range from five years old to 80 years old.
- There is a Primary /Secondary school similar to a Victorian SDS.
- The school was founded by parents in 1953, because at that time their children were not entitled to attend school and there was no appropriate service for them.
- Services provided include vocational training and placement, school services, medical and dental centre within the facility, behavioural services and therapy services including Physiotherapy, Occupational Therapy and Speech Therapy.
- The focus of Speech Therapy is on the swallow reflex. They do not work on communication. There was no visible communication system on display or being used with clients – such as Picture Exchange Communication System (PECS), or Pragmatic Organisation Dynamic Display (PODD)
- Grouping is done by age for clients under 22 and by ability/needs for clients over 22.
- There are an estimated 8000 people in Tennessee waiting for funding to access support in disability services. These people are generally at home with parents, making do on minimal financial assistance from the government. Gina commented that children really need to be on a waiting list for adult services as soon as it is apparent that there are special needs. Many of these people are admitted into State Nursing Homes as families cannot meet their needs at home.
- Full Government funding gives enough money to cover all needs, such as education, medical, equipment, housing, therapy and transport.
- Orange Grove offers a rich array of activities such as art, music therapy, woodwork, dance, Special Olympics, PE, swimming and community choir.
- Recycling Centre - Orange Grove Center and the City of Chattanooga initiated Curbside Recycling in 1992. Named in honour of a long-time board member, the John F. Germ Recycling Center presently employs more than 130 individuals with intellectual and developmental disabilities. Workers not only enjoy an atmosphere of dignity, respect, and belonging, but also find meaningful employment that equips them with practical and marketable skills. These skills assist in opening employment doors in the broader community. Personal development, self-fulfilment and community bridge-building are also highly valued. As a regional materials recovery facility, Orange Grove Recycling Center accepts recyclables from local municipality curbside programs, area drop-off centres, businesses and schools throughout the tri-state area. They recycle aluminium cans, all grades of paper, steel cans, cardboard, plastic and glass bottles. They sort, separate, bale, and sell to regional recycling end markets. Orange Grove Recycling diverts more than one million pounds of products each month from local landfills.

6. THE INTERNATIONAL EXPERIENCE

- Support for most programs is provided through public funding, such as local education agencies or the Medicaid program, a governmental program that provides medical and health-related services to specific groups of people in the United States.
- Orange Grove provides services to individuals with a primary disability of Mental Retardation who are predominantly from the geographic areas of Hamilton County, TN, and surrounding counties of southeast Tennessee, northwest Georgia and northeast Alabama. Residential services are provided for individuals who are from this area, as well as distant cities and states.
- Enrolment procedures - Orange Grove provides services to individuals who are referred primarily from the Hamilton County Department of Education or the Department of Intellectual and Developmental Disabilities (DIDD), State of Tennessee. Individual families, physicians, social service agencies, governmental entities and advocates may also contact the centre regarding the enrolment of an individual. Customarily, all interested parties are directed to the local school system if they are under the age of 22 and to the Department of Intellectual and Development Disabilities local office if they are over the age of 22, since they are seeking public support for the individual to attend.

Feedback

meTV was not viewed on this visit. VSM is not used at Orange Grove Centre. Gina was a student of Dr Buggie several years ago and is aware of VSM and its benefits. She explained that she was excited by this intervention at the time of her study, but was overwhelmed by the technological knowledge required to implement it. She was not aware of the potential for iPads to film, edit and view VSM. Several examples of how VSM could be used to assist clients were shared, such as to assist adults learn their task on the packaging production line, or at the recycling plant, and with behavioural issues. The simplicity of iPad technology in relation to VSM was also explained, and Gina felt inspired to attempt her first VSM on a student who has difficulty waiting for the bus. Dr Buggie offered her full assistance with this. It is expected that the use of VSM at Orange Grove may begin following this visit.

Summary

Elements of a variety of approaches and interventions in a special education setting are utilised at Orange Grove. Approaches to students with higher needs appear similar to those seen in an SDS setting in the Victorian setting, with the classrooms bearing great resemblance to ours.

6. THE INTERNATIONAL EXPERIENCE

VISIT 8 – Andrew Sheber, Vice Principal, Kingston High School, Kingston, New York, USA

Kingston High School is typical of New York High Schools. It has 1974 students in Years 9 to12, housed in an old 1920s building. Security was obvious and dominant. There is an outside Security Officer, two reception security personnel who sign in visitors, checking driver's licences and taking details, one hallway monitor who watches that students are not out of class and four corridor security, two of whom are fully armed police. All staff carry walkie-talkie radios and security cameras run throughout the buildings and classrooms.

It caters for diverse range students, from a variety of socio-economic and cultural backgrounds. Kingston caters for a wide range of special needs using a variety of approaches from integration to dedicated classrooms and facilities. There are 35 trained special needs educators within the staff.

Sheber began teaching at the school in 1995 as an English teacher and took on the role of Advisor to the KHS-TV club, which runs the TV show, until four years ago.

Discussion

The following is a summary of discussion and points of interest during this visit.

- Kingston High School has run a TV program called KHS-TV since the early 1980s. It began as a student driven interest group that quickly took off generating interest and popularity from the student body and community. The initial equipment was sourced second hand from local businesses and the program was broadcast throughout the building via an initial closed circuit dedicated cabling. VHS editing was used. A grant was received and a cable network was installed allowing the program to expand. Many of these founding students have gone on to successful careers in film and television.
- KHS-TV currently receives a maintenance budget of US\$1600 to run per year. Extra equipment can be purchased if the ITC budget has surplus or donations are made, or grants sourced.
- KHS-TV club runs as an extra-curricular voluntary club. There are 60 clubs throughout the school, supervised by teachers in advisory roles. The club is fully student driven with a selection process to get in followed by an internal accreditation process to participate. It has 20 to 30 members from Years 9 to12. Students do not receive any credits for their work in the club; however school work such as media, drama and literacy projects can be used on KHS-TV. The advisory teachers are responsible for the club, though students do all the work such as filming, editing, writing, set production, programming, anchor, interviews and sound engineering. The students prepare the show each morning at 7.00am before school and stay behind after school to further prepare. All members of the club have a clear role and depend on each other to fulfil their duty. There is a waiting list to get into the club, so students are motivated to keep their place in it.
- KHS-TV is a daily ten minute program shown at the start of the formal school day at 7.50am. It aims to inform the school community of daily news, events and information, as well as celebrate the community. It is live to air and watched during first homeroom period each day. Viewing is mandated although Andrew believed that not all teachers valued it in the same way. KHS-TV is aired once daily and there is not opportunity to re-view the program. It is not recorded and archived and is not available upon demand.
- KHS-TV runs a news program style format. It has two anchors that introduce the show, read the news and cross to the various segments. Segments range from news, weather, game show, interviews and student made clips. There are generally four clips shown per day including an introduction.

6. THE INTERNATIONAL EXPERIENCE

- KHS-TV has access to the local cable (pay TV) TV education channel. The program is played once daily on his channel and for the rest of the day a slide show of school photos run. Andrew sees the huge potential of this access to a channel and is aware that it is being under used.
- Technology - there is a dedicated studio space for KHS-TV. Equipment includes:
 - » 'Toaster' capture and switching computer, using AVI codec for videos
 - » Time Warner dedicated cabling, fibre optics
 - » TV Switcher 'V-Brick' dedicated 24 channel syncing switcher unit
 - » 24 Channel analogue audio desk using BNC and balanced feeds
 - » Dual scsi drive in raid array
 - » Sony prosumer US\$7000
 - » Generic softbox lighting
 - » Autocue autoprompts via autoprompt computer
 - » Prosumer lapel mics
 - » Bio box for production
 - » Four iMac computers for editing with Adobe Premier suites installed
 - » Other dedicated equipment.
- Copyright - KHS-TV subscribe to SIRIUS music, a satellite radio for \$US100 a year.
- Privacy - Kingston High School have a blanket form for permission to use video and photos of students. It is an opt-out form and 100 students out of 1974 have opted out. Advisory teachers view all clips before they are aired.
- Video Self Modelling - VSM is unknown to Kingston High, they have no knowledge or experience with it and were very surprised to hear of its success. Several Special Education teachers were excited to investigate VSM further.
- Special Education - Kingston High has a Special Education department of 35 teachers. Student services vary according to need. Level 1 has students integrated into the General classroom with support staff assistance and accommodations made. These students have mild learning difficulties and will graduate with the State Certificate. Level 2 has students in separate classroom doing a modified program that will lead to a Year 12 equivalency called GED. These students have mild intellectual disabilities and severe learning difficulties. Level 3 students have moderate to severe intellectual disabilities and run a separate program according to their IEP goals.

Summary

Kingston High is a successful example of how school-based television can be successfully used within the school environment to create community, inform the student body and celebrate success across the school. It has not been used as a vehicle to acquire skills or teach desired behaviours, though they are now interested in this idea. Despite the dedicated and expensive equipment in the studio, it was not being used to potential, as noted by Andrew Sheber. A comparison between meTV's and Kingston's finished product validates that a school does not need to spend enormous amounts of money to produce a successful finished product and that if a school is to future-proof its school based television, then webcasting (as the Fellow does) via Ethernet is a way to ensure affordable broadcasts into the future with less risk of the technology becoming obsolete.

6. THE INTERNATIONAL EXPERIENCE

Recommendation

That meTV continues to produce the show using the current technology and broadcast using the current format. Also that meTV investigate the idea of using a satellite music service to provide non-diegetic music.

Feedback

meTV and classroom based VSM practices were shown to several staff including two Vice Principals and several Special Education teachers. VSM was unknown to them. They found meTV to be very funny, engaging and were impressed in the high quality of its production. The VSM concept surprised them and began a discussion of all the student behaviours they could target using VSM. Kingston High is not a SWPBS and run a rigid consequence model of discipline. They were surprised and interested in the notion of not showing or mentioning any negative behaviour as per VSM. There was a perceived difficulty in time and technical skill to produce classroom videos.

7. KNOWLEDGE TRANSFER: APPLYING THE OUTCOMES

It has become clear to the Fellow that VSM is a highly successful method to facilitate a wide range of students in acquiring skills within the school environment. It is the current world leader in the use of Video Self Modelling (VSM) and Peer Modelling (VM) within education via the Fellow's school-based television. It is also used at Mount Evelyn SDS within the classroom and discreet trials within the school continue.

meTV has become an example of Australian ingenuity and pioneering in education. It has received overwhelming supportive feedback from USA school leaders and world recognised VSM researchers who endorse its expansion so as many students worldwide may benefit from it.

Dr Buggey, the current world leading researcher in this field testified that the Fellow's work is 'the most practical application of Video Self Modelling worldwide'.

Knowledge gained from the trip has clarified the future directions of meTV and the most likely successful method for expansion into mainstream education (with the potential for growth further afield across nationally and internationally). Pivotal to this is the construction and format of the future meTV and the method of delivery via Ethernet based technology. It is clear that to further expand the rapid meTV uptake into the wider education community, there must be a focus on promotion of the benefits of the underpinning VSM and VPM ideology.

The trip enabled the Fellow to forge important links with Dr Peter Dowrick, Dr Tom Buggey and Dr Preston Lewis and it is these links that will serve as credible and informed advisories when meTV reaches further into the wider educational communities.

8. RECOMMENDATIONS

8.1 Recommendations and future directions for Government and Department of Education and Training (Victoria) and relevant bodies.

The following are recommended to further implement and expand meTV and the use of Video Self Modelling and Peer Modelling within education in Victoria and Australia:

- That the academic endorsement given by Dr Buggey be used to facilitate the use of VSM and PVM in schools and the uptake of meTV across Victorian and Australian schools.
- That the Department (DEt) endorse meTV and provide financial support to meTV production to ensure its continued success and expansion. Given the enormous positive outcomes provided by meTV so far, the production costs are quite reasonable. Financial costs are currently covered by Mount Evelyn SDS's global budget, Quantum Victoria's donation of the streaming service to schools and technical support and by volunteered time by production staff.
- That a formal affiliation with the world leading researcher, Dr Buggey, be made to conversely promote both the Siskin Institute, Mount Evelyn SDS and DET as world leaders in VSM and PVM. This affiliation is currently being completed.
- That Shane Spence actively promotes and expands the meTV concept within and beyond the Victorian Special Education system via conferences and open days.
- That Shane Spence continues to facilitate the implementation of school based studios within special schools and SDSs across Victorian Special Schools and SDSs.
- That Anthea Naylor (Special Education Teacher, Mount Evelyn SDS) actively promote and expand the use of VSM within the classroom via conferences and workshops, following and continuing her success with VSM and PVM trials within the special school environment.
- That post-graduate special needs courses be made aware of the work of Mount Evelyn SDS and meTV in Video Self Modelling and Video Peer Modelling.
- That data collection and publishing of findings continue from the ongoing discreet trials at Mount Evelyn SDS and meTV and that these findings also inform the work at the Siskin Institute, Tennessee, USA.
- That the work in Victoria with meTV and classroom based VSM be promoted nationally and internationally to benefit as many students as possible.

8.2 Technical recommendations and future directions for meTV

- Length of videos used are recommended to be within the one to two minute range, with a maximum of two minutes.
- meTV videos can be effective in the viewing range between one view per week to daily views (five views per week). There is no evidence that high levels of viewing may cause saturation and therefore loss of engagement. As a rule of thumb, if a particular skill acquisition is deemed highly important (say a behaviour that is required across the entire cohort) then daily viewing may be used for up to three weeks.
- The viewer must be engaged for the video to be effective. meTV should be available for students to view at different times of the day, but it is recommended that students watch meTV within their classroom as a whole class. Within the classroom, teachers should be able to watch it on demand; therefore it is recommended that the school store the show on the intranet and it is easily available on all platforms.

8. RECOMMENDATIONS

- A typical meTV daily show should follow the guidelines:
 - » A recommended time of 30 seconds up to a maximum of one minute of 'desk time' (talking) in between video clips
 - » That a maximum show time including the preparation intro, intro and outro does not exceed 18 minutes
 - » That where students are able to initiate conversation, two students should be on the news desk and where students are unable to initiate conversation, a third person (adult) should sit between the students to provide the conversation initiation.
- Daily meTV shows produced within individual schools should be available on the school intranet (or similar) for view-on-demand capability and ease of privacy regulation.
- iPad technology is recommended to produce videos by school staff (where other staff are providing videos), to overcome the perceived difficulty in making videos. Producing videos with iPads is very simple and quick. Staff can easily make videos to be shown on meTV, reducing workload for meTV producers and building community ownership. Recommended software for iPad is:
 - » (recommended) iMovie for editing and producing the videos
 - » (optional) Garage band if individualised music is required.

Using an iPad will facilitate the ease of implementation in schools, especially if staff are concerned about the use of technology, the time required, or the difficulty in making videos. To see simple examples of how to use this software, people should refer to <http://dev.quantumvictoria.vic.edu.au/metv/about/mini-me-2/> (currently being produced and will be finalised by the time this report is published).

8.3 Recommendations for Video Self Modelling and Peer Video Modelling videos, including classroom use of VSM and PVM

- Length of videos used are recommended to be within the one to two minute range, with a maximum of two minutes.
- Non-diegetic music can effectively be used as an engagement tool and calmative, as long as the music remains non-diegetic and does not become over-bearing or at the fore of the focus. This is important if students on the Autism Spectrum have over selective attention issues.
- The video must be 'Beyond capability but not beyond possibility' – that is pitched only just beyond the achievement level of the viewer.
- Videos may have an introduction and explicitly name the video's goal as in a title and narrative introduction – e.g. 'Nathan walks with the group'.
- Videos may be shot from a third person perspective, which is a very simple way for a video to be made. Switching between third and first person can be very effective as long as the video makes this transition smoothly (see relevant Film Theory). However this is not a requirement for a successful video and third person perspective is quite satisfactory.
- Videos must only show the desired behaviour and be positively framed. Any negative or unwanted behaviour **MUST** be edited out.
- VSM can be effective in the viewing range between one view per week to exceeding 20 views per week and viewing schedules for individual viewers are best done on an individual basis. There is no evidence that high levels of viewing may cause saturation and therefore loss of engagement. As a rule of thumb aim for at least three views per week up to four times daily and upon request depending on the individual. Effectiveness is therefore based on the individual's needs within the recommended range.

8. RECOMMENDATIONS

- Success has been in the age range 18 months to 87 years, so age is not a factor in success unless outside this range. This does not mean that VSM, PVM or VM cannot be effective outside this range, only that more data is necessary to substantiate this.
- The viewer must be engaged for the video to be effective. The following should be considered when the viewing regime is created:
 - » Environment – it needs to promote engagement, low level lighting, quiet environment, few distractions
 - » Time of viewing – choose a time of day that is conducive to engagement - ideally the viewer is relaxed, well-rested and in a good state of mind.
- VSM is particularly effective for people on the Autism Spectrum.
- The environment for viewing needs to promote engagement; low level lighting, quiet environment and few distractions can be helpful. Ideally, the teacher should choose a time of day that is conducive to engagement where the viewers are relaxed, well-rested and in a good state of mind.
- The use of self-congratulation or social praise at the end of each video can be used as an effective reinforcer. This can take the form of applause, or a positive statement.

8.4 iPad technology is recommended to produce videos by school staff.

To overcome the perceived difficulty in making videos, iPad technology is definitely recommended. Producing videos with iPad is very simple and quick. Recommended software for iPad is:

- (recommended) iMovie for editing and producing the videos
- (optional) Garage band if individualised music is required.

Using an iPad will facilitate the ease of implementation in schools, especially if staff are concerned about the use of technology, the time required, or the difficulty in making videos.

To see simple examples of how to use this software, refer to the website below.

<http://dev.quantumvictoria.vic.edu.au/metv/about/mini-me-2/> (currently being produced and will be finalised by the time this report is published)

- Create a video featuring the story of classroom based VSM and application at MESDS featuring Anthea Naylor's classroom success with VSM, as this practice is not done in USA.

9. REFERENCES

Buggey, T. (2009), *Seeing is believing: Video self-modelling for people with autism and other developmental disabilities*, Woodbine House, USA

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