

Using Group Video Self-Modeling in the Classroom to
Improve Transition Speeds with Elementary Students

by

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Video self-modeling has been proven to be an effective intervention for individuals with a variety of disabilities and behavioral issues. Very few studies have addressed the impact of video modeling on behaviors that are displayed by groups of students and no studies have tackled the issue of group behaviors with video self-modeling as an intervention. This study focused on analyzing the effects of video self-modeling on students in an elementary classroom in order to increase the speed at which the students lined up and transitioned. Further, the study addressed the question of whether the intervention had a differential impact on students who exhibited varying speeds of transitioning, by grouping them into fast, medium or slow groups determined during baseline. The study employed a single-subject research design but employed groups, rather than individuals as the subjects. The results revealed that the entire class showed immediate and significant gains in the speed at which they lined up and transitioned. The results also showed that both the medium and slow groups gained enough speed by using this intervention that the groups transitioned and lined up with similar speeds as the fast group. Implications of this study showed that group video self-modeling may be an intervention that can be used to positively influence global behavior change in the regular education classroom. This intervention may be a valuable asset for

educators to improve classroom management by efficiently improving student behavior, and may assist them to increase the fidelity of student responses when teaching positive classroom behaviors to students.

PREVIEW

To my Brenda.

When I count my blessings, I count you twice. – Irish Blessing

PREVIEW

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PREVIEW

Chapter 1

Introduction

For a teacher to become an effective classroom manager, a mastery of a range of variables must be taken into account. Jones and Jones (1995) discussed six specific themes in the continuum of classroom management strategies. They believe that classroom management strategies can be narrowed down to interpersonal relationships, classroom organization and management, curriculum and instruction, problem solving, behavior management and schoolwide discipline. In developing these six themes, the researchers discussed a need to directly instruct students on the expectations and procedures in the classroom. A host of other researchers agree with the need for explicit instruction of behavioral strategies (Maag, 2004; Marzano, Marzano, & Pickering, 2003; Otten & Tuttle, 2011; Sugai & Lewis, 1996). Creating a useful and meaningful experience in the instruction of these behavior procedures and expectations relies on the teacher's ability to teach the skills as needed with fidelity and consistency. Lack of instruction on behavior or practice in the maintenance of routines can lead to a disorganized and chaotic classroom that reduces learning time for the students, teaching time for the instructor and increased behavior management issues that hamper the educational process (Coddling & Smyth, 2008; Lane, Kalberg, & Menzies, 2009). Teaching the same skill or procedure to a classroom of students over several days or weeks and maintaining the same consistent expectations of the students is a difficult demand for teachers. This consistency in teaching, especially through time, is called fidelity of teaching.

One way that teachers have found to address the issue of fidelity in regards to teaching behavioral skills to individual students is video modeling. Video modeling is a technique in which an appropriate behavior is video recorded and shown to the individual over several sessions. The literature shows a rapid improvement in skill acquisition once the individual observes the model performing the desired behavior (Baker, Lang, & O'Reilly, 2009; Buggey, 2005; Dowrick, 1999; Hitchcock, Dowrick, & Prater, 2003; Kehle, Owen, & Cressy, 1990).

Problem Statement

Classroom and behavior management is one of the most common anxieties that plague new teachers entering the field of education (Oral, 2012). Teachers who enter the field worried about their ability to manage a classroom are more likely to leave their educational career early (Fontaine, Kane, Duquette, & Savoie-Zajc, 2011). New teachers are not the only ones who find classroom management taxing. Experienced teachers have expressed becoming overwhelmed when having classroom management and discipline issues (Gardill & DuPaul, 1996). Classroom instructors often feel poorly equipped to handle behavior and classroom management concerns as they arise. Furthermore, as the behaviors in the classroom begin to be more concerning to the teachers, they become more reliant on punitive and ineffective behavioral strategies (Martin, Linfoot, & Stephenson, 1999). The lack of positive behavioral strategies being used by teachers has given rise to school-wide positive behavior support systems (PBIS).

Since the inception of the PBIS movement, one issue that continues to impede the process of PBIS implementation in schools is the poor fidelity that comes with training

students. Fidelity has been shown to be a highly rated component for sustaining school-wide positive behavioral supports, but inconsistent implementation of the behavioral expectations has been identified as a top three barrier to the execution of a school-wide behavioral program (Kincaid, Childs, Blase, & Wallace, 2007; McIntosh et al., 2013). In PBIS systems that fail, teachers often site that they do not feel that the process is worth the effort and feel burdened with the extra time that is required to teach the behavioral expectations required for implementation (Lohrmann, Martin, & Patil, 2012). Creating a positive strategy that is implemented day in and day out with fidelity and continuity is a difficult task to undertake for teachers who are already time constrained. Since time is even more of a concern with an ever increasing workload for teachers, interventions that are easy to implement that contain positive and consistent language and expectations are of ever more importance.

Purpose Statement

When explicitly teaching skills to students, the use of modeling can be a powerful tool in the teacher's repertoire. Based on Bandura's theory of observational learning (1977, 1997), modeling is the imitation of an observed behavior. Modeling may include the use of role play, peer modeling, adult modeling, or video modeling to teach a skill.

Video modeling has been used as a strategy for decades to improve behaviors of individuals for a variety of behaviors. When the technique was first established in the 1970's, technology was expensive and difficult to use (Dowrick, 1999). As technology advanced, more and more studies were able to be conducted because it was easier to video record, edit and show a video with a relatively short turnaround time. However, to

this point, almost all of the studies that have been conducted have focused on one student's behavior. Few studies have been done on the effectiveness of using this tool with groups and no research has been done that focuses specifically on video self-modeling as an intervention for groups of students. This is justifiable since the strategy was developed with individuals in mind.

Several researchers have shown that video self-modeling is a positive and effective strategy for teaching individuals to improve a variety of behaviors (Baker et al., 2009; Bellini & Akullian, 2007; Buggey, 2007; Dowrick, 1999; Kern et al., 1995). With more schools moving toward a more positive approach to managing behavior, schools are finding that recording videos of students performing appropriate behaviors can be a useful teaching aid (Kennedy & Swain-Bradway, 2012). This approach mimics video modeling in the way that students are recorded performing a positive behavior and this behavior is shown to other students.

Two concerns with this approach have become apparent through a review of the literature. First, there is little research into whether the strategy of using video to instruct groups of students has a direct effect on the behavior of the students. Secondly, the videos have been created by other student or adult models and there has been a noticeable gap in the research into whether the students can act as models themselves to improve their own behaviors as a group. As a result there is the need to examine what, if any, effect video self-modeling has on group behaviors.

The purpose of this study is to determine whether a video self-modeling strategy can affect the outcome of group behaviors to improve common classroom expectations for transitioning from one activity to another.

Research Questions

The following three research questions were explored for this study:

1. Does video self-modeling (VSM) with a group of students increase the speed at which students complete appropriate classroom behaviors of lining up and transitioning between activities?
2. Does VSM affect the average speed at which groups of students line up or transition between activities when students' data has been divided into slow, moderate and fast groups?
3. If VSM has an effect on the average speed at which students line up and transition, will the slower students make larger improvements than the faster students?

Research Design

The research design that was used for this study was a multiple baseline design across behaviors. The multiple baseline design was chosen for two reasons. The first is that a multiple baseline design is the standard for research into the effectiveness of video modeling. The second reason to use a multiple baseline designs is that it demonstrates that the intervention is the cause of the behavior (Kazdin, 2011). The pattern of the data provides the researcher with a good chance that the behavior has not been influenced by outside variable(s).

Procedure

An elementary school in southeast Nebraska was chosen for the study with the permission of the school superintendent, principal and classroom teacher. A multiple baseline design across behaviors was the primary design for this study. The target behaviors for this study were lining up and transitioning from one activity to another.

Baseline data was recorded and charted into four categories. The first category was a latency recording of every student completing the behavior averaged together. The second, third, and fourth categories were three groups of six students split based on speed into fast, medium, and slow groups. This data will help to determine if the intervention has a greater impact with certain groups of students.

Once the baseline data was gathered through a latency recording, a video self-model was recorded with the students on the proper way to line up. The recorded video was edited to remove any behaviors that did not align with the scripted standard. The edited video was shown to the class each morning and data was collected on how long it took each of the targeted groups to line up.

The baseline for the transition behavior continued until the behavior of lining up was stabilized. Once the behavior of lining up had stabilized, a second video was recorded of students transitioning effectively. The video was edited and shown to the students along with the lining up video each morning. Latency data was collected each day on the transitions. Once the transition behavior data had stabilized, the intervention was concluded.

Two weeks after the conclusion of the data collection, three days of data were taken to determine the longevity of the intervention and to see if there had been any continued effect from the strategy.

Definition of Terms

In order to set the stage for the information presented in this dissertation, the following terminology was identified to develop a clearer picture of the study.

Video modeling—Video modeling is a strategy in which a person is shown a video of a model performing a desired behavior or completing a task. Once the video is viewed, the person is given the opportunity to perform the behavior or task that was modeled. This process is performed several times until the level of proficiency is high (Sigafoos, O'Reilly, & De la Cruz, 2007).

Video self-modeling—Video self-modeling (VSM) is a video modeling intervention in which the model is the person whose behavior is being targeted. The procedures for VSM are followed exactly the same as video modeling with the exception that the model in the video is performing the desired behavior.

Group video self-modeling—Group video self-modeling (GVSM) is an intervention in which the model is the group of individuals whose behavior is being targeted. The procedures for GVSM are similar to video modeling with the exception that the model in the video is the group of individuals that the intervention is targeting instead of a single student, peer or adult playing the role of a model. Group video self-modeling combines the benefits of a peer video modeling procedure with a VSM as the students observe both their peers and himself or herself completing the activity.

Transition—Transitioning from one activity to another involved a variety of activities but usually meant getting ready for the next lesson by putting away materials from the previous subject/activity/lesson and getting out materials for the next subject/activity/lesson within the classroom. This behavior will not include lining up or walking to different classrooms. The movement cycle began when the teacher initiated the transition with a verbal response, such as, “Put away your materials and get out _____ . . .” and ended when the student had his or her materials for that subject on his or her desk or was in the location that was required for the lesson to begin. This did not include a transition to free time or study hall as the multitude of different possible activities in which students could participate in varied depending on the student.

Lining up—Lining up is operationally defined as the entire group of participants in the classroom, excluding the teacher, arranging themselves standing in a row behind each other with the first person standing by the exit door and all others parallel to the wall adjacent to the door. The movement cycle begins when the teacher tells the students to “line up” or “get in line” and ended when the student was standing in the row.

Data cluster—A data cluster for this study included all of the daily behavioral events (transition or lining up) averaged together to create one graphed point. The “data cluster” is identified as one point in order to be able to observe patterns easier and to reduce the massive scale of the graph because of the immense amount of data that will be collected.

Limitations

Although GVSM is always culturally relevant because the models come from the group as a whole (Dowrick, 1999; 2011), generalization across cultures, ethnicities, age range and populations cannot be assumed. As the target population of this study was elementary students, the question of the study's effectiveness with younger or older students was not determined and will require further research.

Another limitation of the study is that only two behaviors were addressed. Since both behaviors focused on a transition from one activity to another, assumptions cannot be made that this intervention will be beneficial for other classroom behaviors.

Limitations into the design of the study relating to fluctuation in the data due to instability with results regarding transitioning between activities will be addressed in more detail in the discussion portion of the study results.

Significance

The data revealed that group video self-modeling is an effective treatment for helping students increase their speed in transitioning from one activity to another and lining up. Upon visual analysis of the data, students saw a significant improvement in their transition speeds. Data for students in different groups (fast, medium, slow) all showed signs of converging to a similar time by the end of the study. A two week removal of the intervention showed that students did not show any significant signs of regression and maintained levels of speed shown at the end of the intervention.

Further significance can be found in the weaving of two powerful video modeling interventions into one. By using GVSM to help improve behaviors, participants were

exposed to both peer video modeling and VSM as they were able to watch both the other students show a positive behavior and observe their own successful behaviors. This can create new avenues for researchers to investigate the benefits of using a combination of video modeling procedures in order to improve student behaviors.

More implications of this study are described in more detail in the discussion chapter. Included in the final chapter is a discussion concerning the benefit of taking a previously used single person intervention and applying it to many students, the parallels between GVSM and VSM and the promise of using previously researched protocols to make GVSM an easy intervention to implement for practitioners.