

Strategies for Using Video in Early Intervention

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Among the many purposes of using video

- Evaluation and assessment
- Team consultation
- Collaborative planning, informational support, and problem solving
- Progress Monitoring
- Staff training
- Supervision



Make Sure Families Understand and Agree to the Use of Video



Help families understand the uses and benefits of video

- A way to get perspectives and ideas from all team members
- A strategy to equalize the roles of family members and practitioners as they both become collaborative “watchers” and assessors
- Documentation of their child’s development and progress (a copy of all videos should be given to the family)
- Tools for staff development and supervision

ALWAYS obtain the family's written consent before videotaping or photographing

- Assure parents that video will only be used with their consent for the specific purposes outlined in your consent form
- Prior to taping, offer parents an information sheet
- Teams that are part of health systems will need to be sure that their consent form is compliant with the Health Insurance Portability and Accountability Act (HIPAA) regulations

Quick and Dirty

Technical Guidelines for Videotaping

- Learn how to operate the camera
- Avoid jerky motion
- Frame the shot
- Be aware of lighting
- Learn how to use a tripod
- Capture decent quality sound
- Practice
- Be prepared
- Avoid making a big production out of it

Tips from practitioners who use video

- Sometimes the opportunity for videotaping comes up at the spur of the moment; at other times, you may want to plan with parents the taping of a specific routine or activity.
- During visits with a consulting team member, the PSP usually does the taping.
- A child might be taped participating in a routine or activity alone, if that is typical, or with one more parents. Interactions with familiar people can be very useful.
- For the first several minutes, videotape the routine as it usually happens, with the family interacting with the child. Avoid interrupting the routine with your feedback or suggestions.
- After several minutes you might want to ask the parents to modify something to see what happens. Keep in mind that families vary in the amount of facilitation or feedback they ask for, or feel comfortable receiving, during taping.
- Tape just long enough to capture the activity or routine; ten minutes is often plenty.

Watching Video Together

- Cue up or edit to the parts of the tape that you want to show before the meeting or visit.
- The family and PSP might watch the video together and then decide which other team members they would like to show it to for consultation.
- Team members watch the video with the family in their home.
- The video might be shared at a team meeting (parents should always be invited to attend)
- The video can be given to a team member with specific expertise to watch individually and provide feedback.
- Use videos as tools for orienting and training new team members to the early intervention process.
- Supervisors and practitioners can watch videos of the practitioner delivering services as part of reflective supervision.
- Videos of team meetings can help team leaders and team members become more aware of their strengths and weaknesses as and contribute to continual quality improvement.

If the use of video in EI is new ...

- Have each team member learn how to operate the camcorder
- Have a team discussion about how you want to use video
- Learn and practice shooting skills
- Develop materials for parents (e.g. consent form, information)

Danita's Goals for Paige

- Play by herself.
- Hold and move toys around.
- Express her needs, wants, and choices about her play activities.

While watching the video...

- Come up with ideas that you might share with Danita for how she can achieve her goals for Paige during play activities.

While watching the video...

- Observe the “whole child” in context of the relationship and the play routine (avoid attending only to the focus of your discipline).
- Keep Danita’s goals for Paige in mind.
- Note observations that you might share with Danita of Paige’s strengths and/or a positive observation about Danita and Paige’s interactions during the routine.
- Note how you might complete and share one of the following sentences:
 - What do you think when you see her...?
 - What do you think she was trying to do when she...?
 - I wonder what would happen if...?
 - Have you ever tried...?

What to watch for? (H. Eigsti)

Is the routine or activity:

- something the family enjoys (or would like to)?
- developmentally and individually appropriate?
- repeatable?

Engagement/Participation (How does the child participate in the routine?)

- enjoys it/motivated/interested
- stays with it for a while
- attends to it

Adult Support (How does the adult support child's participation?)

- responds to child's interests
- selects/arranges toys/materials
- assures functional positioning
- models/demonstrates/instructs

Independence (How much can the child do by him- or herself?)

- child initiates it
- does all or parts of activity by self

Encouragement (How is the adult responding to the child's cues?)

- verbally (praise, redirection)
- non-verbally (smiles, touch)
- expands on current activity

Social Relationships (How does the child communicate and get along?)

- communicates with others
- expresses needs and wants



Kendi's Team Meeting



As you watch...

- What effective practices of team communication were demonstrated in the videotape?
- What outcomes came from the meeting?

ENRICHMENT Guide



Diaper Time

Diapering is an activity that happens many times during the day and is a great opportunity for being together, playing, learning, and practicing new skills.

Diapering is a wonderful time for Jennifer to learn to communicate. Talk about what you and Jennifer are doing. For example, you might say "Mommy is changing your diaper," "You're wet," "Diaper off," "Pants on," "All done," or "Up."). During the diapering/playtime, you can try to bring her hands to your face while you talk to her about what she is doing, "You're touching mommy's face."

Encourage Jennifer to take turns making sounds. Make a sound such as a "raspberry" and wait to see if Jennifer imitates it. You might try bringing her hand to your mouth as you make the sound. Wait and see if she imitates the sound or makes another sound. Imitate whatever sound she does make, waiting long enough for her to take her turn. Try to have a "conversation."

You can help Jennifer reach out and hold things. When playing "Peek-a-boo" notice how Jennifer swipes toward your face with her hands. You can try placing a small blanket on your face, or her face, so she can successfully swipe it. When she swipes, you can say "boo!" or "hi!" and wait for her reaction. Notice if she uses body movements, facial expressions, reaching, or sounds to tell you she wants to continue playing the game. Repeat the game to match her interest.

You can help Jennifer participate in moving around. When you've finished diapering and playing, try turning Jennifer's body slightly to the side and picking her up slowly to a sitting position. Notice if she tries to keep her head moving with her body.

Transdisciplinary Activity

Jennifer and Kirby's Mealtime

While watching and discussing the video...

- Think broadly and explore ideas outside of your familiar domain.
- Note times when you might pause the tape...
- Try to come up with a functional, integrated strategy...
- Focus on ideas for supporting Kirby and Kendi to achieve their goals...

While watching and discussing the video...

- Focus on ideas for supporting Kirby and Kendi to achieve their goals:
 - Jennifer will be able to tolerate a larger variety of foods, including foods with more texture than Stage 1 pureed baby foods.
 - Jennifer will be more interactive and participate more in mealtime by:
 - ◆ showing food preferences;
 - ◆ looking at the food on a spoon as it is presented to her;
 - ◆ reaching for the spoon or the food;
 - ◆ making eye contact with us; and
 - ◆ smiling.