

Appreciative Inquiry and Video Self Modeling Leadership Program: Achieving Skill or  
Behavior Change

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## **Abstract**

A leadership program was created for students to gain skills and/or change their behavior using Appreciative Inquiry and Video Self Modeling, VSM. In 2011 a youth that experiences a disability had been unable to achieve a skill utilizing traditional methods of skill acquisition. He employed the Appreciative Inquiry and VSM leadership program and was able to achieve 100% skill acquisition. Appreciative Inquiry was used to gather information on what makes a participant who experiences a disability feel successful and the theme of the greater organization/class which was independence, provided guidance for examples of success. Videos were created showing students succeeding in activities that they have not yet achieved or participate in with low frequency. These activities were documented as a barrier to success typically in the Individual Education Plan, IEP. Viewing these videos aids the individual in achieving a goal as they viewed this desired future as the present in the majority of cases.

Keywords: Appreciative Inquiry, Video Self Modeling, Skill, Behavior, Disability, Leadership, Education

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A special thanks to my family, my husband who supported my many hours of research and writing, and my children who were always willing to be participants who allowed me to refine the program.

## DEDICATION

I dedicate this dissertation to my family and the staff at C.O.R.E. Vocational Services Inc. This dissertation would not have been possible without their support and encouragement.

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## CHAPTER 1: INTRODUCTION

### **Problem**

Can a leadership program using appreciative inquiry and video self modeling that employs the “feed-forward” method be successful in facilitating skill acquisition and/or behavior change with students that experience a disability?

### **Background Information**

Appreciative Inquiry begins with inquiry into the appreciation of what is possible in organizational life. Appreciative Inquiry is an organizational development process that uses a positive approach to identify what is good about an organization then generalizes these positive attributes to create a desired future. Appreciative Inquiry assumes that every organization has something that works well. The process is intended to engage all participants in the organization and allow them to see the positive attributes and create a desired image for the future. The process of Appreciative Inquiry is typically done through interviews to gather information about the organization on what is good or right or what makes the organization what it is. An inquiry into what is organizationally possible should be provocative. The organizations recreate themselves by identifying the themes that are working, and use these themes to create an image of a desired future. Lastly, inquiry into human potential of organizational life should be collaborative. These premises underlie the process of Appreciative Inquiry (Cooperrider, Whitney, and

Stavros, 2003, pp.4). When we invite others into conversations focused on past, present, and future possibilities and successes we are engaged in construction of potential (McNamee, 2002, pp. 117).

Video Self Modeling is linked to the Social Learning Model by Albert Bandura, which was developed more than 40 years ago. According to Professor Peter Dowrick, who is considered an authority on Video Self Modeling, VSM, is a procedure in which people see themselves, through careful planning and editing, only in their adaptive behavior. VSM has been recognized as a tool to help both people with or without disabilities in a variety of applications. VSM interventions are used in three categories of dependent variables: (a) social-communication skills (b) functional skills (c) behavioral functioning (Bellini & Akullian, 2007, pp. 266). “Feedforward” is the process of showing or visualizing achievement of a goal that has not yet occurred. The use of video to create a feedforward image creates the pictorial image of the desired future, an A.I trait. The memory of past maladaptive behavior or skill that does not yet exist is replaced by memories of exemplary behaviors (Bellini & Akullian, 2001, pp. 81).

Dowrick states that VSM can be most effective for: (a) increasing adaptive behavior that is intermixed with non-desired behavior (b) transfer of setting-specific behavior to other environments (c) hidden supports for disorders that may be anxiety based (d) improved image for mood-based disorders (e) recombining component skills (f) transferring role-play to the real world and (g) engagement of a disused or low frequency skill (Whitlow, 2004, p. 11). Video appears to be a non-threatening medium that many will attend. Many also think in the form of pictures and this program can create a picture of a desired future. There are six major steps in general self modeling process;

assessment, task analysis, video capture, editing, viewing the tapes, and evaluation (Dowrick, 1991, pp. 124). Instructional interventions that convey clear information about the participant's skill or progress raise efficacy-performance correspondence (Schunk & Pajares, 2002, pp. 9). This can encourage the individual to work to achieve the goal and believe that they can achieve it. There is ample data that supports VSM, a meta-analysis done by Fukkink showed that it can also increase awareness and attitude (Fukkink, 2008, pp. 913).

### **Study Focus**

Fifty one students participated in the method in four phases identifying areas where they felt successful, and determining a goal. Learning goals that are specific and short term and viewed as challenging but attainable enhance a participant's self-efficacy (Schunk & Pajares, 2002, pp. 15). Sixteen participated in the first trial that was conducted in a private residential school. Twenty two participated in the second trial that was conducted in a vocational program. Two participated in the third trial conducted in a public school. Ten participated in the final trial in a healthcare training program and a culinary training program. Appreciative inquiry interviews were held and the information from the interviews was used to create film plans. Videos were created. The films were then distributed to students that were presented and achievements were documented.

The students that participated in the program experienced a disability. Participants ranged in age from five years old to 25 years old, more than 60% of the students were male. A mixed method embedded experimental approach was employed to determine the information for this study due to the qualitative nature of the interviews

and the quantitative nature of the observation of skill achievement or behavior change. This method indicated that pairing appreciative inquiry and video self-modeling creates skill acquisition and/or behavior change in the majority of cases.

### **Study Purpose**

The intention of this study was to create a program that would allow skill acquisition or behavior change in an area that had been seen as a life barrier as documented in the Individual Education Plan (IEP) and the individual has been unable to achieve skill acquisition and/or behavior change with traditional methods of instruction from a deficit based approach. The individual typically verbalized the barrier as indicated in their IEP as one of their wishes to give them the ability to achieve their goal presented. Appreciative Inquiry allows a strengths-based approach, which was utilized to see where the student has been successful and allowed their self efficacy to increase. The achievement of this skill is typically something that has been attempted for a number of years without success using traditional methods. Video modeling with explicit rules serves to produce and maintain results (Lowy Apple, Billingsley, Schwartz, & Carr, 2005, pp. 33).

The utilization of the two methods together, Appreciative Inquiry and VSM, allow the individual to have greater gains than they would by using one method. Few studies have compared self modeling and other interventions, but it is noted that self modeling has been found successful when other methods have failed (Dowrick, 1991, pp. 117). Videotaped feedback has both informational and motivational functions (Schunk & Hanson, 1987, pp. 17). This program also requires participants to take ownership of what they wish to work on and create a video. This contributes to the success of their peer

group also participating in the process, therefore creating a leadership program. For individuals that have expressed they have very little choice they are expected to advocate in this process with the Appreciative Inquiry interviewer and videographer acting as a facilitator, reinforcing the leadership component.

### **Study Importance**

This program allows individuals to overcome what is seen as life barriers through a strengths-based approach. It creates an individualized approach for each participant specific to each person, stated to be a primary success of Appreciative Inquiry (Howell, 2010, pp. 2). There is an emphasis on the value of the participant through coordinated strengths, abilities and passions (McNamee, 2002, pp. 124). Many of these participants have not had a high number of successes that they can recall. We know more about the deficits of people than we know about their joy, happiness, and hope (Boyd & Bright, 2007, pp. 1020). We often approach problems from the very mindset that they were created (Barrett, 1995, pp. 2). This concept keeps one from moving forward and finding a solution. Accepting the constraints which created the problems rarely leads to a permanent solution; it leads to matters of coping (pp. 2). Appreciative Inquiry radically changes the boundaries and creates possibilities. Appreciative Inquiry also forces the member to invite and engage others which is the key to self-advocacy. Appreciative Inquiry practitioners argue that inquiry needs to have a generative capacity, questioning guiding assumptions (Van Der Haar & Hasking, 2004, pp. 1031). VSM allows one to challenge these assumptions. The participants learn a skill or change a behavior that is viewed as a barrier. Together they have to determine what counts as success and this coordinates their multiplicity (pp. 126) and links Appreciative Inquiry to VSM.

An image of oneself produces more attention and is a stronger source of self-efficacy (Dowrick, 1999, pp. 24). Participants that observe their own successful problem solving demonstrate higher training performance, self-efficacy, and skill (Schunk & Hanson, 1987, pp. 17). The level of intervention is not considered intensive and can be replicated. This program reinforces the value of independence that is continually listed as a goal for those experiencing a disability.

This process allows those participating to generalize their achieved skill/behavior change to other environments. VSM has been noted to increase a student's ability to self-manage and increase ability to make independent initiations that were not previously present in the participant's repertoire (Lowy Apple, Billingsley, Schwartz, & Carr, 2005, pp. 43). VSM can also be considered an evidence based practice due to the guidelines offered by Horner (Bellini & Akullian, 2007, pp. 280).

This program employs a cutting edge method that takes two methods that are considered to lead their fields and creates a unique design that contributes to the work of leadership itself, by putting the leadership role on the individual participating in the process. This method is important to leadership studies because it elevates a group of people considered marginalized and aids them in achieving a skill otherwise thought unachievable. They are considered marginalized due to their lack of a social or functional skill(s) that is seen as vital to their success as viewed by their community. Leaders understand that their job is to bring out the best in people and in situations to uncover potential and bring it to life (Whitney, Trosten-Bloom, Rader, 2010, pp. 3). The combination of Appreciative Inquiry and VSM allows a greater likelihood of success that is inclusive than the methods would produce individually.



## General Problem

We can inquire appreciatively to determine when someone felt the most pride in an experience. This peak experience is strongly identified to the person feeling more independent which is a key factor of success in the culture in the United States, and can then be used as a guide to achieve more skills by seeing a desired future of oneself which is supported by research of Horner (Bellini & Akullian, 2007, pp. 280). The desired future then becomes reality by projecting an image of the future. This achievement of the desired future then allows the individual to achieve skills or change their behavior that can allow them to achieve greater independence.

Those that experience a disability are often identified by the deficits they possess, and they are marginalized. This is documented (individual support plan, individual education plan, basic service agreement) and support provided is to overcome the deficits. Appreciative Inquiry offers an opportunity to identify when the individual was successful (peak experience) and use this as a guide to determine what skills can be achieved to increase independence.

*“AI is a cooperative coevolutionary search for the best in people, their organizations, and communities, and the world around them. It involves systematic discovery of what gives life to an organization or community when it is most effective and most capable in economic, ecological, and human terms.”* (Cooperrider, Whitney, and Stavros, 2008, pp.3).

Research Questions that are addressed in this dissertation are: can we inquire appreciatively to determine a peak experience of when the individual felt successful or independence was experienced? “When did you feel the proudest or most successful”,

can we use video self-modeling with the feedforward method to create a desired future, and does this desired future become the reality and can this process be documented for replication?

This process takes two cutting edge methods that have roots in education, psychology, sociology, linguistics, cognitive behavior therapy, and leadership. It then pairs the two approaches to make a strength based approach to skill acquisition and/or behavior change in an area that had long been considered a “life barrier” for the individual. It allows for the individual to increase their independence by taking ownership of their achievement. “I see I did it in my video so I will do it.”

### **Chapter Summaries**

Chapter One presented the necessary reasoning for the use of Appreciative Inquiry and VSM as a means to show that a developed program targeting specific meaningful activities can lead to skill acquisition and behavior change. Presented in this chapter is the Problem Statement, Research Problem, Background on Appreciative Inquiry and Video Self Modeling, Study Importance, Definition of Terms, Personal Motivation, Chapter Descriptions, Methods, How Results Were Obtained, How This is Relevant to a Doctorate in Leadership and Findings.

Chapter Two presents a literature review that focuses on Appreciative Inquiry and Video Self Modeling as well as shows how other disciplines impact these two areas. This dissertation will review education, linguistics, sociology, psychology, and cognitive behavioral therapy. Chapter Two will show the level of effectiveness for video self-modeling and how another intervention could aid in higher levels of skill achievement. The literature on Appreciative Inquiry demonstrates how data can be used for a future

intervention and can help move toward the common/class theme and individual goal in an expedited way. The goal of the literature review will be to show the effectiveness of each program and how they could be combined to create a program that would have far greater benefit. The literature reviewed for both video self-modeling and appreciative inquiry will focus on the leaders in that field. It will also show how a program that incorporates the two concepts is relevant to a Doctorate in Leadership Studies.

Chapter Three presents a mixed method sequential embedded experimental approach as to how the research was conducted, collected and analyzed. This chapter will contain a pre-trial and four trials. This dissertation will contain data on the individual trials and how individuals were trained in the methods in addition to how the methods were delivered to the 51 individuals in the study. Chapter Three will document the variables relevant to each trial that culminate in the final trial that had the highest level of skill achievement/behavior change. Each trial will take you through the 4D method of Appreciative inquiry and is separated into two data sets. Data set one contains discovery and dream, primarily qualitative, and contains; the collection of permission forms, Appreciative Inquiry interview process, collection of themes, and video concept. Data Set Two contains design and destiny primarily quantitative data and was the creation of the video and viewing of the video itself.

This chapter is broken into sections based on when the method was disseminated. Four groups participated: Group 1/Spring 2011, Group 2/Fall of 2011, Group 3/Spring of 2012, Group 4/Fall of 2012. The demographics of each group are described as well as the changes that occurred from group to group to improve the process.

Chapter Four provides the data results and includes graphs and pictorials on the participants as well as external factors that impacted the results. The chapter starts with a summary of the results of the 51 participants. This chapter is broken into sections based on when the method was disseminated, there are 4 groups that participated; Group 1/Spring 2011, Group 2/Fall of 2011, Group 3/Spring of 2012, Group 4/Fall of 2012.

Chapter Five includes supporting documents for the DVD case studies that accompany this dissertation. This chapter contains summary and demographic data on the individuals. This dissertation shows their Appreciative Inquiry interview, how they wish for their video to be created, the video itself and a video of them after the intervention has been removed for four to six months. This chapter also contains the student's permission to participate, their written Appreciative Inquiry survey, their film plan, and their VSM tracker.

Chapter Six shows implications of the results as well as the impact on leadership. This chapter includes the major findings, how this program relates to leadership studies, and the impact it could have on society.

Chapter Seven demonstrates research challenges that arose as well as additional future research. Future work could look at the retention of the skill/behavior change as in most VSM programs retention decreases to some extent in this program. We show an increase in skill in more than 95% of the participants. This may be due to the reflection process that Appreciative Inquiry creates or it could be the emphasis that support providers now put on the skill due to the video or a combination of the two. Limitations are reviewed, a concern is the variables and the impact the support person both conducting the Appreciative Inquiry interview and presenting the video have. It is

difficult to determine the impact a variable makes, but it is quite evident that particular facilitators that conducted the Appreciative Inquiry interviews and videos were more successful in general than others.

## **Terms**

*Appreciative Inquiry:* The cooperative search for the best in people, their organizations, and the world around them. It involves systematic discovery of what gives a system ‘life’ when it is most effective and capable in economic, ecological, and human terms. Appreciative Inquiry involves the art and practice of asking questions that strengthen a system’s capacity to heighten positive potential. It mobilizes inquiry through crafting an “unconditional positive question’ often involving hundreds or sometimes thousands of people (Cooperrider, Whitney, and Stavros, 2008 pp. xv). For the purposes of this dissertation AI is the process of the interview with the participant to identify their strengths and the goals that they wish to engage in, and the themes for each class.

*Video Self Modeling:* Video self-modeling (VSM) is defined as a procedure in which people see themselves on videotapes successfully performing adaptive behavior (Boudreau, 2013)

*Feedforward:* A vision of the desired future that has yet to be achieved (Dowrick, 1999).

*Individual Education Plan (IEP):* A written document that's developed for each public school child who is eligible for special education. The IEP is created through a team effort and reviewed at least once a year ([www.greatschools.org](http://www.greatschools.org), 2010).

*Barrier:* A circumstance or obstacle that keeps people or things apart or prevents communication or progress ([www.oxforddictionaries.com](http://www.oxforddictionaries.com), (a) 2013).

*Goal:* The desired result after a set of sets/tasks.

*Achievement:* Display or presentation of an intended goal with minimal to no human aids.

*Skill:* An ability or able to produce a result with consistency.

*Data sets:* The division of information to be collected in a mixed methods approach where one collection of information relies on the other in order to produce a result, sometimes divided by qualitative and quantitative.

*Generalization:* Transfer of skills across persons, settings or the performance of skills/behaviors that were either not displayed (Bellini & Akullian, 2007, pp. 279).

*Independence:* Complete a task with minimal aid from others not influenced or controlled by others in matters or opinion, conduct, etc.: thinking or acting for oneself: not subject to another's authority or jurisdiction; autonomous; free not influenced by the thought or action of others not dependent; not depending or contingent upon something else for existence, operation, etc. not relying on another or others for aid or support (www.dictionary.reference.com, 2013).

*Social Pragmatics:* The ability to effectively use and adjust communication messages for a variety of purposes with an array of communication partners within diverse circumstances (www.autismsupportnetwork.com, 2013).

*Confidence:* A feeling of self-assurance arising from one's appreciation of one's own abilities or qualities (www.oxforddictionaries.com, (b) 2013).

*Motivation:* A desire or willingness to do something.

*Functional Skill:* An activity that one participates in to care for oneself. It can be used every day, in different environments. Functional skills focus on different areas such

as home (cooking, cleaning etc.) family, self-help skills (bathing, brushing teeth, dressing, grooming), employment, recreation, community involvement, health, and functional academics (www.ezinearticles.com, 2008).

*Social Skill:* Skills needed to interact with others in the community effectively without the aid of another person and adapt communications to various situations.

*Strength Based:* An approach to people that views situations realistically and looks for opportunities to complement and support existing strengths and capacities as opposed to focusing on and staying with the problem or concern. The problem and the person are separate; however, the problem is never minimized (www.eduweb.vic.gov.au, 2011).

*Deficit Based:* List of the things that are considered to be ‘wrong’ with a child’s learning and development or that children cannot do, and insufficient information about strengths and strategies to support the child’s learning and development (www.eduweb.vic.gov.au, 2011).

*Stakeholders:* Someone with a vested interest in the organization/individual

*4D Model* involves identifying the stakeholders, crafting engaging questions, conducting the interviews. It asks that one progress through 4 different concepts; discovery, dream, design and destiny. Discovery involves identifying what gives one pride or “gives life to the organization”. Dream allows those to identify what they wished for the organization/individual. Design involves how it would take to get there. Destiny is the realization of moving towards the design goal, the dream.

*Disability:* A condition or function judged to be significantly impaired relative to the usual standard of an individual or group (www.disabled-world.com , 2013). The term

is used to refer to individual functioning, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment mental illness, and various types of chronic disease.

*Mental Health Disorder:* Health conditions that are characterized by alterations in thinking, mood, or behavior (or some combination thereof) associated with distress and/or impaired functioning ([www.content.healthaffairs.org](http://www.content.healthaffairs.org), 2013).

*Developmental Disability:* Birth defects that cause lifelong problems with how a body part or system works ([www.nlm.nih.gov](http://www.nlm.nih.gov), 2013).

*Case study:* An intensive, holistic description and analysis of a single entity, phenomenon or social unit. Case studies are particularistic, descriptive and heuristic, and rely heavily on inductive reasoning in handling multiple data sources (Merriam, 1998).

*Autism:* A developmental disorder that appears in the first 3 years of life, and affects the brain's normal development of social and communication skills ([www.ncbi.nlm.nih.gov](http://www.ncbi.nlm.nih.gov), 2012).

*Marginalized:* Treat (a person, group, or concept) as insignificant or peripheral ([www.oxforddictionaries.com](http://www.oxforddictionaries.com), (c) 2013).

*Success:* Being able to show/display the goal or desired action with limited prompts.

*Efficacy:* A self-concept, one's collective self-perceptions that are formed through experiences, and interpretations of the environment, which are heavily influenced by reinforcements and evaluations by significant others (Schunk and Pajares, 201, pp. 2).

*Mixed Methods:* Research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative



approaches or methods in a single study or a program of inquiry (Creswell and Plano Clark, 2007 pp.5). Another definition that is relevant to this dissertation is that mixed methods actively invites us to participate in dialogue about multiple ways of seeing and hearing, multiple ways of making sense of the social world, and multiple standpoints on what is important and to be valued and cherished (Greene, 2007).

### **Personal Motivation**

In August of 2010 I attended a class in Organizational Behavior with Professor Nancy Puglisi. I had taken a year off from Franklin Pierce University due to the past two courses not meeting my personal or professional goals. I was introduced to the concept of Appreciative Inquiry as a strength based approach that could determine what gives life to an individual or organization. This course in Organizational Behavior reinvigorated me and I enrolled in the Appreciative Inquiry intensive course held in November 2010.

The Appreciative Inquiry Intensive course took place over a weekend in Waterville Valley, New Hampshire. The qualitative nature of the course that allowed one to identify the most important aspect of the organization was paired with a story telling aspect to determine when people felt successful, prideful, efficacious, resounded with me. Everything was phrased in the positive even deficits, not ignored and phrased in a positive light.

During the course of the weekend Professor Puglisi mentioned that the founder of Appreciative Inquiry, David Cooperrider, filmed his children playing basketball then edited the film to show his children only their successes. This sparked an interest in me.

I am the CEO of C.O.R.E. Vocational Services Inc., an organization that provides vocational and social training and job placement, for those that experience a disability. I

had been trained in Video Self Modeling in 2010 at the request of families of students that C.O.R.E. Vocational Services Inc. was supporting. C.O.R.E. had found limited success using VSM, however, the amount of work needed to create the videos did not justify the 50% results they were achieving. I was enlightened by Cooperrider's VSM efforts with his children and saw where Appreciative Inquiry and VSM could be combined to create a more successful program. I left the weekend intensive course and had a discussion with a private residential school principal who was so intrigued by the concept I was asked if a program could be created for their school. I set to work creating a program that became Trial 1/Spring 2011 results.

I had been studying organizational behavior for five years and have been working within the behavioral field for 12 years. I am a Mandt Systems trainer, a Lean Green Belt, a Nurtured Heart Approach Trainer, ACRE certified trainer, collaboration facilitator, Vocational training trainer, accommodations trained, First Aid/CPR/AED/Blood Borne Pathogens trainer, and an avid fitness instructor. My passion is in facilitating the realization of an individual's abilities and skills and helping to strengthen those areas so that the individual can live a full and successful life with the least amount of supports needed.

## **Methods**

Acquired data resulted from a mixed method sequential embedded experimental approach. This study collects data from interviews, qualitative, and observation, quantitative. The integration occurs by connecting the information from the first data set to the second data set and provides the result. In this study the qualitative data set was completed first in order to create an intervention for the second data set. In Data Set One

the study determines if Appreciative Inquiry could provide strength based information needed to create videos of a skill or behavior that has yet to be achieved that would be beneficial to the individual. In Data Set Two the study then determines if VSM leads to skill acquisition and/or behavior change. This process was replicated to create a leadership program. This study is an example of transformational leadership as the intent was to assist the individual with their desired change. Qualitative methods will be used to determine the information from the Appreciative Inquiry process. The Appreciative Inquiry process that was selected for this study was the 4D process due to its ease of use. The 4D process involves identifying the stakeholders, crafting engaging questions, conducting the interviews. The study is sequential as the Appreciative Inquiry interviews need to be completed prior to the video intervention.

The steps for the trials were as follows; identify the participants, agreement to participate was given, Appreciative Inquiry interview was conducted, themes were identified, film plan was created, filming and editing occurred, film was viewed a minimum of three times per a week for three weeks, data was collected the last week of the intervention with 10 efforts at the skill being made, the data was tracked and the achievement to skill was calculated based on the 10 attempts.

Tools utilized were; power point introducing Appreciative Inquiry and VSM, permission slip to participate, Appreciative Inquiry interview template and guide, VSM pre-survey data (tracks themes and goals), film plan, VSM tracker, and then a class template was created to show the goals and achievements. This allowed the Appreciative Inquiry interviewer and videographer to replicate the process with ease.

Data was collected the last week of the intervention with 10 efforts at the skill being made, the data was tracked and the achievement to skill was calculated based on the 10 attempts. An inter-observer viewed during the final week or in week four (typically the intervention was already removed) to ensure that the results that the support person indicated were valid. The goals were sorted as either functional or social and sometimes had elements of both. The results were then divided by 10 to come up with an average for the individual. The individual results were then tabulated as a class and divided by the total number to come up with a class result. Variables that were identified were noted on the VSM tracker, and are indicated in the comments section of the data results and analysis chapter. They are also noted at the end of each trial section of the methods chapter. Data was also collected four to six months after the intervention was removed. This achievement to skill and/or behavior change is noted in the post destiny section of the data analysis chapter.

## **Leadership**

“Nothing in the world can take the place of persistence. Persistence, determination alone are omnipotent (Bennis & Nanus, 1997, pp. 43). This dissertation is relevant to a Doctorate in Leadership Studies because it revolutionizes the way skills can be learned or behavior changed. It creates a replicable program that allows one to learn a skill or change a behavior that has not been achievable prior to this program. This program provides an excellent example of transformational leadership.

Transformational leadership deals with moving the participants to accomplish more than is usually expected of them and satisfies their needs and treats them as full human beings (Northouse, 2013, pp. 185).

Transformational leadership involves charismatic and visionary leadership. The visionary leadership quality speaks to the Appreciative Inquiry portion of the survey that asks individuals what their dream is and shows them where they have been successful. The charismatic quality allows them to shine by highlighting what they are most proud of or feel most accomplished doing then reinforces this in the individual's video with positive reinforcement and with the individual seeing themselves achieving their goals. The classes that had the highest levels of achievement had support providers that expressed a dominant quality and strongly advocated for their class theme. Since the charismatic leader has high expectations and exhibit confidence in the follower's abilities to meet the expectations the impact is an increase in the follower's sense of competence and self-efficacy (Northouse 2013 pp. 189).

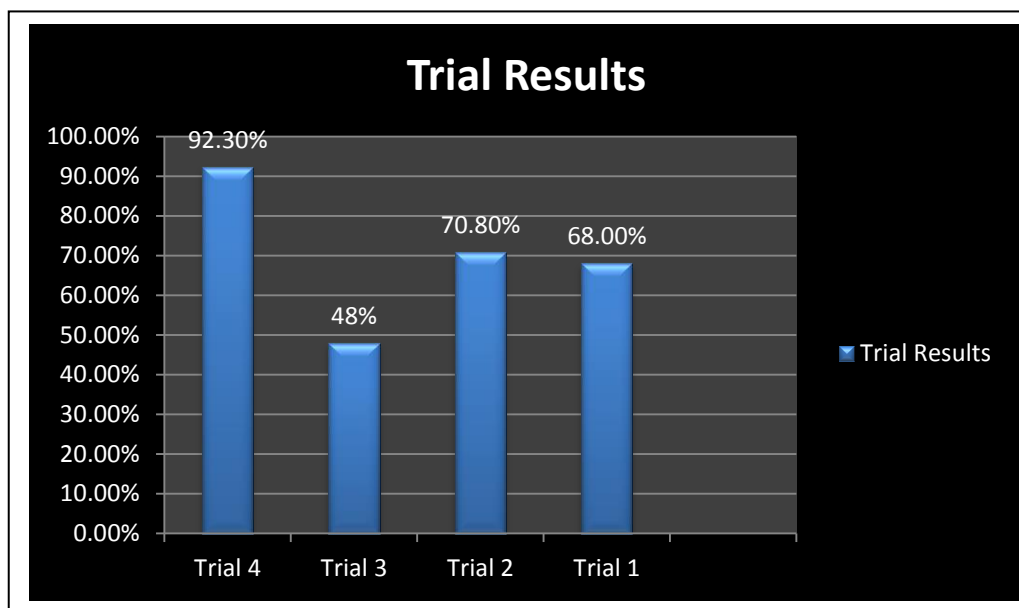
The identity this leadership program has created where the goals are for those they provide services to increase their independence and this program developed utilizing Appreciative Inquiry and VSM achieves this goal. Transformational leaders act as strong role models, they look at the attributional component that refers to the perceptions followers have of the leader, and a behavioral component that looks at the followers observations of the leader's behavior (Northouse 2013 pp. 189). This program provides extensive inspirational motivation, a desire to achieve a shared vision, and intellectual stimulation, stimulates those following to be creative and innovative (pp.193). Intellectual stimulation has allowed this program to be successful by refining the delivery and creating supporting tools to aid in success. The Appreciative Inquiry interview process is an example of individualized consideration as those facilitating listen and provide motivation to the participants. Then the facilitator utilize this information to help

create a next step plan to achieve a personal goal of the individual. Leaders articulate and define what has previously remained implicit or unsaid; then they invent images, metaphors, and models that provide a focus for new attention (Bennis & Nanus, 1997, pp. 37). This is what Appreciative Inquiry does. Similar to the Appreciative Inquiry and VSM program created, a transformational leader moves those to accomplish more than what is expected. The Appreciative Inquiry and VSM leadership program achieved more success than they would working independently.

### **Findings**

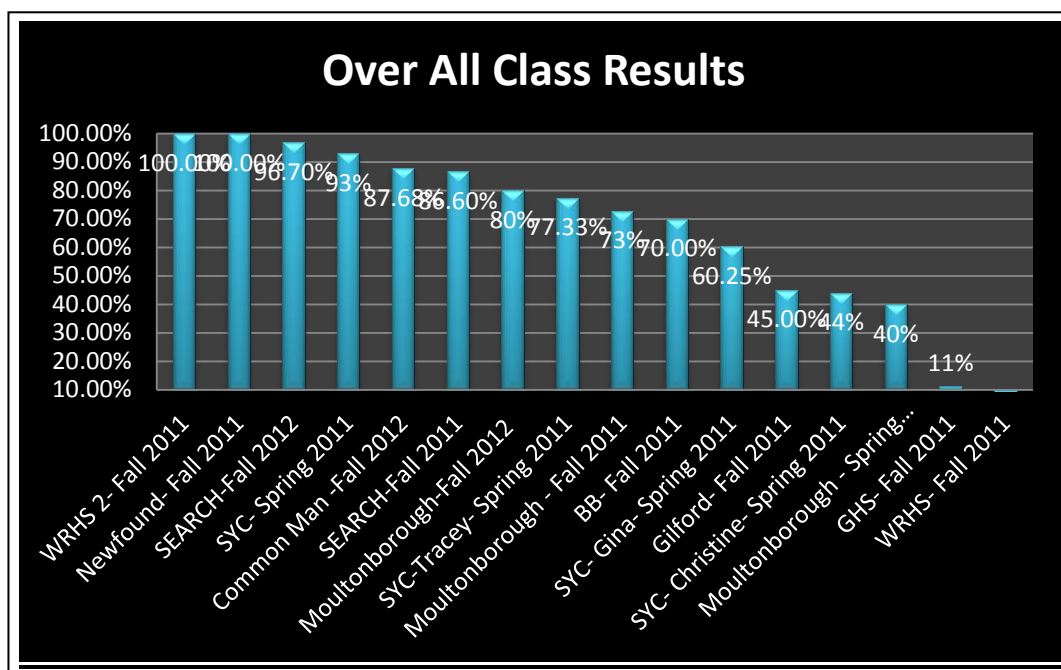
The majority of students achieved a 75% to 100% achievement to skill utilizing appreciative inquiry to create video self-models of feedforward goals. Students participated in the program from Spring of 2011 to Fall of 2012. Groups were broken down by class; the class contained a student(s) and a support person that delivered the Appreciative Inquiry process or assisted and also showed the videos. Overall the results of the entire program were a 72.5% achievement to skill. When grouping the data by achievement the results showed the majority above the 75% range.

Figure 1.1 Trial Results



Trial Four had the most success with achievement to skill documented at 92.3%. This was the final trial held. All of the recorded achievement to skill in these trials showed above 75%. Trial Two had the next highest achievement to skill with a 70.8% achievement to skill. This trial had two groups of students containing two students that both achieved less than 50%, which reduced the overall average, more than 50% of the students were above 80% achievement to skill. Trial Three the students had very similar results with achievements at 38% and 42%. Further investigation into the delivery of the process and an interobserver would be beneficial to determine what other variables are occurring. Trial One had the lowest level of achievement with 66.6%.

Figure 1.2 Overall Class Results



Thirteen classes participated in the study and those with primarily functional goals were found to achieve higher level of achievement than those with social goals. Thirty of the goals were functional goals and outcomes found an 85% achievement to goal, while 21 were social goals and found a 54.6% achievement to goal. Inferential statistics could be used to determine associations between the data, however this would be future work and is not addressed in this dissertation.



## **CHAPTER 2: LITERATURE REVIEW**

### **Introduction**

This chapter explains the history and procedures of appreciative inquiry and video self-modeling, VSM, and shows how a program that integrates the two can be a tool for skill acquisition and behavior change that will be a leader in education. To date, no literature regarding the integration of both programs has been documented. One study completed by Johnson as his dissertation tracked the use of appreciative inquiry to improve classroom performance, tracked motivation and engagement and evaluated the relationship between the participant and instructor (Johnson, 2010, pp. 5). This literature review will explain the interdisciplinary nature of this program, it's relevance to leadership, and provide the information needed to show how Appreciative Inquiry and video self-modeling can be integrated to potentially create a more successful program than utilizing either video self-modeling or Appreciative Inquiry independently.

### **Video Self-Modeling**

**Summary.** Only two programs were found that resembled the program developed through this dissertation. Cihak, Fahrenkrog, Ayers, and Smith developed a technique that blends VSM with point of view modeling (Buggey, Gelbar, Anderson, and McCarthy, 2012, pp. 20). Litras, Moore, and Anderson conducted a study where they linked VSM to social stories; the social stories provided the guidance for the adaptive

behavior and focused on generalization (Litras, Moore, and Anderson, 2010).

Achievement levels were not noted in this study. However, Bellini, Akullian and Hopf stated that any score below 50% is considered to be ineffective based on amount of time spent creating the video (Bellini, Akullian, and Hopf, 2007). Yingling, Wert, and Neisworth completed a study that noted success was more than 50% for all students involved and one student achieved 100% success (Yingling, Wert, & Neisworth, 2003). The program described in this dissertation allows for a descriptive display of what has occurred and what the desired future will be, feedforward. It has been proposed that feedback is most effective when it is descriptive (Hawkins & Heflin, 2011, pp. 98).

**History.** “Bandura proposed that psychological procedures change behavior by creating and strengthening perceived self-efficacy” (Schunk & Hanson, 1989, pp. 155). Albert Bandura is considered the “inventor” of Social Learning Theory often demonstrated through video self-modeling. The theory is often called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation (“Social Learning”, 2013). Bandura professes that most human behavior is learned observationally by modeling. Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences (“Social Learning”, 2013). The necessary conditions for effective modeling are: attention, retention, reproduction, and motivation.

Building off the theory of Bandura was Dr. Peter Dowrick who is considered an authority on feedforward and positive self-review. Dr. Dowrick launched the “Creating Futures” (2007) website that provides information for those in education working to support those experiencing disabilities. Dr. Dowrick had the vision of videotaping people

achieving the goal they desire, feedforward. This allows positive self-review and through this experience the goal can then be achieved.

Peter Dowrick published a guide on how to use video modeling in behavioral sciences. He felt strongly that the feedforward theory was the most productive. By showing the individual the goal and themselves accomplishing it they then believe it can be achieved. Self-belief and self-efficacy are strengthened. This article was insightful in that it warned against using skills already achieved as video footage as it actually leads to a deterioration of skills. Therefore, once the skill is acquired new video footage should be created for future use. This is controversial. Dowrick also presents a case study where Dowrick videotapes by cutting the footage to look as if the participants are achieving the goals even though they have not yet achieved the goal, which leads to feedforward. Dowrick emphasized reinforcing the behavior on the video. Dowrick also recommends using incentives for students to achieve the goals for the purpose of taping.

Due to the influence of Bandura in the late 1960's, Creer and Micklich decided to implement a self-modeling technique with Chuck, a 10 year old boy that experienced asthma. Chuck was living in a residential treatment facility and it was reported that he was immature and non-assertive. He demonstrated temper tantrums with the trigger reported to be ridicule from others. Most of his free time was spent reading comic books or watching television. Chuck often would giggle uncontrollably around adults and would attempt to tickle adults. Chuck would oversleep almost daily and had difficulty with basic care tasks (Creer & Micklich, 1970, pp. 91).

Chuck was told he was going to be featured in his own television show. Two videos each with four scenes were made (pp. 92). Each tape was approximately five

minutes long. The tapes showed the feedforward method by demonstrating usual triggers that Chuck typically faced and having Chuck succeed at various tasks, ignoring ridicule, getting up on time, initiating contact with his peers, and defending an attack by others. Chuck was shown video of himself being successful for a period of time, then shown video of himself responding inappropriately as he normally had, and then video of himself being successful again. He did not show any change in his behavioral choices during the first round of desired behavior video, or the undesired behavior video. Once the video of him participating in the desired video was shown again behavioral change choices were seen. Chuck continued to display the appropriate behavior even after the intervention was discontinued for six months (pp. 92).

In the early 1970's Ray Hosford, from the University of California at Santa Barbara, was developing a counseling intervention technique using the self as a model. In the late 1970's, Peter Dowrick utilized video images using a feedback model where the subject would see their positive and negative behaviors. Dowrick noticed that the negative feedback did not contain a therapeutic effect. Due to this Dowrick focused on positive feedback only, which became known as positive self-review. In the late 1970's Dowrick started using this process to include skills not yet performed, which became coined "feedforward" (Whitlow, 2004, pp. 5).

In the 1980's a Dutch psychologist, Harrie Biemans, and his team provided support to families whose children were in residential care (Habib, 2011, pp. 2). This method became widespread in Europe and was coined "Video Interaction Guidance" (VIG).

**Process.** The effect on observers depends on the perceived similarity to models (Schunk & Hanson, 1997, pp. 155). Observational learning is necessary for VSM to be effective. Observational learning requires attention and motivation to be effective (Bellini & Akullian, 2007, pp. 265). Observational learning has four areas that were presented by Bandura: attentional, retentional, production, and motivational. The attentional process refers to the ability to attend to or perceive the model or event. Attentional process requires the sensory stimuli to focus on the task or event. Retentional process is the capacity to model the behavior. Retention process is the ability to store the model in one's memory. Bandura identified three components that are vital: the environment, behavior and one's psychological processes (one's ability to entertain images in minds and languages) (Corbett & Abdullah, 2005, pp. 2). Dowrick presents different types of modeling: imaginal peer modeling, mastery self-imaging, pictorial self-management and positive self-review. The six major steps in self-modeling are: assessment, task analysis, video capture, editing, viewing schedule, and evaluation (Dowrick, 1991).

In 1991 Dowrick hypothesized that participants perform skills better if skills are represented at a slower pace (Dowrick, 1991, pp. 280). People evaluate themselves through social comparisons with others (pp. 155). It is theorized that those with more profound disabilities are unable to evaluate themselves. If one cannot develop the capacity for self-appraisal that underlies perceived self-efficacy then continued achievement could be challenged (Kihlstrom & Harackiewicz, 1990, pp. 89). Model similarity is strong amongst children and adolescents (pp. 6). Due to the fact that similarity models change as the youth develops using oneself as the model maintains

more consistency. The success with the self as video is also thought to be because participants can focus more closely on a video than on a live model (Bellini, Akullian, and Hopf, 2001, pp. 82). It allows for the individual to filter out extraneous variables (Yingling, Wert, Neisworth, 2003, pp. 31). Fukkink presents two video feedback family methods are used; sensitivity training, interactive behavior with the parent and child and psychotherapeutic approach, how the parent sees themselves as a child (Fukkink, 2008).

Supported by the work of Bellini, Dowrick, and Schunk coping skills and skill acquisition have the highest gains (Dowrick, 1991, pp. 113). This could be because those that have mastery of the skill are more likely to identify minute challenges with their performance, as their attention is not held because they have achieved the skill. It is even stated that additional attention to the skill through video leads to deterioration of the skill (pp. 113). This is thought to be due to focusing on minor flaws when self-efficacy may need to be increased. The ability to achieve the desired goal is directly related to the knowledge of the goal. Lower behavioral knowledge and custodial control orientation predicted higher endorsement of restrictive interventions (Gill, 2010, pp. 2). Therefore, increasing behavioral knowledge would reduce the level of intervention needed.

Generalization, the ability to transfer skills from one setting to another, through VSM occurs when children observe themselves on video then respond in kind. Research states that generalization of skills from the start of the intervention occur in most cases (Buggey, 2005). Buggey did assert that if immediate results are not seen then they believe that continued viewing will not be effective (Buggey, 2005). A theory proposed by other researchers. Dowrick, Kim-Rupnow, and Powers demonstrate that feedforward

videos are time limited in their teaching effect. Once the skill is achieved the video will no longer be needed (Dowrick, Kim-Rupnow, & Powers, 2006).

VSM has been used for a variety of challenges including: disruptive behavior, Attention Deficit Hyperactivity Disorder, Selective Mutism, Depression, Anxiety Disorders, sports, social skills training, physical handicaps, and for training for direct service providers (Dowrick, Kim-Rupnow, & Powers, 2006, pp. 120 – 122). VSM can be used for a variety of other areas and future work could identify different areas and populations to focus on. It is the hope that VSM will replace the memories of maladaptive behaviors with exemplary behaviors.

In an effort to gather data on the results of Video Self Modeling, Becky Sue Roth of New Ability Productions ([www.newabilityproductions.com](http://www.newabilityproductions.com), 2011) was contacted. Ms. Roth stated that most of her clients are wards of the state and she focuses on positive behavior through the use of video of the person accomplishing the task in lieu of tantruming, bullying, being teased and etc. She states, “My experience is that these young people always benefit from the process of co-designing and filming their video, and this provides significant motivation in viewing videos once completed” ( personal correspondence, 2011).

### **Appreciative Inquiry**

**Summary.** “The reality of any given organization is real by virtue of how people talk and act within, as well as outside the organization.” (McNamee, 2002, pp. 111). Appreciative Inquiry is an organizational development process and approach to change management and organizational transformation (Cooperrider, Whitney, Stavros, 2008, pp. 2). Appreciative Inquiry believes that every organization has something that works

well and provides the grounding for moving forward towards positive change.

Appreciative Inquiry allows people to recognize past behavior and future potential.

Therefore, one can be intentional and selective about future direction (Van Der Haar & Hosking, 2004, pp. 1028) and VSM provides this selection. People are invited to share stories about past positive experiences and this provides the future guidance for where the organization will go. Questions are crafted in a positive way to gather the stories that will describe the individual and organization at their best. It also provides them with information that mobilizes the individual toward future goals, connects the organization and gives value to each individual's assets. Sometimes these assets are in areas where an individual has not been valued before. In Calabrese research on the Circle of Friends Program it was found that typical stereotypes are changed (Calabrese, 2008, pp. 1). In addition, those that experience disabilities can become society's teachers and gift to mainstream society (pp. 23).

The questions are crafted in a way that identifies the following: inquiry into "the art of the possible" in organizational life should begin with appreciation, inquiry into what is possible should yield information that is applicable, inquiry into what is possible should be provocative, inquiry into the human potential of organizational life should be collaborative (pp. 4). They hold some element from the affirmative topic choice; for this dissertation independence was used. All that participated had this as a future goal from their Individual Education Plan, IEP. Evidence suggests that an Appreciative Inquiry approach to things like IEP's could help strengthen school, parent, and student relationships while creating a more positive experience (Sullivan-Gallegos, 2009, pp. 2). From this topic choice, interview questions are created for the participants. Interviews are



then conducted. Once the stories are collected by the facilitators then the group identifies themes to determine what is important to the group as a whole.

There are three main processes that can be used in Appreciative Inquiry they are; 4D – dream, discover, design, destiny, 4I – initiate, inquire, imagine, innovate, and action, plan, possibilities, relationships. For the focus of this dissertation I concentrate on the 4D method. The end result of Appreciative Inquiry is increased cooperative capacity (Barrett & Fry, 2008).

**History.** In 1980, David Cooperrider was assisting Al Jensen with his dissertation at Cleveland Clinic. They interviewed physicians and asked them to tell them stories of their biggest successes. Cooperrider looked at the data in search of the positives to see what gave the system life, when people were most effective, committed and empowered. The concept was meant to appreciate what is and envision the possibilities of the future. Cooperrider went on to write his dissertation of this approach (Cooperrider, Whitney, and Stavros, 2008, pp. xxvii). He banished critical theory, deconstruction, and any words of deficit (Boje, 2010, pp. 2). Organizational change processes that are based on deficit identification will lead to disenchantment (Cooperrider & Whitney, 2011). The reactive nature of social inquiry that provides organizational theory with its unique purpose, its potential impact and its reason create Appreciative Inquiry (Cooperrider, Barrett, and Srivastva, 1995).

The foundation of Appreciative Inquiry is in social construction and also hermeneutics, the German tradition of study of interpretation. The book, Appreciative Sharing of Knowledge: leveraging knowledge management for strategic change, focuses on the concept of ASK, appreciative sharing of knowledge, which looks at identifying the

talents and competencies that already exist in an organization to locate what knowledge-sharing practices already exist and enhance the values and behaviors that enable knowledge sharing (Thatchenkery, 2005). The ASK approach follows these seven steps: set the stage, elicit positive stories, identify knowledge enablers, construct possibility propositions, validate and rank the propositions, form an implementation team and execute. There are some key attributes that the enabler should be able to instill in others: empowerment, respect, teamwork, and build relationships. A key aspect to Appreciative Inquiry explained by Thatchenkery is that the ASK method has the Galatea effect which is similar to the self fulfilling prophecy: however, in the knowledge sharing capacity it refers to those that have personalities that others are drawn to and are able to spread the stories and concepts throughout the organization (Thatchenkery, 2005). In order to create positive future present scenarios the group must have commitment, groundedness, and inspiration (Thatchenkery, 2005).

Children develop and learn to behave socially by using the concepts of fear and competition to guide one's behavior (Stavros & Torres, 2006). This deficit based model stemmed from safety. Fear can make people more self-centric (Boyd & Bright, 2007). However, this deficit model creates individualism with a cost that has a very high societal impact. Awareness extends to understanding that relationships are dynamic; any action taken on the part of any member will result in changes for other members and potentially for the community as a whole (Stavros and Torres, 2006). There is a direct relationship between Appreciative Inquiry with the neurolinguistic programming techniques and VSM. The neurolinguistic technique holds that when we view images we

are more likely to live into those images. The bigger and more dramatic the images are the stronger they will hold in the mind (Stavros and Torres, 2006).

The four basic ideas that provide the basis for understanding the relationships in appreciative organizations are that we live in worlds of meaning, meanings are embedded in action, meaning is constructed in relationships, shared meaning relies on appreciation (Anderson, Cooperrider, Gergen, McNamee, Magruder, Watkins & Whitney, 2008).

Innovation, flexibility, integration, collaboration, affiliation, engagement, and coordination are the fruits of appreciative organizing. In order to build an appreciative organization one needs to: foster relational interdependencies, encourage multiple realities, promote dialogue, encourage imagery, act within the moment, and keep the conversations going. How one leads through collaborative participation one needs to be: relationally resonant, engaging with others in co-creation, bringing out the best in others, asking generative questions, and building hope (Anderson et al., 2008).

The original form of Appreciative Inquiry involved a bottom up interview process where all organizational members were involved. Now it involves members that represent different areas in larger organizations (Bushe, 1995, pp. 16). This information is then presented to all the participants with the hopes that it would motivate new behavior (pp. 16). A hallmark of successful appreciative interview is that the facilitator has an insight into a peak experience with each interview (pp. 17).

**4D Method.** Appreciative Inquiry looks at the solutions to be embraced instead of the problems to be solved (Cooperrider, Whitney, Stavros, 2008, pp. 5). It coordinates values, actions, beliefs, and activities to create truths (McNamee, 2002, pp. 115). The 4D model entails, discovery – what gives life, appreciating, dream – what might be,

envisioning, design – how can it be, co-constructing, destiny – what will be, sustaining. In the discovery process, the goal is to discover the most vital or alive moments the participant has encountered in relation to the affirmative question; this is typically done through story sharing (Cooperrider, Whitney, Stavros, 2008, pp. 6). These may be little moments or small events that create “wow” moments, referred to as the Butterfly Effects of complexity (Boje, 2010, pp. 1). This stage also determines the themes that are identified after the interview process to find the commonalities between all the participants.

In the dream phase, one envisions the future of what they desire for themselves and the organization. It is important that stories are presented and not ideas/beliefs because one can argue with a belief/idea but one’s story is their own (McNamee, 2002, pp. 120). During this process the individual takes the story of what was their most vital and thinks about where they could further go on that path. The goal is to create a mental image of a desired future; here the link to VSM starts.

In the design process the participant states what needs to happen to make the desired future a reality (in this dissertation the film plan aids this process). We look at coordinating activities of those involved to achieve destiny and what new ways can be discovered (McNamee, 2002, pp. 120), this is the connection to VSM and it is the new way.

Destiny is the future goal becoming the reality (achievement of the goal) through talking and participating in the desired future the organization moves towards it. There are often additional D’s that various authors integrate but for this dissertation a 4D process is used. Boje, using Critical Inquiry and Appreciative Inquiry describes an

Appreciative Inquiry process of a 5D define, discover, dream, design, destiny (Boje, 2010).

**Principles.** The five principles of Appreciative Inquiry move it from theory to practice: constructionist principle, principle of simultaneity, poetic principle, anticipatory principle, positive principle. The constructionist principle is the concept that the seeds of change are planted with the questions asked (Boje, 2010, pp. 8). It also has the linkages to linguistics. The constructionist principle places human communication and language at the center of human organizing and change, reality is created in communication and knowledge is generated through social interaction (Whitney & Trosten-Bloom, 2010, pp. 49).

The principle of simultaneity recognizes that inquiry and change can be simultaneous and inquiry is intervention, relates us to VSM, the questions are vital to the process (Cooperrider, Whitney, Stavros, 2008, pp. 9). Questions can create hope and direction where it might not have existed before.

The poetic principle is that the story is what all make it up to be and is changing. The topic we choose to focus on is where people will gravitate towards. We create images of where we believe we are going then we organize to those images (Whitney & Trosten-Bloom, 2010, pp. 61).

The anticipatory principle is that the vision of the future guides current behavior. VSM can create this image. The positive principle relies on the positive questions to discover what gives life when one is at their best, and what excites, energizes, and inspires (pp. 65). Building and sustaining the momentum for change require large amounts of positive affect and social bonding (Cooperrider & Whitney, 2005, pp. 16).

**Competences.** There are four competences that are identified by Barrett and they align with the principles: affirmative, expansive, generative, and collaborative. The affirmative competence looks at the capacity to appreciate positively through what is focused on (Barrett, 1995, pp. 5). Expansive competence is challenging habits and practices to stretch the direction. The generative competence is constructing integrative systems that allow members to see the consequences of their actions and recognize their contributions. Collaborative competence is creating a forum in which the members can engage (Barrett, 1995, pp. 5). This last principle is extremely important since most individuals need to experience progress daily in order to continue towards a goal and continue to feel hope and empowerment (Barrett, 1995, pp. 9).

**Social Construction.** The concept of inquiry matrix is introduced where prior to data collection senior managers decide what elements of organizing they want to amplify in their organization; a matrix is then created (Bushe, 1995). This leads to the concept of a central question or a focus question to give the organization something to ground it. This dissertation focuses on independence as the focus. The concept of proalysis or synergalysis is used to describe the sharing of the most important interviews or stories.

*Culture and Social Psychology: Converging Perspectives* (2010) by Dimaggio and Markus stresses cultures as dynamic interactions that help shape one's identity. This provides us with a link to sociology, psychology, education, cognitive behavior therapy, VSM, and linguistics. Is it then relevant to video self-modeling using the feedforward method? Video Self Modeling is a procedure in which people see themselves through careful planning and editing only in their adaptive behavior. This adaptive behavior is defined by the culture in which one belongs.

## Psychology

**Summary.** The beliefs, concepts, and truths one creates within their mind directly impacts the choices one makes. This literature review shows how social psychology plays a role in framing one's beliefs and attitudes and this relates to their self-efficacy and if we can alter this through Appreciative Inquiry and VSM then we can create a scenario of success.

**History.** The theories of Bandura stemmed from the theories of B.F. Skinner. Skinner argued that individual differences in behavior are the differential reinforcements of people (Kihlstrom & Harackiewicz, 1990, pp. 86). Skinner had developed many of his theories through the theories of Miller and Dollard. Miller and Dollard proposed the concept of "social learning" that Bandura mainstreamed. Social learning described by Miller and Dollard describes personality as comprised of habitual behaviors acquired through learning. Rotter also influenced the theories of Bandura through his version of the social learning theory. Rotter connected the behaviorist theory to human needs, values, and choices. Social cognitive theory involved hypothesis testing as an essential component to problem solving and this Appreciative Inquiry, VSM program tests a hypothesis (pp. 86).

**Interdisciplinary Connection.** Bandura (year) considers the effect of persuasion, attitude change and proximity effects (pp. 88), which can explain why the Appreciative Inquiry and VSM program is effective. This program focuses on the intrinsic motivation, Appreciative Inquiry, and how persuasion and attitude change, VSM, can alter one's behavior and/or increase skill. In all the cases, independence was noted to be of importance. Research is committed to the assumptions embraced within a

particular tradition (Gergen, 2008, pp. 333) that grounds psychology and sociology. This is true in this study and why independence keeps presenting itself. The study by DiMaggio and Markus (2010) revealed that people are sensitive to others in every aspect of behavior and much of it is implicit or automatic and outside of the span conscious analysis or control (pp. 348). This study brings the behavior into an explicit area so that the participant has an awareness that they may not have had before.

Behavior is thought to be communication. DiMaggio and Markus (2010) stated that psychological tendencies are impacted by social situations that was the repository of previous psychological activity (pp. 348). Psychological capital is an individual's positive psychological state. It is characterized by: self-efficacy, optimism, and perseverance, and resilience (Verleysen & Van Acker, 2011, pp. 1). Verleysen and Van Acker (2011) found that experiencing Appreciative Inquiry increased one's psychological capital (pp. 1). People tend to gravitate to those that are similar. Therefore, if we can make movement towards extraordinary as what is typical therefore, appreciating and capitalizing then we can increase one's motivation (Boyd & Bright, 2007, pp. 1021). Appreciative Inquiry wards off future problems by focusing, envisioning, and implementing changes that prevent future negative states (pp. 1033). It can create a sense of learned optimism (pp. 1033). This can have a positive impact on one's attitude. Attitudes are summary evaluations that are based on cognitive, affective, and behavioral information (Maio & Haddock, 2009, pp. 3). They directly relate to motivation, which in turn is impacted by self-efficacy. In addition, the participant gains social satisfaction from participating in the activity if valued by the group (Donaldson & Kozoll, 1999, pp. 9).



## Sociology

**Summary.** This study looks at how the participant interacts in their activities and how that impacts the group as a whole (typically their class). Culture is defined in this dissertation as the dynamic interactions between the mind and environment, mental structures select aspects of the environment and the environment reinforces the mental representations (DiMaggio & Markus, 2010, pp. 347). Culture is an important aspect of Appreciative Inquiry since it looks at the overall function of the organization. It has been found that promoting positive social inclusion experiences for those that experience a disability will increase their function level (Calabrese, 2008, pp. 1). Western cultures tend to see the world in terms of groups, communities (Gergen, 2008, pp. 334). Through culture, ideas about beliefs and practices are shared and this in turn impacts individual behavior.

**History.** Mannheim's, Ideology and Utopia: An Introduction to the Sociology of Knowledge (1937) looks at how Western culture has continued to grow and change largely due to the ideologies that are held within a culture. Mannheim views social sources through scientific models, which mirrors the work being done with Appreciative Inquiry and VSM. Mannheim looks at how social relationships impact thought, which directly relates back to Appreciative Inquiry and its roots in social construction. Mannheim makes a distinction between ideologies and utopias and how these are created. Mannheim uses the importance of ideologies and utopias to show how they impact social change (Mannheim, 1937).

Geertz's, The Interpretation of Culture, (1973) is an interpretive anthropology and this means that the observer needs to understand how and why behavior exists. This can

help to explain why using Appreciative Inquiry to create VSM works for many individuals because a behavior has been established for an individual and becomes a part of their identity. An example could mean that a person cannot cross a street, and therefore, services and supports are created to help this deficit. However, if efforts were made to change the behavior so the individual could cross a street then this would change all aspects of services and supports the individual receives and how the person interacts with others, therefore changing the social dynamics of the relationships (Geertz, 1973).

Mill's historical work, The Sociological Imagination (2000), relates to Appreciative Inquiry and VSM is where Mills later in the book addresses how future possibilities exist in each culture by analyzing what currently exists.

**Interdisciplinary Connection.** These connections between sociology and psychology show that further interdisciplinary work is vital. Culture and identity are strongly interwoven, and change as one changes (DiMaggio & Markus, 2010, pp. 351). We create a world around us in which we talk and do things with others, so if we talk about problems that is what we construct: a reality of problems (McNamee, 2002, pp. 117). If we discuss future possibilities and relationships then that is what we create.

## **Education**

**Summary and Interdisciplinary Connection.** Appreciative Inquiry and VSM relate to education due to the feedforward method focusing on learning a new skill or changing a behavior that requires assimilating and utilizing knowledge. Appreciative Inquiry has its roots in social construction, which has its roots in education. The relationship to education shows the interdisciplinary nature of this dissertation.

Gergen (2008), attempted to explain the concept of social construction by saying that our shared conceptions of what is real is what is to the group. It also impacts how the group values or devalues specific things that can change over time with the group changing their shared concepts. This creates the truth for an organization and that truth changes over time. These truths are learned by the organization/culture and used to ground individuals in their behavioral choices. We create our realities by our relationships with others (Gergen, 2008).

### **Linguistics**

**Summary and Interdisciplinary Connection.** “Each relational scenario is an ongoing negotiation process and the available expressions are like steering devices that lay out a possible pattern of interaction” (Cooperrider, Barrett, & Srivastva, 1995, pp. 165). The choice of words is vital in this study and how the questions are asked in the Appreciative Inquiry interviews. People tend to gravitate towards what is discussed and if that is presented positively that can help guide the direction (Cooperrider, Whitney, and Stavros, 2008, pp. 3). Words impact how people think. Language in Western culture is a mental process that activates social behavior (Gergen, 2008, pp. 335) and how linguistics impacts sociology. Relating the mind to action in linguistics, creates a relationship to psychology. Linguistics can be related to Appreciative Inquiry and VSM in that it builds on social psychology, proposed by Gergen in 2008, that the social world is a mental construction (pp. 336). Knowledge is a relationally embedded activity; the world we know is a product of linguistic convention (Cooperrider, Barrett, & Srivastva, 1995, pp. 159) relating linguistics to education. For a leader the social construction process involves linguistic construction and receives consensus through stakeholders (Ran &

Golden, 2011, pp. 436). Our linguistics help frame our mental constructions and our mental constructions help determine our linguistics.

**History.** Social construction foundation is based on the principles presented by Wittgenstein, which is the basis for Appreciative Inquiry. The power of one's words is vitally important and it is the questions we ask that provide us with the direction in which one and an organization move towards. Therefore our words shape our culture. Different cultures then use words that hold meaning and value within their culture and that change over time as the culture changes. Wittgenstein makes a statement, "The results of philosophy are the uncovering of one or another piece of plain nonsense and bumps that the understanding has got by running its head up against the limits of language. These bumps make us see the value of the discovery" (Wittgenstein, 1953, pp. pp. 41). This shows the relationship to Appreciative Inquiry and how our word choice actually can alter the reality. Wittgenstein describes the value of experiences and mental images and again this relates to how Appreciative Inquiry is presented pictorially and also how the impact of VSM can be so instrumental. Western culture's dependence on word meaning and the social coordination of people engages in the form of practice (Gergen, 2008, pp. 336).

A more modern version of linguistic choice is exemplified in the book: All Children Flourishing (2008) by Glasser that focuses on interacting with others in a way that is appreciative of the qualities we want to foster in others by use of word choice and nonverbal presentation. It focuses on identifying the qualities that the culture values and tries to encourage the individual to present those qualities by appreciating their efforts to show the qualities, not praising. It also provides low energy or disengagement with the

qualities that are not valued. This directly relates to Appreciative Inquiry and how sociology, linguistics, education, and psychology all provide a foundation for success for this program. This process is also considered to be a cognitive behavior therapy.

### **Cognitive Behavioral Theory**

**Summary.** Self-efficacy is grounded in cognitive theory, which states that human achievement depends on interactions between one's behaviors, personal factors, and environmental conditions (Schunk & Hanson, 1997, pp. 2). VSM is a form of Cognitive behavior theory/therapy. Self-efficacy is consistent with operant and classical conditioning theories of learning that Skinner and Wolpe popularized (Dowrick, 1999, pp. 36).

**Interdisciplinary Connection.** In relation to other constructs self-efficacy is impacted by outcome expectations, self-concept, effectance motivation, and perceived control. Effectance motivation is the motivation to interact with one's environment (Schunk & Hanson, 1997, pp. 3) that relates back to culture and sociology. Perceived control is the belief that one can control their performance (pp. 4), the relationship to psychology. The notion of perceived control, those that believe they can control what they learn and perform, are more apt to initiate and sustain behaviors directed towards those ends. Individuals who hold a low sense of control over their capabilities (Schunk & Pajares, 2011). The article states that parents who arrange for mastery experiences and steer their children towards efficacious peers develop more efficacious children. Peer groups promote motivational socialization, those affiliated with highly motivated groups change positively during the school year (Schunk & Pajares, 2011). Self-efficacy relates to VSM and Appreciative Inquiry by providing a belief that one can achieve the

outcome. VSM provides a vision of the desired future, and Appreciative Inquiry provides the evidence to what has been successful and why this goal will also be successful. The concept of belief is thought to be stronger than emotion, perception, and control (Zaitchick, Walker, Miller, LaViolette, Feczko, & Dickerson, 2010, pp. 2531).

Bandura labels experiences and how they impact the individual: enactive performance, vicarious experience, verbal persuasion, physiological factors. The enactive performance is when a person experiences himself or herself performing the learned skill/behavior successfully (Whitlow, 2004, pp. 2). This program does this as it reinforces self-efficacy through the Appreciative Inquiry interview then allows the person the enactive performance through the viewing of the feedforward video. Vicarious experience is when by viewing a model one's ability to perform the skill increases (Lyons, 2007, pp. 1).

Self-efficacy determines the tasks people pursue, the amount of time and effort they spend on a task and what they feel during and after the task (Kihlstrom & Harackiewicz, 1990, pp.90). Therefore, if we can alter the self-efficacy to encourage effort towards a task the individual is more likely to achieve success. Those that believe they are improving experience-heightened self-efficacy enhance their motivation and skill development (Schunk & Hanson, 1987, pp. 6) this program creates a vision of this future. VSM provides a non-intrusive intervention that can help de-escalate or baseline the participant; this in turn can lower anxiety. Bresó, Schaufeli, and Salanova, in their study stated that an important source of self-efficacy belief refers to past success and psychological states (Bresó, Schaufeli, & Salanova, 2010, pp. 340). Therefore, the lower the anxiety, stress, and fatigue, the higher the self-efficacy will be (pp. 340).

Self-efficacy is future oriented and specific to a situation or action (pp. 89). When one can provide an environment that stimulates curiosity and allows for mastery experiences it helps build one's self-efficacy (Schunk & Hanson, 1997, pp. 4). Self-efficacy can increase our motivational process, therefore giving the participant the motivation to try the activity. In relation to leadership, those that display more curiosity and exploratory activities are provided with more facilitator responsiveness (pp. 4). This increased feedback can lead to higher self-efficacy.

A major concept of Bandura's theory is reciprocal determinism. Reciprocal determinism is the integration of cognitive, personality, and social psychology that shows how one's behavior expresses individuality (Kihlstrom & Harackiewicz, 1990, pp. 87). Therefore the presence of activity of someone or something can help determine how someone behaves in a specific situation. Little research has been completed on how one can change the environment rather they look at altering the individual. However, conditions of a situation are created then an ideal behavior could be expected. This is exactly what this program does by identifying where someone felt successful and then creating this vision of the future. Bandura argued for interactionism, which considers the way the environment shapes people in it (pp. 87). Bandura proposed three different environments: those that severely limit people's operating options, those that offer choices, and constructed environments that allow people to become self-determined beyond the apparent limitations of their circumstances (Dowrick & Skouge, 2001, pp. 2). The link of cognitive behavior therapy to Appreciative Inquiry and VSM is that through cognitive behavior therapy an individual's efficacy judgments can be altered so they can experience a positive outcome.

**Process.** Cognitive Behavioral intervention teaches instructional techniques to teach problem solving, role specific skills, provide an opportunity to practice skills learned, allow opportunity for generalization, reinforce positive behavior skill mastery (Bolton, Christner, and Mcpoyle-Callahan, 2011, pp. 10). VSM can show various scenarios that allows for all these interventions. Bandura reinforces the concept of learning through modeling (Bandura, 1977), which is the concept for VSM. This in turn relates back to sociology by being aware of how culture impacts the concept of learning, Bandura focuses on this concept in his later work Social Foundation of Thought and Action: a social cognitive theory (1986). Therefore, it could be interpreted that if one could alter the social structure they could then change how one operates or the function level of an individual. This is why Appreciative Inquiry and VSM are so successful because Appreciative Inquiry when presenting the information from a strength-based perspective and using VSM to pictorially display an achievement.

Glasser describes a CBT process that utilizes the amount of energy that a person decides to give a positive experience in hopes that the person will respond to the output of energy and partake in the activity again (Glasser, 1999). The theory of the Nurtured Heart Approach is recognitions: active, experiential, proactive, and creative. It relates to Appreciative Inquiry because it is a strength-based approach as well and provides the child with a mental image of their success where VSM provides a pictorial image of that success.

Glasser's and Block have more recently stated that The Nurtured Heart Approach is a social-emotional curriculum (Glasser & Block, 2012). The approach is based on three stands: refuse to energize the negative, relentlessly energize the positive, and enforce



limits. The approach then uses a series of recognitions to implement the stands: active recognition which is seeing and acknowledging the details of moments lived, without judgment, experiential recognition which is teaching values by recognizing moments of values lived and expressed and delivering them wrapped in appreciation, proactive recognition which is teaching rules by freely giving recognition of rules followed, creative recognition which is creatively bringing children the feeling of success for following directions or for expressing their intrinsic greatness (Glasser and Block, 2012). This is where we see the link between VSM and Appreciative Inquiry. Since Appreciative Inquiry is a strength-based approach, the Nurtured Heart Approach shares similar values. The Nurtured Heart Approach is concerned with unleashing the greatness in all; whereas, Appreciative Inquiry looks at what gives life as a basic premise. VSM can aid in helping the individual to see the greatness.

It is important to note that processes beneficial for developing self-efficacy include proximal and specific learning goals, strategy instruction and verbalization, social models, performance and attributional feedback, and performance-contingent rewards (Schunk & Pajares, 2011). It is thought from this article that performance contingent rewards and proximal goals raise children's self-efficacy equally well (Schunk & Pajares, 2011).

## **Leadership**

**Summary.** This program is a cutting edge approach to learning a skill or changing a behavior where previous attempts have been unsuccessful. This program can provide a method that can create success and increase independence and increase self-

advocacy for the participant and engaging them to make their life happen instead of waiting for a support person to make changes for them.

**History.** Leadership is an Art (1989) by DePree is an excellent introduction to leadership. DePree stresses that the leader must know their own mind, and that the purpose of his book is to liberate people to do what is required of them in the most effective and humane way possible. In order to be a leader one must be able to relay what the situation is to the followers as well as show gratitude. Strong concepts that mirror Appreciative Inquiry are that leaders must motivate, inspire those around them to be effective, encourage cultural values and civility. A great leader knows when they must follow and the follower must lead. Leaders are passionate and this motivates those around them (DePree, 1989).

**Interdisciplinary Connection.** One can relate leadership to sociology through Argyris' work in 1990, which discusses social virtues in our society and how they work against us. Individuals avoid situations that put them into a potentially threatening or embarrassing and that these "routines" become very prevalent and perpetuated in organizations (Argyris, 1990). Argyris presents the concept of double loop learning, where one needs to look beyond the symptoms and continue to ask why (Argyris, 1990). The Appreciative Inquiry and VSM program are grounded in teleological theory, guiding the participants to an objective (Hickman, 2010).

Appreciative Inquiry and VSM are most prevalent in the learning, cultural, and configuration schools (Mintzber, Ahlstrand, & Lampel, 1998) all relating to education. The learning school because as a collective group the individuals converge on behavior that "works" because of what they have learned from situations. A strong element in this

school is its power of description, which grounds Appreciative Inquiry and VSM. The cultural school is relevant because it is what makes the organization unique and can explain why Appreciative Inquiry and VSM are extremely successful or does not achieve success in a given class. The configuration school is relevant because the organization is noted by the stability of certain characteristics and then there is a change and this creates a change in the entire organization. VSM can do this for an individual.

Leaders need to listen (Schiller, Holland, & Riley, 2002). Also, remaining true to one's intuitions or values was vitally important. It is also extremely important to remain positive and present hope at every turn, a basic premise of Appreciative Inquiry (Schiller et al., 2002). It is a leader's responsibility to create an environment that people can do their best work in and grow to their maximum ability, and this program allows that. Authentic, appreciative, and accepting is what the good leader needs to be (Schiller, Mah Holland, Riley, 2001). Fear often paralyzes ones creativity and does not allow people to move forward. In Appreciative Leaders (2002): competencies emerged in each area that included: envision, inspire, and holistic for the worldview. The competences for practices included: challenge, encourage, enable, coach, inquire, and dialogue. The values that were embedded were genuine, credible, and respectful. The concept of team leadership is presented as capabilities that reside in a group. The culture of an organization must fully leverage it, leadership should be generalized (Schiller et al., 2002).

## **Conclusion**

This literature review presents the interdisciplinary nature of a program that utilizes Appreciative Inquiry and VSM to create behavior change or achieve skill acquisition. It also exemplifies why it is relevant to leadership studies. Appreciative

Inquiry or VSM could have been successful as a program but together they are more successful than each program done independently.

## CHAPTER 3: METHODS

### Introduction

Acquired data resulted from a mixed method sequential embedded experimental approach to determine if a leadership program can be created for students to gain skills and/or change their behavior using Appreciative Inquiry and Video Self Modeling, VSM. (refer to Appendix C) Mixed Method Embedded Experimental Approach. The embedded experimental method was selected due to the nature of this program. Mixed methods researchers use and often make explicit diverse philosophical positions. These positions often are referred to as dialectal stances that bridge post-positivist and social constructivist worldviews, pragmatic perspectives, and transformative perspectives (Greene, 2007).

Mixed Methods provides the intentional collection of both qualitative and quantitative research. The data is integrative as it has a stronger result when used together then when used separately. This study collects data from interviews (data set one), qualitative, and observation (data set two), quantitative. The integration occurs by connecting the information from the first data set to the second data set and provides the result. This mixed methods study is sequential and embedded it utilizes analytic logic due to the data from the first data set needing to be embedded into the data from the second data set in order to achieve the results. In this study the qualitative data set was completed first in order to create an intervention for the second data set. This study is an

example of transformational leadership as the intent is to create an intervention for an individual (data set two) with their desired change (info comes from data set one). Priority is not given to one data set over another as the first data set is needed to develop the second data set.

This study determines if Appreciative Inquiry could provide strength based information needed to create videos of a skill or behavior that has yet to be achieved or has low frequency that would be beneficial to the individual; data set one. In Data Set Two, the study then determines if VSM can aid in skill acquisition and/or behavior change. This process was replicated to create a leadership program that was delivered in various environments including; a private school, a vocational program, a home environment, a public school, a health care training program and a culinary training program.

In traditional embedded experimental methods the qualitative data is subservient to the quantitative data. This is not the case in this program, where the data has equal priority. True to embedded models, the qualitative data within the experimental design will take place before the intervention (Creswell & Plano Clark, 2007, pp. 69). The study is sequential as the Appreciative Inquiry interviews need to be completed in order to have the data for the video intervention.

Qualitative methods was (or are) used to determine the information from the Appreciative Inquiry process. The Appreciative Inquiry process that was selected for this study was the 4D process due to its ease of use and how it is easy to implement into educational settings. The 4D process involves identifying the stakeholders, crafting engaging questions, conducting the interviews. The first step of the process identifying

the stakeholders and creating the questions was completed by me based on feedback I had received from a private school principal and information from staff working in a vocational program.

The questions are posed so that they are statements to the person asking them for what we want more of (Whitney, Trosten-Bloom, & Rader, 2010, pp. 3). The survey was then delivered in a face to face manner to try and illicit more information from the individuals this produced the information for the first D - Discovery. The first question developed was: **Describe a time when your passion was ignited (in the community, felt confident, good about self, you want a story – get details)**. This question is trying to determine what gives life to the individual/class, by hearing stories about when the student felt successful or confident. The second question was the 2<sup>nd</sup> D – Dream; **What possibilities excite you for yourself (goals, what they want to be able to do, use info from #1)?** This question is looking for a goal that the individual wants to achieve. The third D – Design allowed the concept of what the video would look like, the question was; **Name one thing that would increase the student’s or your success (help them get to the goal)?** The information from this question allowed one to see what the video would be. Then the student and support people would trouble shoot how this video would be created. The fourth D – Destiny was the result of viewing the video that was created in a feedforward fashion to show a skill/behavior that the individual had yet to achieve, or had a low frequency.

## **History**

This process began in August of 2010 with a course in Organizational Behavior where the concept of Appreciative Inquiry was introduced. It is a strength based approach that valued the input of all involved and still worked toward future goals, even if a deficit was presented, it was talked about in the positive. An intensive course in Appreciative Inquiry was taken in November of 2010. This laid the foundation for me to become an Appreciative Inquiry practitioner.

During the intensive Appreciative Inquiry course the professor mentioned how Cooperrider, the creator of Appreciative Inquiry, videotaped his children playing basketball and then edited the footage to create videos of his children that only showed them playing the sport successfully, unknowing to Cooperrider he was using the feedforward method. This birthed the idea that Appreciative Inquiry could be used to collect data on where an individual that experienced a disability felt successful to help overcome a barrier that had in many cases become a self- defining prophecy. This allowed the qualitative data, Appreciative Inquiry, which is grounded in social construction to determine the information needed for the quantitative data. Choice of words frames our reality and directly relates to our actions. Like a flower growing towards the sun, people will gravitate towards what is talked about most and if that is positive then outcomes will be positive.

Appreciative Inquiry has its roots in social construction, which asserts that it is the reactive nature of social inquiry that provides organizational theory with its unique purpose, its potential impact and its reason (Cooperrider, Barrett, and Srivastva, 1995, pp. 173). It is imperative that one look at the culture of the group in which the Appreciative Inquiry process is taking place. Cultures are dynamic interactions that help shape one's



identity (Markus and DiMaggio, 2010, pp. 347). Is it then relevant to video self-modeling using the feedforward method? Video Self Modeling is a procedure in which people see themselves through careful planning and editing only in their adaptive behavior. This adaptive behavior is defined by the culture in which one belongs. Often times young people do not realize their aptitudes and they need to be told where they excel. The positive stories and anecdotes provide guidance to the student and this process helps those that support the student reaffirm their commitment to the student. This relationship is often referred to as appreciative assessment and Mary Ann Neal stated that “Asking positive questions leads to constructive change. This comes about through communication between the advisor and student that leads to social bonding and creates positive affect” (Neal, 2012, pp. 2). This is why appreciative inquiry can be so successful as the process of talking about what the person has excelled at and then creating a video of them excelling further at something that may have been considered a barrier.

Why will VSM work? Four phases that help learning are; attentional, retentional, production and motivational and these are exemplified in VSM. These phases are defined by Corbett and Abdullah in their article *Video Modeling: Why does it work for children with autism?* Attentional processes refer to when an individual attends and perceives a model or event. Retentional processes refer to the individual’s ability to process the model/event. Production processes occur when the individual replicates the model/event. Motivational processes refer to the reinforcement that is provided (Corbett, and Abdullah, 2005, pp.3).

The six major steps in self- modeling are: assessment, task analysis, video capture, editing, viewing schedule, and evaluation (Dowrick, 1991, pp. 120). VSM

provides discrimination of appropriate behavior and provides additional opportunities for reinforcement. Some elements that should be present in VSM according to Dowrick are; careful preplanning of tape content, subject participation where possible, “capture” recordings using one or more strategies discussed next, an edited two to five minute tape, self-review about six times spaced over two weeks, repeated process for further improvement, and review after three months or as necessary for maintenance (pp. 125). VSM works when one attends to it. Motivation is essential to observational learning measures of intervention fidelity should note if the participant is attending (Bellini & Akullian, 2007, pp. 279).

### **Pre-Trial**

In January of 2011, a child was identified that could be used in the pre-trial phase. The youth JB1, his father, and the interviewer were identified as the stakeholders. The intention of this pre-trial was to determine if Appreciative Inquiry process could provide data to create a video intervention and if the video intervention created would lead to increased skill or frequency of a skill. The survey questions were presented to the eight year old boy who experiences Sensory Integration Disorder he was asked the question; **Describe a time when your passion was ignited (in the community, felt confident, good about self, you want a story – get details).**

**Data Set One.** I went to a dog show last year and it was my first real dog show. I was really nervous, I was the only kid showing and all the adults were telling me what I should do. I went into the rink and tried to remember everything, and I won. I did a good job at setting up my dog and she listened to me. Everyone told me how good I was

at it and how they couldn't believe I was so young and able to get the dog to respond the way it needed to. I felt really good, I really like working with animals and showing them. I got all sorts of prizes and my dad told me what a great job I did. I felt really special.

**What possibilities excite you (goals, what they want to be able to do, use info from #1)?**

I want to be able to go to a dog show again, I really want to do well, I want to be able to take care of her and the other dogs. I want to be able to do it myself and not have my dad have to get her ready and remind me of all the things I need to do in the show rink.

**Name one thing that would increase your success (help them get to the goal)?**

If I was able to take care of the dogs without my mom having to ask me, I need to be able to show more responsibility so I can go to more dog shows and have the dog trust me.

If I could help more with the dogs and other things around the house then my mom and dad would have more time to be able to do stuff like that with me and they might see I am ready for a horse.

Interviewer's response was: "You will be able to take of the dogs on your own, that is fantastic, what a mature act that shows great responsibility"

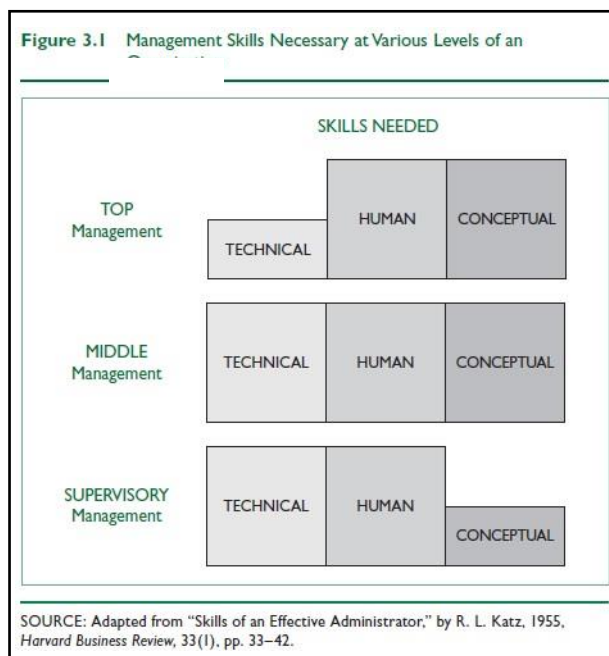
**Data Set Two.** A film plan was created for this youth, JB1, where he filled dog bowls and let the dogs in and out independently. The film was then created and edited so his mother was not heard providing the prompts. JB1 then viewed his film for three weeks to show if there was any change in behavior. Data was tracked weekly showing when the video intervention was provided. During the final week of video intervention the family tracked daily when JB1 did the tasks as well as when he did the tasks

independently (meaning without prompts from his parents). There were two daily opportunities for him to do the tasks (ten total in a five day period when the video intervention ended).

JB1 was able to achieve a 100% accomplishment of skill by prepping the dog food and feeding the dogs without prompts by week 4 and maintains that skill to this day (Refer to Appendix E VSM Post Data). When he was asked about these tasks in December of 2012 he said “I just do it, the dogs need me, I help take care of all the puppies when they are born too. I help out with a lot of things, my parents know they can trust me.”

These results were so successful that a private residential school contacted me and asked if she could lead them in training and guidance for VSM and use the Appreciative Inquiry process with the video intervention. High degrees of human and conceptual skills were needed and an amount of technical skill for videotaping and editing was needed in order to implement this program effectively. This skills approach to leadership would provide the capability for this program to be successful (Northouse, 2013).

Figure 3.1 Management Skills



### Trial 1 – Spring 2011 - Phase 1

I met with the stakeholders; teachers, principal, and support staff for the high school for a small private residential school where all the students experienced a disability and were over the age of 14 and under 21 as of January of 2011. It was impossible to gather information regarding actual age and disability experienced due to the school's concern about confidentiality. I presented a power point to the group of staff that introduced the idea of Appreciative Inquiry and VSM.

Figure 3.2 Appreciate Inquiry Power Point

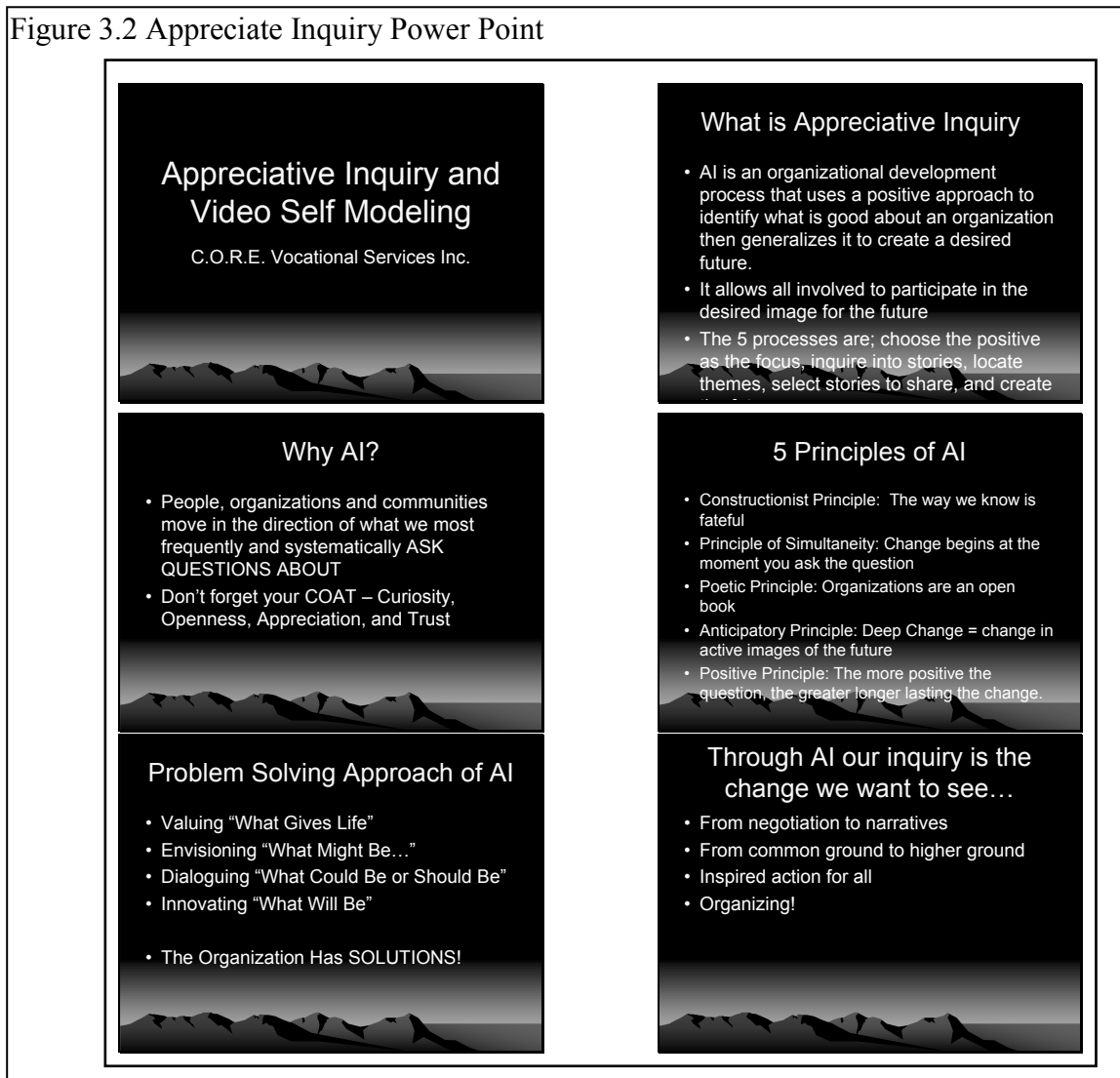


Figure 3.2 Appreciative Inquiry Power Point Cont.

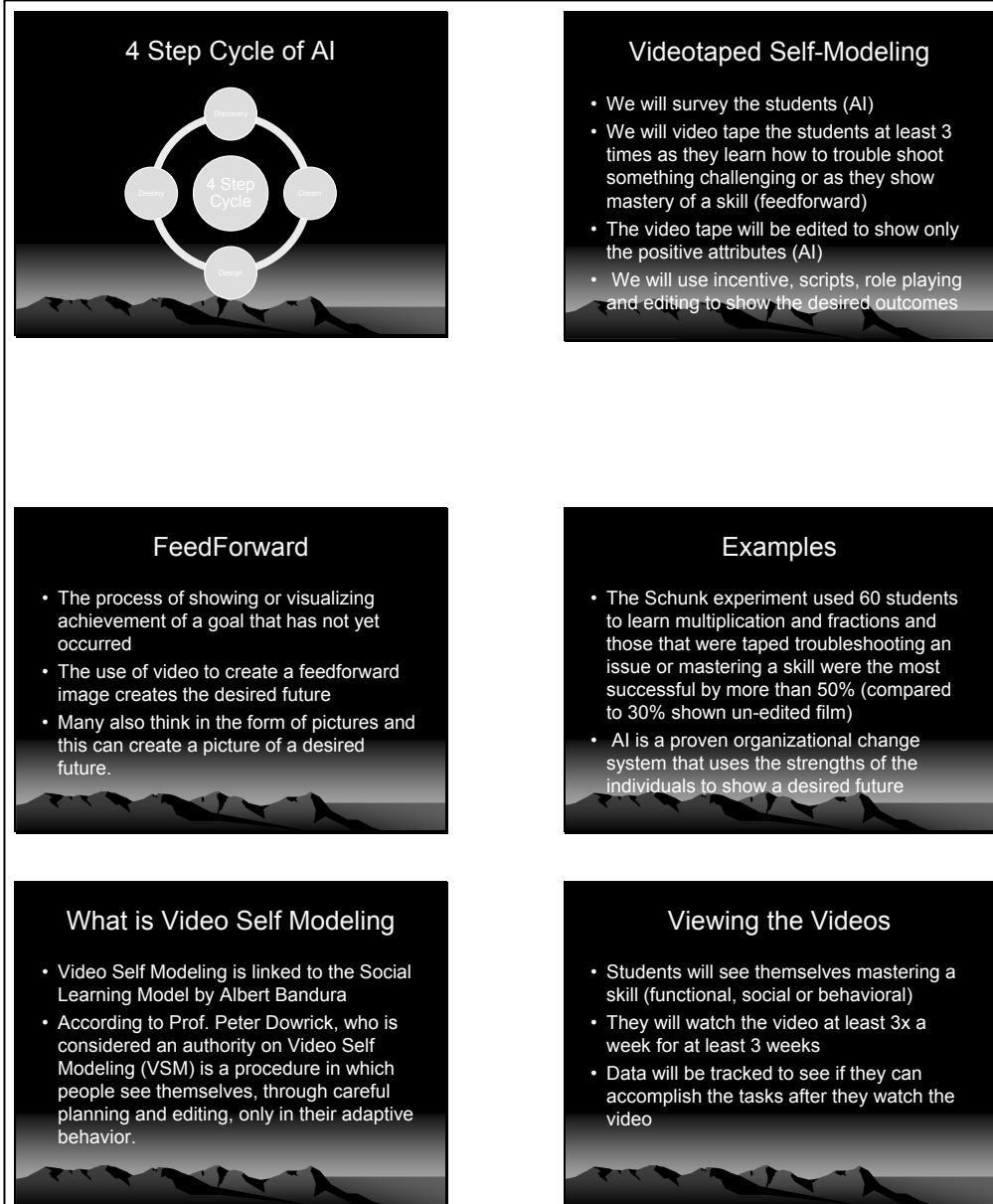
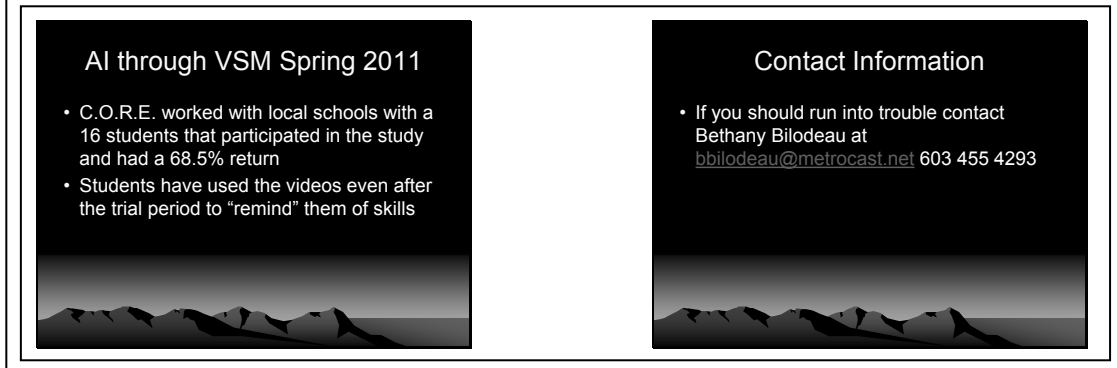


Figure 3.2 Appreciative Inquiry Power Point (Cont.)



This program used the 4D process of Appreciative Inquiry (Cooperrider, Whitney and Stavros, 2008, pp.101): Discovery – finding what “gives life” (question 1), Dream – what the hope for the future is (question 2), Design – what would help to make that future a reality (question 3 and video creation), and Destiny – making the dream a reality (final week of film viewing and data collected after the video intervention has been withdrawn, typically out of ten trials). They reviewed how the process is a strength based inquiry, and how the questions should be asked trying to gather stories from the students. The pre-survey for Appreciative Inquiry was disseminated and staff was trained on how they would collect this data from students. Trying to gather stories about when the students felt successful and what the students, teachers, and staff felt “gave life” to their classes. Permission slips were disseminated for the intended participants.



Figure 3.3 Pre-Survey

Below are questions that you will be asked, this information will then be used to create a film plan (also attached) with guidance from your IEP (individualized education plan) if you wish to participate please sign this form.

### **Pre- Survey (2012)**

Dear Student and Support Person,

Please review the questions below and answer with the student or have the student complete a survey as well, prior to videotaping.

#### **Survey Questions**

- 1. Describe a time when the student's or your passion was ignited (in the community).**
- 2. What possibilities excite you for your student or yourself?**
- 3. Name 1 thing that would increase the student's or your success?**

Please hold these surveys for Bethany, she can be reached at 455 4293

[bbilodeau@metrocast.net](mailto:bbilodeau@metrocast.net)

Class: \_\_\_\_\_

### **Appreciative Inquiry Video Self Modeling "Film Plan"**

1. Subject(s) to be filmed:
2. Subject completing what task they have not completed before (feedforward) will role playing, scripting, incentives be needed?
3. Date to be filmed
4. Back up dates for re-filming
5. Cut the video to under 3 minutes
6. Only use positive examples in the video
7. Ensure there is verbal and pictorial/words of phrase
8. Set up view schedule

**Student Signature;** \_\_\_\_\_ **Date;** \_\_\_\_\_

**Guardian Signature;** \_\_\_\_\_ **Date;** \_\_\_\_\_

#### **PERMISSION SLIP FOR PHOTOGRAPHING/VIDEO**

We would like your permission to take photographs/videos of students working or volunteering in their communities. C.O.R.E. Vocational Services, Inc. is putting together these photographs/videos to be used as a positive feedback tool. These would only be used for that purpose. They will be used exclusively for C.O.R.E Vocational Services, Inc. purposes only.

Please take a moment to let us know your preferences regarding our use of photos/videos:

\_\_\_\_\_ YES I grant permission to use photos for C.O.R.E.

Vocational Services, Inc.

-OR-

\_\_\_\_\_ NO Please do NOT take or use any photos.

Students Name (Please Print):

\_\_\_\_\_  
Parent / Guardian Signature:

Date: \_\_\_\_\_

Staff returned permission forms and started the interviews. I acted as the interobserver. The interviewers were provided with a short guide that stated;

Figure 3.4 Instructions for VSM

Dear Support Person,  
Please review the questions below and answer with the student or have the student complete a survey as well, prior to videotaping. Once the information has been completed please elect 3x per a student to video tape, to goal being to tape the student showing coping strategies towards a desired behavior or mastery of a desired behavior. Please be sure to state the student name and location at the start of each taping.

The interviews were held in the classrooms with the teacher or a paraprofessional asking the questions. When the interviews began the staff would read the questions off the Appreciative Inquiry survey, however, I, would remind the staff/para's that we are looking for a story. Often, the students would ask if the story should be related to here in school or in the community. The principal of the school had indicated that she preferred data about when the student was in the community so that feedback was provided to the students. It became quite apparent that the students provided more detail and more stories if they felt the interviewer was engaged and wanted to hear the story. In one instance a student talked about how she had learned to do all the recycling and how she now taught new students how to do the recycling. She would lead her classmates from class to class collecting items and to the shed to collect the items stored there and would organize them in the bus, she would also direct the students on how to put them in the proper recycling bins. She was quite proud that she led this project, an excellent example of informal leadership utilizing the skills approach.

In four cases I was the interviewer as the staff had difficulty gathering information from some of the students, or time constraints didn't allow them to do the interviews personally. The **Discovery** question **Describe a time when your passion was ignited (in the community, felt confident, good about self, you want a story – get details).**

**Data Set One.** Provided answers such as:

- I like to work on my own, I like to go places in the community because I can do more on my own that way
- When I can do things on my own
- I know how to do all the recycling by myself and I teach the other students how to do it
- When I was working at the pines and helped them get things to someone's car and the person was so happy I helped them
- Being in the community and independent
- When I can help the other students in my class
- I like when people notice what I am wearing and think I am nice
- I feel really good when I finish a project, I like to work with others
- I love to meet new people and talk with them
- I really like to be helpful
- Someone asked me to help load up the items away from the other students and I really liked being the only to help

- When I get to work on putting things together, I like to see the work all done and the box empty
- I really liked getting everything done and put up the way it is suppose to be and having a reward after
- I like it when people are happy with me
- I like to have people talk to me and enjoy going to new places

**What possibilities excite you (goals, what they want to be able to do, use info from**

**#1)? Name one thing that would increase your success (help them get to the goal)?**

Staff was encouraged to help the students dream. For some this was a challenge because most of their time spent in team meetings was focused on discussing the barriers they had. Many times the students didn't know how to express this information so what they said was written down then translated by the staff into a "how to". The answers for the

**Dream** were as follows:

- Always being on time and prepared = Getting up on time
- Having a job, being happy = Doing particular chore tasks
- Having people want to talk to me = Brushing teeth
- Having people take me seriously and appreciate how I look = Dressing appropriately
- Being a leader = Guiding other students on tasks
- Having more friends = Using appropriate volume levels with one's voice
- Having confidence = Initiating conversation
- Having more friends = Interacting or responding in a socially appropriate way

- Having a job and working on my own = Staying on task independently at volunteer sites
- Believing in myself = Initiating contact with a supervisor to continue tasks
- Having a job where I don't need help = Increased focus on work
- People liking me = Having a positive attitude (smiling)
- Having more people talk to me = Using appropriate greetings and good byes
- Being able to do more things in the community and having people want to be around me = Excellent hygiene
- Having a job on my own = Completing job tasks at volunteer sites

Albert Bandura divides skills into areas: social, functional, communication, self-monitoring, motor skills, vocational skills, athletic skills, and emotional regulation and behavioral skills (Bellini, Akullian, Hopf, 2007, pp. 81). It has been found that functional skills are where there is the highest achievement in VSM (pp. 85). The majority of these goals contain both social and functional skills. Another session was held for the staff, from the Discovery and Dream questions they were able to determine themes. The surveys were reviewed and staff read aloud the surveys with additional information being offered. I transcribed the information to large poster sheets that were hung up around the room. The staff enjoyed the stories and thought it was interesting that they all gravitated to the activities done off campus or how to increase the activities in the community, even when some of the classes had not been given the directive to focus on off campus activities. The principal of the school offered to allow the staff to

leave the school daily either in the morning or afternoon since they realized how important it was for the students to be in the community.

Table 3.1 VSM Pre-Survey Data

<i>VSM Pre-Survey Data (Winter 2011)</i>						
	<i>Friends / Social Interaction</i>	<i>Working</i>	<i>Gaining Skills</i>	<i>Notes:</i>		
A time when your passion was ignited in a community setting						
What Possibilities Excite You						
				<i>Self Improvement (Better Grades/ Choices / Behavior)</i>	<i>Incentive</i>	<i>Other</i>
One thing that would increase your success						

Themes were pulled from the information for all the classes based on the surveys. This was done using a theme's chart to see how many times a particular word was mentioned for a specific class and the words that were mentioned most often became the themes.

Class one: independence, social pragmatics, motivation. Class two: confidence and independence. Class three: appropriate behavior, increased independence. Class four: independence, social pragmatics, motivation. The teachers and staff then discussed how

they could create videos in order to help students to achieve their individual goals that would also be corresponding to the class theme. The importance of the themes was explained to the group as each video should portray this theme also. Many professed that they could not understand the importance of this and I explained that a key concept of Appreciative Inquiry was that people move toward the idea/concept/goal that is most talked about or presented somehow and this common goal would allow the overall achievement of the class to be higher. The group watched a VSM video of JB1 and participated in a training session on how to create the videos.

The teachers and staff were asked to create the videos with a feedforward method they could use scripting, motivational tools, or edit the videos. Several of the staff expressed that they wanted to make videos that showed the before and after of students and show the students those videos, but I said it was a strength based video and would not contain anything that could be viewed as negative, as is the premise of Appreciative Inquiry. It would also be misleading to some students that had a difficult time discerning the positive from the negative and utilizing the positive would ensure that would not occur.

## **Phase 2**

**Design.** Video creation is reported to be the most challenging step in this process. It is time consuming to get clear footage where individuals can be heard. All participants were video taped on flip cameras and I showed the staff how to write scripts, role play situations, and use prompts that would then need to be edited out of the footage prior to completing the video. These completed videos were then uploaded into [www.flipshare.com](http://www.flipshare.com) with access only by the teachers (I was shown the videos when she

went into observe the student progress). The staff reported that there was a learning curve with understanding how to edit and upload videos, and most classes assigned one person to complete this process. It was suggested that video taping be stopped if footage was not what was intended and restarted when footage appeared to be what was desired. This would limit the amount of editing that would be needed. The edit process took considerable time for the content to process. The staff filled out the film plan to simplify the film creation process.

Figure 3.5 Film Plan

**Appreciative Inquiry Video Self Modeling  
“Film Plan”**

9. Subject(s) to be filmed:
10. Subject completing what task they have not completed before (feedforward) will role playing, scripting, incentives be needed?
11. Date to be filmed
12. Back up dates for re-filming
13. Cut the video to under 3 minutes
14. Only use positive examples in the video
15. Ensure there is verbal and pictorial/words of phrase
16. Set up view schedule

*Please return to [bbilodeau@metrocast.net](mailto:bbilodeau@metrocast.net)*

*C.O.R.E. Vocational Services Inc.*

Several classes asked for a guideline in viewing as well as film creation so a guide was developed.



Figure 3.6 Guidelines

**Guidelines for VSM Data Collection**

- 1) Using the class theme determine an individual goal that is “feedforward” a new skill not yet achieved shown positively (no negative actions or what not to do)
  - 2) You can achieve video taping through scripting, role playing, incentives – movies **MUST** be under 3 minutes in length. They should include positive reinforcement both verbally and with words on the movie.
  - 3) Monitoring the progress is to be recorded on the Pre-Data Spreadsheets that you were given. Use a percentage (ie if they can do the task 1 time out 10 before watching the movie of themselves then they have a 10% predate of the task)
  - 4) If the student does not attend to the video the viewing needs to be reshown, if they still do not attend it needs to be retaped, if they still do not attend then another method should be used. They **MUST** attend to the video when it is shown.
  - 5) View schedules need to be documented **EVERY** time the student does the task and if prompted how much prompting.
  - 6) Date and did # of tasks with no prompting after watching video  
Date and did # of tasks with no prompting after watching video  
Date and did # of tasks with no prompting after watching video  
Date and if they went over and above accomplishing more than shown on the video  
Date accomplished task without any prompts or watching video
  - 7) The video’s need to be shown for two weeks straight with no breaks in between, at least three times a week. 3 weeks 3 times each week is **STRONGLY** recommended.
  - 8) If you do not see any improvement, go back and either modify the movie to what is necessary, or re-record utilizing different tasks. Once the skill is attained do not show for more than one additional week.
  - 9) Note the behavioral functioning level as well as any social-communication skills, and functional skills for the positive, or negative, after viewing the videos several times.
- Cardinal Rules!
- Student **attends** to the video
  - Student **reproduces** the image they see
  - Student **retains** the information
  - Student is **motivated** in some way by the video

**Data Set Two.** Two of the classes got to work created their videos and asked for a tool to track the data, the VSM tracking tool was created and staff used that tool to track when the video was shown and if it was successful or not and any other information that might be pertinent. (Refer to Appendix E VSM Post-Data.)

Two of the classes did not create the videos. I reviewed the videos several weeks later and asked a fifth class to recreate their videos as they were not feedforward but skills the students were already achieving. I also started creating the videos for the two classes that had not made the videos. I acted as the independent correspondent meeting the classes in the community and tracking if the student was achieving the goal along with the teacher and/or support staff.

Data was collected in the spring of 2011. Data was collected the final week of observation and divided the total number of skill achieved to the total attempts to ascertain the average for each student. Each class was asked to show the video six times. Data supports that most of the achievement occurs in the first three viewings (Dowrick, 1999, pp. 31). The data from the fifth class that did not use the feedforward method was not utilized as it did not correspond with the program. Surprisingly this class showed an 80% maintenance of the skills they videotaped and reported that they enjoyed watching each other's videos. This does not correspond with research as it is thought that if one views themselves doing a skill they are considered to be an expert at that their productivity will actually decrease. Despite research, this class reported an 80% maintenance of the skill and further research on this topic could be done to determine if there are other relationships that contributed to this outcome.

The class make up were as follows: Class one was a class with high functioning students with social emotional concerns. Student TD was being transitioned from this private residential program to a vocational program and he had lower gains. Class one also had their videos created by me. Class two finished the process last and this was a new teacher who started after the first initial trainings were completed. She had one on

one instruction on the Appreciative Inquiry and VSM process. Her class was made up of high functioning students who were very aware of their peers. Class three was made up of students who were lower functioning and this class completed their program first. The teacher left on medical leave before all the videos were completed and her staff carried out completing the videos and presenting them to the students. Two students, AT and WW, were aging out and transitioning to their “home” communities. Staff reported that these two students refused most requests in general from late winter until they were transitioned in the spring/summer of 2011 and were aware that this was their final year at this school. Student SR would not attend to the video in almost all views. This class had a higher number of views which appeared to be more effective for those who were a lower function level. Class 4 was presented by me and I created the videos. These students were all moderate function level. I used more than nine views, where the other classes typically showed the videos six times. The overall rate of return for all the classes was 68% - **Destiny**.

During the wrap up at the end of the school year participants expressed what they felt worked in this process. Some comments included;

Class 1 – “I feel I understand the process now”

Class 2 – “Yes, I am doing additional videos because it has been so successful”

Class 4 – “Yes, most of them (students) have done really well with it”

Class 5 – “Yes, they have had tremendous gains; I can’t wait to do more next school year”

From this phase it was apparent that a longer view cycle was more effective. Staff collected data used for achievement in the final week of film viewing. Several

tools were created in this phase; the vsm tracking sheet, the video guidelines, and the film plan.

This phase showed that a longer view schedule was more productive. Research conducted by Bellini and Akullian stated that the mean length of views should be 9.5 sessions (Lyons, 2007, pp. 2). It also showed that videos needed to be less than three minutes in order to have students attend to the video. This was supported by the research done by Buggey, Gelbar, Anderson, and McCarthy that stated shorter self-model tapes had greater results (Buggey, Gelbar, Anderson, & McCarthy, 2012, pp. 17). For students that did not attend to the video, this process was not a good use of time. Teachers and support staff were very reluctant to create videos and did not find it to be an effective use of time.

There are a number of limitations that were noted during the view schedule or on the survey data. It was impossible to replicate the same conditions for each individual every time the participant engages in the activity. It was also not possible to have the same facilitator/support provider complete all the surveys, film plan creation, filming/editing, and have the same inter-observer reliability. This could contribute to variances in data collection or perceived levels of achievement. This creates limitations in regard to the facilitator. The quality of the video footage and if the video engaged the individual was also a limitation of this study. A follow up was provided to gather data to see if students were maintaining, had lost skill, or had improved skill.

Figure 3.7 Data Collection

Hello Gina, Tracey and Christine,

I am trying to collect post data on the AI/VSM study we did last spring. Please take a look and just fill in the blank for your student below. If your student is no longer at SYC just put left. If you have a new student from another class please try and fill in that teachers data. I really appreciate it and will forward you the overall tabulation from your group.

Gina - Independence, Social Pragmatics, and Motivation

Student	Goal	%to Goal	Current Level (divide total out of 10)
RL	Increased hygiene and follow through	63%	_____
TJ	Staying on task independently	64%	_____
TD	Doing volunteer work independently	14%	_____
BP	Doing volunteer work indepently/follow	100%	_____

Tracey – confidence and independence

RJ	Being independent in keeping hands to self	54%	_____
AP	Age appropriate attire	78%	_____
NC	Staying on task without prompts	100%	_____

Christine – Appropriate Behavior and Increased Independence

AT	Appropriate voice volume	10%	_____
SR	Staying on task while shelving books	10%	_____
AS	Being socially appropriate while at site	100%	_____
SY	Using appropriate voice vol in community	100%	_____
WW	Independently putting clothes on rack	0%	_____

Thank you so much I really appreciate you compiling this information!

Bethany

This data was collected six months after the video intervention was withdrawn. Three classes increased skill, it was not possible to gather data on the fourth class as the students had transitioned away from the group and obtaining data was not possible.

The creation of this program exemplified transformational leadership. It changed the people involved with the program and throughout the process it was imperative that the values and ethics of remaining true to a strength based initiative were of vital importance. This program allowed the teachers to remain true to their class goals while providing an intervention for their students to achieve their individual goals. These goals had not been achieved with conventional methods and the power of utilizing both Appreciative Inquiry and VSM to lead students to success. The staff and students felt great pride in their success and this increased their aspirations. This is a key concept that Avolio, Walumbwa, and Weber indicated was vital to transformational leadership (Avolio, Walumbwa, and Weber, 2009, pp. 428).

## **Trial 2 – Fall 2012**

A session was held to train those in the Appreciative Inquiry and VSM program in August of 2011. Twelve people attended this event and were trained in how to facilitate Appreciative Inquiry in the morning session and how to video tape and edit video in the afternoon. The training consisted of staff from public schools, private schools, vocational programs, and two parents. Participants learned about the 4D process and practiced the Appreciative Inquiry survey questions to see how they could refine their skills at obtaining more information from individuals and to also become more aware of when they were “leading or influencing” the interviewee. These individuals then had an

Appreciative Inquiry event where they conducted interviews, two of the participants acted as interobservers.

Figure 3.8 Invitation



Participants were then trained on how to video tape and edit video (See Appendix F for VSM Presentation agenda). They were given examples of how to use scripting, role playing, incentives and editing to create a feedforward video. Three of the participants from the Appreciative Inquiry training acted as the videographers. A video was then created for a person in the group so the participants could have an indication of the length of time needed to create a video. It was also determined from the Appreciative Inquiry

event that there needed to be spoken, written or pictorial words of praise on the videos.

Nine of these staff then agreed to participate in the program.

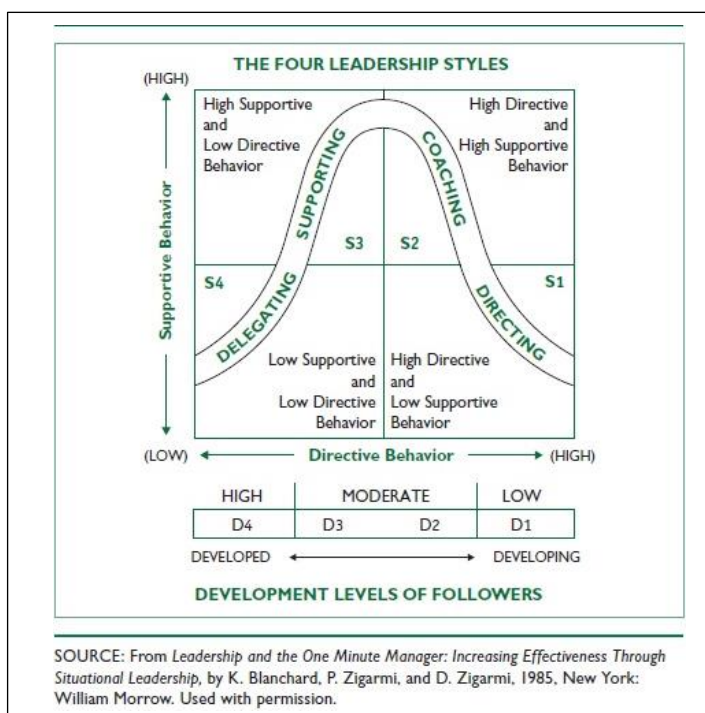
This Appreciative Inquiry event was an example of servant leadership, this training empowered these individuals to develop their capacities so they could in turn serve the greater good of the community. The characteristics of a servant leader are; listening, empathy, healing (to make whole), awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community (Northouse, 2013, pp. 219).

### **Phase 1**

Twenty three individuals participated in trial two of the study. They ranged in age from five to twenty five, seven were female and 16 were male. Three of the students experience autism, one also experiences a mental health disorder, and 15 of the students experience a developmental disability, of these six also experience a mental health disorder, four had a learning disability of these, two also experience a mental health disorder, and one student did not experience a disability. This trial was a good example of situational approach to leadership. I adapted my support and leadership style to each of the nine staff that were providing support to the participants. I provided a high support and high directives to classes 1, 6, and 7, low directives and low supports to classes 2, 3, 4, and 5, and high support and low directives to class 8. The classes that received high levels of support responded strongly to the program and expressed a desire to continue the program after the end of the intervention.



Figure 3.9 Four Leadership Styles



**Discovery.** Nine of the staff that attended the training for the Appreciative Inquiry VSM program conducted the interviews with the students participating in the program. Students were notified of the program and asked if they would like to participate. Those that indicated they wanted to participate were given permission forms to have completed by their guardians. Once completed students were interviewed. The interviewers met with the interviewees in community settings, either at a library, community center, or coffee shop.

**Describe a time when your passion was ignited (in the community, felt confident, good about self, you want a story – get details).**

*Data Set One.* Student responses contained a variety of answers:

- Peeling veggies at Meals on Wheels and learning new tasks. Also working at Meals on Wheels with elderly and feeling a sense of pride for helping out and keeping people company. I really enjoy going there, people are really nice to me
- Worked independently at Elan Publishing
- Walking on sidewalk and realizing he needed to stop and look both ways
- Shook hands and looked into person's eyes independently
- Going on tours of different businesses
- Leading way in community to the Good Will from the Attic Thrift Store.
- Cleaning DVD's at library
- Got things ready for dog shows without being asked
- Got up and helped take care of dogs without being asked.
- Got to let dogs out and open door on her own
- Cleaned snow off trampoline for four hours without taking a break
- David needed help with chickens and he got to go and check if they needed food
- Felt proud doing positive activities in community
- Moving around and seeing new places
- Unsupervised time in the community
- Meeting new people and seeing new things at the hospital for Project SEARCH
- Working in the kindergarten class at Walker
- Going shopping
- Meeting new people
- Going new places and touring places alone

- Working at nursing home
- N/A (would not answer)
- Seeing new computer systems

The students and interviewers then moved on the next question to set up the Dream possibilities.

**What possibilities excite you (goals, what they want to be able to do, use info from #1)?**

**Dream.** The student responses were as follows:

- Having a more positive attitude so life and work seem more fun and fulfilling.
- Focusing on job at hand and staying tuned to surroundings.
- Using visuals to increase success at crossing the street.
- To look at the person who is talking and to make eye contact.
- More comfortable advocating for myself.
- Actively listening, using verbal speech, and recognizing cues to independently and safely cross the street.
- Independently crossing the street.
- Independently take care of dogs.
- Independently take care of dogs.
- Collecting dog bowls.
- Independently take care of dogs.
- Independently take care of dogs.
- Be ready for 9am pickup.

- Doing a proper fold to work towards gainful employment.
- Knowing the tools to work towards to gainful employment.
- Stocking contour sheets to work towards gainful employment.
- Coming back to class on time.
- Knowing the start location of a run to work towards gainful employment.
- Properly operating a box cutter.
- Learn proper cleaning procedure for job.
- Delivering the mail to work towards gainful employment.
- Learning proper dish room procedure.
- Properly mowing the lawn.

Themes are then pulled for each class some used the method of writing the words most commonly said on large poster sheets for all to see, while some of the classes used the theme tracker. The themes were:

Class 1/Moultonborough; consisted of two transition age students with the themes of independence/positive attitude

Class 2 and 3/WRHS; consisted of two students transition age and one student age 16 with the themes of independence, safety, positive

Class 4 and 5/ Gilford; consisted of two middle school students that were considered more profound and their theme was independence, safety and social.

Class 6 /BB; consisted of five grade school students, ages four to nine where the interviewer was a parent and JB1 from the pretrial was one of the individuals, his data was from the pretrial. Mason, Ganz, Parker, Burke, and Camargo reviewed age and

gender and found that gender had no bearing on effectiveness, but VSM was most effective for those ages 6 to 10 (Mason, Ganz, Parker, Burke, and Camargo, 2012 pp. 1084). His brother did not experience a disability; their themes were independence and safety.

Class 7/Newfound; consisted of one student that was transition age, who had not lived in a home in six years, his theme was independence.

Class 8/SEARCH; consisted of 10 students all transition age in a vocational program. Their theme was independence.

The students were then asked if they would like to create a video that would help them learn this skill. In an example of shared leadership the student was then asked

**Name 1 thing that would increase your success (help you get to the goal)?**

The student responses were as follows:

### **Design.**

#### *Data Set Two.*

- Positive Attitude - video with DM having a positive attitude, using a script
- Staying on task - video showing JL staying on task will need prompts to be edited
- Crossing the street safely - video showing CL crossing the street with prompts edited
- Eye contact - film showing eye contact
- Appropriate responses - show trigger situations with BC handling situation appropriately through scripting

- Crossing the street - video showing LDH crossing street with prompts edited
- Crossing the street - video showing JM crossing street with prompts edited
- Take care of the dogs - video having JB1 do morning chores with dogs independently (feed, let out, collect, script with editing)
- Take out dogs - video showing TT let the dogs out in correct order (script with editing)
- Collect bowls - video showing AK collecting the dog bowls
- Being a leader, doing things when I can see they need to be done like poop patrol – video of NB cleaning yard
- Make dog food/vitamins - video showing MT making dog food and giving dogs their vitamins
- Being on time - RM coming outside with a clock that reads 9am – ready and smiling (role play)
- Correct folds - CG views another staff doing proper fold and copies and other person is edited out
- TD knowing the tools - video of TD naming each tool and use (script)
- Stocking contour sheets - video of KT with start showing no contour sheets end showing her with contour sheet shelves full (editing)
- Knowing the route - video that shows JM from point of where he obtains cart then takes videographer to start of the run and states this is the start of the run
- Using a box cutter - video showing JM2 properly using a box cutter

- Quality work - video of LS stating and showing how to properly clean (like a training video)
- Mowed lawn - start and finish of lawn being mowed with JD stating what the safety precautions are

Seventeen of these goals were classified as functional with the remaining six being social or containing both social and functional elements.

## **Phase 2**

**Design.** The videos were created for the students and prompts and staff interventions were edited out. Verbal, pictorial or written words of praise are inserted. The individuals are shown the videos for a minimum of three weeks. For several students their video intervention was continued after the three week time period. Students observe their videos a minimum of three times a week.

**Destiny.** Data was tracked and results were determined in the third week of data collection the level of achievement was determined based on the number of attempts for the activity (goal is 10). The Interobserver visits the students the third or fourth week to observe their level of progress and their data is then compiled with the direct staff's data. For one class only one view occurs at which point the student indicates he does not need to see the video again, states "I have it." *Video Feedforward for Reading* discusses positive self-review (PSR) which they assert has use for mood-based disorders, which this student experiences (Dowrick, Kim-Rupnow, and Power, 2006 pp. 195). This article professes that the Zone of Proximal Development (ZPD) is extremely important but there is little research that has directly examined the link between self-efficacy and ZPD. This

article demonstrates that feedforward videos are time limited in their teaching effect.

Once the skill is achieved the video will no longer be needed (pp. 204). This student had 100% on his first view and continued to maintain 100% even after data was tracked for 10 days and he did not view the video after day one at his request.

Overall, this trial yielded a 71% rate of return. There were some groups that used handheld devices with people with vision limitations, and these groups did not yield high outcomes. Those with functional goals yielded a higher rate of return, than social skills goals.

A follow up was done on this group between four and six months later to determine if the students had maintained, decreased or improved skill. Six of the classes increased skill, in one class it was not possible to gather data, and there was a decrease in a class as well. The class that had a decrease had a student that faced unforeseen medical challenges, he was also a student that viewed his video on the hand held device.

### **Trial 3 – Spring 2012 – Phase 1**

The spring 2012 trial contained two public school students in the public school setting. The interviewer was trained in the program in one meeting and given the tools to complete the study then completed the Appreciative Inquiry interviews with the students without intervention from myself. The interviewer was able to see one Design video that was created for JB1 and given that student's survey as an example of the process prior to the interviews. The two participants from this school were in their early teen years and both experience a developmental disability and are male.



**Describe a time when your passion was ignited (in the community, felt confident, good about self, you want a story – get details).**

**Discovery.**

*Data Set One.*

- Helping out dad at his apartment
- Helping mom and dad with recycling

**Dream.**

**What possibilities excite you (goals, what they want to be able to do, use info from #1)?**

- Doing school work confidently without questioning myself (Note this is not considered positive and there is no indication that the staff rephrased this goal back in a positive way)
- Walking through the class and keeping hands to self (Note that is not considered positive and there was no indication that the staff rephrased this goal back in a positive way)

In order to determine themes this staff person used the theme tracker and compared the two student surveys to see what was said most often. The theme was confidence and independence.

**Design.**

*Data Set Two.*

**Name one thing that would increase your success (help you get to the goal)?**

- Will need scripting and role playing to create feedforward video on the student completing school work confidently without questioning self.
- Will need some scripting to create feedforward video on the student walking through class with hands to self.

**Destiny.** The rate of return was 40% for this group. An interobserver was not available for this group. The group was also asked five months later if the students maintained, decreased or increased skill.

#### **Trial 4 - Fall 2012 – Phase 1**

Eleven participants were included in this trial. Two staff that were most effective at gathering information in the Fall 2011 trial were enlisted to be the interviewers and the videographers for this program. They were noted to be the charismatic/transformational leaders that emerged. Appreciative Inquiry requires that leadership be shared in order for it to be successful. It requires that there be a shared purpose, social support, and voice which is the team members input (Avolio, Walumbwa, and Weber, 2009, pp. 431). Appreciative Inquiry mirrors the movement of leadership studies as leadership studies moves towards a strength based approach that is focusing more on the interactions and process.

Appreciative Inquiry surveys were videotaped to ensure interobserver reliability. The surveys were then viewed by me to ensure that the student was not led with information for their video. Eighty percent of the videos were under 30 seconds to ensure attendance to the content. Students ranged in age between 18 and 21. Three of the students are in a culinary vocational training program and they experience a

developmental disability, two also experience a mental health disorder. Six students are in a health care training program, five of which have a developmental disability and two of them experience a mental health disorder also. one of whom experienced autism.. The final individual is a student at a public school and he is 20 years old and experiences autism.

**Describe a time when your passion was ignited (in the community, felt confident, good about self, you want a story – get details).**

**Discovery.**

*Data Set One.*

Students participated in the AI surveys and this portion was video taped. Student responses were as follows:

- Was happy when I helped my father fix the computer.
- I achieved goal of a paid job.
- I achieved my goal of coming to project search.
- I worked in a kitchen
- Felt good when I built a train table and all the trains worked.
- Was happy when I got a paid job.
- Walking in the community with Mr. Swedberg
- Likes working at the Common Man and doing dishes confidently and independently
- Painting the fence at Gunstock independently and having fun instead of feeling anxious

- Picked up cane for an elderly man and felt proud that he helped

**Dream.**

**What possibilities excite you (goals, what they want to be able to do, use info from #1)?**

- I dream of working with technology
- I want to live on my own someday
- My dream is to get a paid job, marry and have kids.
- I want to be a cook
- I dream of work in a train store
- Be aware of surroundings
- Being able to cross the street safely
- Having confidence
- Being focused on my own tasks at my paid job!
- Being aware of my surroundings at work

The majority of students identified functional skills as a dream, however, staff noted that it was primarily the social pragmatics of being able to do the task and still engage in a socially acceptable manner that the student wanted to accomplish but had trouble expressing this concept verbally due to their cognitive level.

**Design.**

*Data Set Two.*

**Name one thing that would increase your success (help you get to the goal)?**

- Film showing the individual properly folding a towel

- Film showing the individual navigating the route properly, show each transition point
- Video that shows the student vacuuming the way the employer asks
- Video showing the soda machine empty, being filled and filled
- Video showing the student processing clothes and the steps of unloading, removing film, sizing correctly, and disposing of box
- A film that contains a car coming and the individual says it isn't safe and stops (prompts removed)
- Role playing different scenarios that show the confidence in body language and verbally, in a kitchen, doing job tasks, and leading a task with other people
- Film that contains others talking and engaging in something entertaining and individual stays on task, (remove prompts)
- Film that shows individual stepping around things and interacting with someone that may need support and self correcting on voice volume (script/role play)

## **Phase 2**

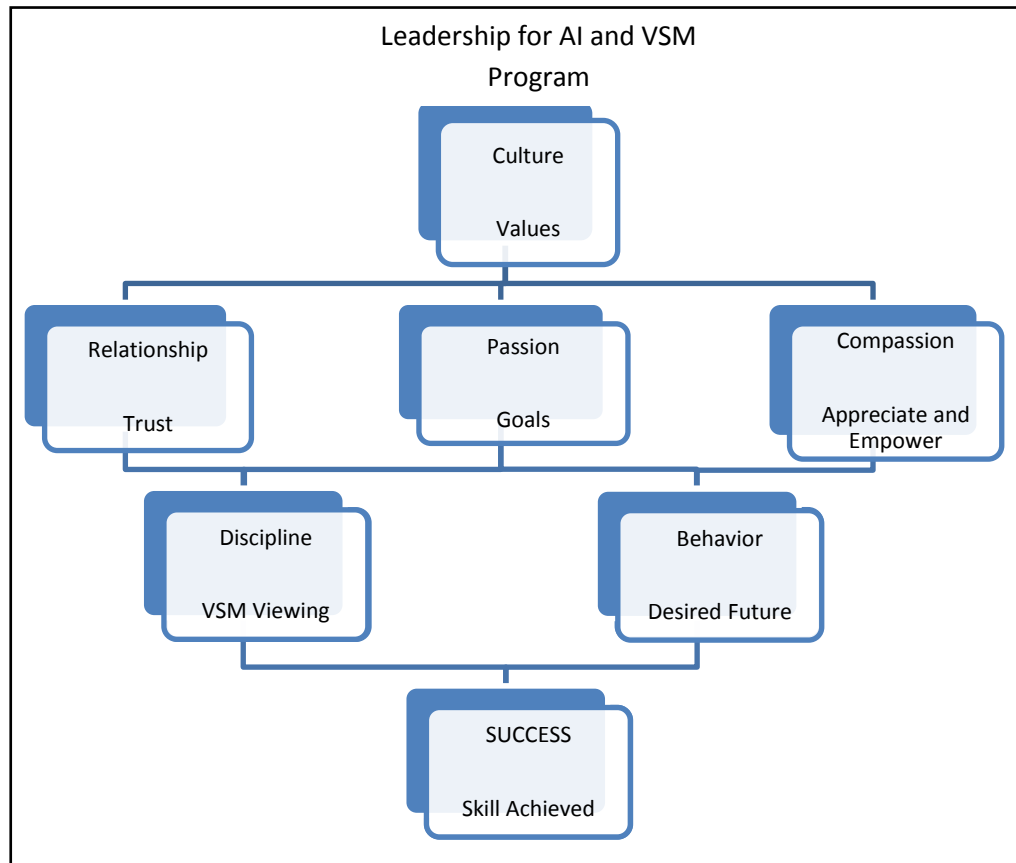
Themes were sorted and pulled for the three classes, by reviewing the surveys and noting the words that were used most often. Class 1/SEARCH had a theme of independence, Class 2/JL had a theme of independence, and Class 3/Common Man had a theme of independence and confidence.

The videos were delivered and two of the students asked to have their videos enhanced or changed slightly, which staff were able to make these adjustments within two additional views. One interobserver viewed the final week or following week to

ensure reliability of the data. The videos were shown over the course of three to four weeks. The single student from the public school viewed his video sporadically over a three month period on a hand held device.

**Destiny.** This process produced a 92.3% return on skill achieved which was the highest skill achieved thus far. In the place of stability and uniformity of the traditional organization the appreciative organization finds ways of valuing diversity and each brings a form of expertise (McNamee, 2002, pp. 122). These diverse participants did just that. The variables in this trial being primarily that the videos were shorter in length and two staff were assigned to complete the interviews and create the videos. They were the individuals that were seen to be most passionate in the project and able to gather the most information during the interview process. They also expressed an ability of empowering the individual to decide what video they want created, how they want it created, when they want to view the video. They exemplify shared and team leadership. They alter their behavior slightly in each situation to provide the level of support needed to the individual.

Figure 3.10 Leadership for AI and VSM



## CHAPTER 4: CASE STUDY

### Summary

Four students were selected to have their surveys videotaped in addition to participating in the process. They were also taped four to six months after the video intervention was withdrawn. Their data was tracked (with the exception of student JM) in the fall of 2012. This chapter contains their permission to participate forms, surveys how the data was compiled, their film plans, and VSM trackers with the compiled data. The post destiny results are included. Greater understanding will be realized if the reader would read the summary section of this chapter, view the videos then complete reading of the chapter.

### Demographic Information

*Joe* – is a 20 year old male, and is involved with a community integration program. He attends public school and has been diagnosed with autism spectrum disorder.

*James* – is a 21 year old male, and was in a health care vocational training program where he was placed into a paid position in a health care setting. He is diagnosed with a developmental disability of mental retardation.

*Chris* – is a 20 year old male, and participates in a culinary vocational training program. He is diagnosed with a developmental disability that is an intellectual disability.



*Christina* – is a 19 year old female, and participates in a culinary vocational training program. She is diagnosed with a developmental disability and with a mental health impairment and a secondary learning disability.

### **Introduction**

Students were asked if they would be willing to participate and asked if they would be willing to have the entire process recorded. The four students agreed.

**Discovery/Dream.** Students participated in the AI survey

Figure 4.1 Pre-Survey

**Pre-Survey (2011)**

**Demonstrations of Positive Behavior of Students**

***What experiences have occurred to create positive behavior?***

Dear Support Person,

Please review the questions below and answer with the student or have the student complete a survey as well, prior to videotaping. Once the information has been completed please elect 3x per a student to video tape, to goal being to tape the student showing coping strategies towards a desired behavior or mastery of a desired behavior. Please be sure to state the student name and location at the start of each taping.

**Survey Questions**

1. Describe a time when the student's or your passion was ignited (in the community).  
working in community and meeting new people, friends, co-workers. Likes going to common man to meet new people and introducing self.
2. What possibilities excite you for your student or yourself?  
wants to ~~get~~ meet new people so that they can get to know him. He wants to work with new people and help them.
3. Name 1 thing that would increase the student's or your success?  
saying hi how are you, use eye contact, confidence and being confident in self

Please hold these surveys for Bethany, she can be reached at 455 4293  
bbilodeau@metrocast.net

Figure 4.2 Pre-Survey

**Pre-Survey (2011)**

**Demonstrations of Positive Behavior of Students**

***What experiences have occurred to create positive behavior?***

Dear Support Person,

Please review the questions below and answer with the student or have the student complete a survey as well, prior to videotaping. Once the information has been completed please elect 3x per a student to video tape, to goal being to tape the student showing coping strategies towards a desired behavior or mastery of a desired behavior. Please be sure to state the student name and location at the start of each taping.

**Survey Questions**

- Describe a time when the student's or your passion was ignited (in the community).  
 making scones for SEARCH because they were for someone else. Christina mixed dry ingredients. Boys helped with task.
- What possibilities excite you for your student or yourself?  
 liked helping and making something for someone else.
- Name 1 thing that would increase the student's or your success?  
 having clean space / more organized / too close to other and hard to focus on own task and not on others

Please hold these surveys for Bethany, she can be reached at 455 4293  
 bbilodeau@metrocass.net

Figure 4.3 Pre-Survey

**Pre-Survey (2011)**

**Demonstrations of Positive Behavior of Students**

***What experiences have occurred to create positive behavior?***

Dear Support Person,

Please review the questions below and answer with the student or have the student complete a survey as well, prior to videotaping. Once the information has been completed please elect 3x per a student to video tape, to goal being to tape the student showing coping strategies towards a desired behavior or mastery of a desired behavior. Please be sure to state the student name and location at the start of each taping.

**Survey Questions**

1. Describe a time when the student's or your passion was ignited (in the community).  
 when he got his job at the hospital doing bio rxn and linen.
2. What possibilities excite you for your student or yourself?  
 He likes getting paycheek to buy videogames  
~~He likes getting paycheek to buy videogames~~
3. Name 1 thing that would increase the student's or your success?  
~~He wants to find a way to do bio rxn~~ He wants to find a way to do bio rxn without getting nauseous when he sees blood. The sight of blood makes him want to throw up. Does it twice a day. He wants to continue taping bag so as to not see it.

Please hold these surveys for Bethany, she can be reached at 455 4293  
 bbilodeau@metrocast.net

Figure 4.4 Pre-Survey

**Pre- Survey (2011)**

**Demonstrations of Positive Behavior of Students**

***What experiences have occurred to create positive behavior?***

Dear Support Person,

Please review the questions below and answer with the student or have the student complete a survey as well, prior to videotaping. Once the information has been completed please elect 3x per a student to video tape, to goal being to tape the student showing coping strategies towards a desired behavior or mastery of a desired behavior. Please be sure to state the student name and location at the start of each taping.

**Survey Questions**

- 1. Describe a time when the student's or your passion was ignited (in the community).**  
 Joe likes to practice exercising. He likes jogging and running outside. He goes w/ Mr. Swedberg.
- 2. What possibilities excite you for your student or yourself?**  
 excited to go walking by himself.
- 3. Name 1 thing that would increase the student's or your success?**  
 crossing the street and remembering to wait for cars to pass and acknowledging they are there.

Please hold these surveys for Bethany, she can be reached at 455 4293

bbilodeau@metrocast.net

**Design.**

Figure 4.5 Film Plan

**Appreciative Inquiry Video Self Modeling**

**"Film Plan"**

1. Subject(s) to be filmed: *Chris* [REDACTED]
2. Subject completing what task they have not completed before (feedforward) will role playing, scripting, incentives be needed?  
*confidently do common man tasks (ask bethany)?*  
*Chris will not need incentives or help to film.*
3. Date to be filmed *10/3*
4. Back up dates for re-filming  
*10/9, 10/10*
5. Cut the video to under 3 minutes
6. Only use positive examples in the video
7. Ensure there is verbal and pictorial/words of phrase
8. Set up view schedule  
~~|||||~~ / *Tues / Wed / Thurs (mornings)*

View Attached video for case study for Chris.



Figure 4.6 Film Plan

**Appreciative Inquiry Video Self Modeling**

**"Film Plan"**

1. Subject(s) to be filmed: Christina [REDACTED]
2. Subject completing what task they have not completed before (feedforward) will role playing, scripting, incentives be needed?  
Christina will be focusing on task at hand/etc... maybe will need a script.
3. Date to be filmed 10/4/12
4. Back up dates for re-filming  
10/9/12, 10/10/12
5. Cut the video to under 3 minutes  
\_\_\_\_\_
6. Only use positive examples in the video  
\_\_\_\_\_
7. Ensure there is verbal and pictorial/words of phrase  
\_\_\_\_\_
8. Set up view schedule  
mon / wed / Fri (morning / before internships)

View Attached video for case study for Christina.

Figure 4.7 Film Plan

Appreciative Inquiry Video Self Modeling	
"Film Plan"	
1. Subject(s) to be filmed:	Jamie
2. Subject completing what task they have not completed before (feedforward) will role playing, scripting, incentives be needed?	Bio on to be filmed. Jamie would like a script, no role playing.
3. Date to be filmed	<del>Mon</del> wed 6/6/12
4. Back up dates for re-filming	
5. Cut the video to under 3 minutes	
6. Only use positive examples in the video	
7. Ensure there is verbal and pictorial/words of phrase	
8. Set up view schedule	mon / wed / Thurs

View Attached video for case study for Jamie.



Figure 4.8 Film Plan

**Appreciative Inquiry Video Self Modeling**

**"Film Plan"**

1. Subject(s) to be filmed:  
Joe
2. Subject completing what task they have not completed before (feedforward) will role playing, scripting, incentives be needed?  
wants Ken to Roleplay crossing street and looking for cars to come before going.
3. Date to be filmed 7/23 or following Monday.
4. Back up dates for re-filming  
following Monday
5. Cut the video to under 3 minutes
6. Only use positive examples in the video
7. Ensure there is verbal and pictorial/words of phrase
8. Set up view schedule  
3x a week / 3 weeks  
mon / Tues / wed morning or afternoon if schedule changes. wants to view first thing when he gets w/ staff

View Attached video for case study for Joe.

**Destiny.**

Table 4.1 Post Data

VSM Post-I

Student Name: chms [REDACTED]

	Week 1			Week 2			Week 3	
Circle:	View 1	View 2	View 3	View 1	View 2	View 3	View 1	View 2
Date:	10/22	10/24	10/26	10/31	11/1	11/2	11/5	11/6
Circle:	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm
Key Behavior Expected:	confidence in work tasks							
Actual Behavior Experienced:	80% questioned self on occasion	80% new location	100% great day	100%	90%	100%	60% very very satisfying	100%

Pre Data Submitted 2/10 How many times out of 10 can they do

**Out of 10 times of viewing the video, how many times**

Circle: 1 2 3 4 5 6

Table 4.1 Post Data (Cont.)

DataTeacher: Nicole HelesqueTheme: Independence / confidence

	Week 4			Week 5		
View 3	View 1	View 2	View 3	View 1	View 2	View 3
1117						
am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm
→						
90%						

the task b-4 seeing the video

did they accomplish the task on their own?

7

8


9

10

Table 4.2 Post Data

78.75%

VSM Post-I

Student Name: christina 

	Week 1			Week 2			Week 3	
	View 1	View 2	View 3	View 1	View 2	View 3	View 1	View 2
Circle:								
Date:	10/22	10/24	10/26	10/30	11/1	11/2	11/5	11/6
Circle:	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm
Key Behavior Expected:	will focus on own tasks							
Actual Behavior Experienced:	20% good w/ numbers during	80% still questioning what others were doing	80% worried at times about JJ	N/A out of school	100% great day!	80% felt need to correct others	90%	100%

Pre Data Submitted 5/10 How many times out of 10 can they do

Out of 10 times of viewing the video, how many times

Circle: 1 2 3 4 5 6

Table 4.2 Post Data (Cont.)

Data

Teacher:

Nicole LavesqueTheme:Independence/confidence

	Week 4			Week 5		
View 3	View 1	View 2	View 3	View 1	View 2	View 3
11/7						
am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm
80%						
completed peers or stepped into convo						

the task b-4 seeing the video

did they accomplish the task on their own?

7 7.5 8 9 10



Table 4.3 Post Data

<u>VSM Post-Data</u>														
Student Name: <u>Jamie</u>						Teacher: <u>Rheana Anderson</u>								
Theme: <u>independent</u>														
Week 1			Week 2			Week 3			Week 4			Week 5		
View 1	View 2	View 3	View 1	View 2	View 3	View 1	View 2	View 3	View 1	View 2	View 3	View 1	View 2	View 3
2-Jul	4-Jul	5-Jul	9-Jul	11-Jul	13-Jul	18-Jul	19-Jul	20-Jul	23-Jul					
am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm
complete	complete	complete	complete	complete	complete	complete	complete	complete	complete					
linen and	linen and	linen and	linen and	linen and	linen and	linen and	linen and	linen and	linen and					
bio run	bio run	bio run	bio run	bio run	bio run	bio run	bio run	bio run	bio run					
independ	independ	independ	independ	independ	independ	independ	independ	independ	independ					
ently	ently	ently	ently	ently	ently	ently	ently	ently	ently					
80%	80%	85%	90%	100%	95%	92%	100%	100%	100%					

Submitted \_\_\_\_\_ How many times out of 10 can they do task b-4 seeing movie

Table 4.4 Post Data

VSM Post-IStudent Name: Joe

	Week 1			Week 2			Week 3	
Circle:	View 1	View 2	View 3	View 1	View 2	View 3	View 1	View 2
Date:	10/1	10/2	10/3	10/9	10/16	10/11	10/15	10/16
Circle:	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm
Key Behavior Expected:	Remember to stop and wait for cars							
Actual Behavior Experienced:	100%	95%	70%	80%	70%	70%	85%	70%

Pre Data Submitted 4 How many times out of 10 can they do

Out of 10 times of viewing the video, how many times

Circle: 1 2 3 4 5 6

Notes:

continues to view daily

Table 4.4 Post Data (Cont.)

DataTeacher: Marghenta T.Theme: Independence

	Week 4			Week 5		
View 3	View 1	View 2	View 3	View 1	View 2	View 3
10/17						
am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm
→						
80%						

the task b-4 seeing the video

did they accomplish the task on their own?

7

8

9

10



**Case Studies: 2012****Discovery.****Class 1/JM****Class Theme: Independence**

<i>Student</i>	<i>Achievement</i>
Student 1/JM	Achieved goal of a paid job.

**Class 2/JL****Class Theme: Independence**

<i>Student</i>	<i>Achievement</i>
Student 1/JL	Walking in the community with Mr. Swedberg

**Class 3/CC****Class Theme: Independence/Confidence**

<i>Student</i>	<i>Achievement</i>
Student 1/CC	Likes working at the Common Man and doing dishes confidently and independently

**Class 4/CL****Class Theme: Independence/Confidence**

Student 1/CL	Making scones to help out SEARCH
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**Dream.****Class 1/JM****Class Theme: Independence**

<i>Student</i>	<i>Dream</i>
Student 1/JM	Living on his own

**Class 2/JL****Class Theme: Independence**

<i>Student</i>	<i>Dream</i>
Student 1/JL	Identify when a car is coming before crossing

**Class 3/CC****Class Theme: Independence/Confidence**

<i>Student</i>	<i>Dream</i>
Student 1/CC	Have confidence in all work tasks

**Class 4/CL****Class Theme: Independence/Confidence**

Student 1/CL	Being focused on my work tasks at my paid job
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**Design.****Class 1/JM****Class Theme: Independence**

<i>Student</i>	<i>Feed Forward Film Plan</i>	<i>Class Theme</i>
Student 1/JM	Role Modeling/Scripting/or Incentives to create feed forward film for remembering route.	Independence

**Class 2/ JL****Class Theme: Independence**

<i>Student</i>	<i>Feed Forward Film plan</i>	<i>Class Theme</i>
Student 1/ JL	Will need role playing for feed forward film of recognizing when cars are coming and determining when it is safe to cross the street.	Independence

**Class 3/ CC****Class Theme: Independence/Confidence**

<i>Student</i>	<i>Feed Forward Film Plan</i>	<i>Class Theme</i>
Student 1/CC	Will need role playing for feed forward film on confidence in work tasks.	Independence/Confidence

**Class 4/CL****Class Theme: Independence/Confidence**

Student 1/ CL	Might need scripting for feed forward film on focusing on own task.	Independence/Confidence
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**Destiny.**

**Class 1/JM****Class Theme: Independence**

<i>Student</i>	<i>Student Dream/Goal</i>	<i>% to Goal</i>	<i>Number of Views</i>
Student 1/JM	Remembering route	92.2%	10
<b>Overall Class Results for JM</b>	<i>Class Theme:</i> <b>Independence</b>	<i>Average % to Goal:</i> <b>92.2%</b>	<i>Average number of views:</i> <b>10</b>

NOTES: none

**Class 2/JL****Class Theme: Independence**

<i>Student</i>	<i>Student Dream/Goal</i>	<i>% to Goal</i>	<i>Number of Views</i>
Student 1/JL	Identify when a car is coming before crossing street	80%	12 (over 4 months)
<b>Overall Class results for JL</b>	<i>Class Theme:</i> <b>Independence</b>	<i>Average % to Goal:</i> <b>80%</b>	<i>Average number of views:</i> <b>12</b>

NOTES: none

**Class 3/CC****Class Theme: Independence Confidence**

<i>Student</i>	<i>Student Dream/Goal</i>	<i>% to Goal</i>	<i>Number of Views</i>
Student 1/CC	Confidence in work tasks	88.8%	9
<b>Overall Class Results for CC</b>	<i>Class Theme:</i> <b>Independence/Confidence</b>	<i>Average % to Goal:</i> <b>88.8%</b>	<i>Average number of views:</i> <b>9</b>

**Class 4/CL****Class Theme: Independence/Confidence**

<i><b>Student</b></i>	<i><b>Student Dream/Goal</b></i>	<i><b>% to Goal</b></i>	<i><b>Number of views</b></i>
Student 2/CL	Focusing on own tasks at work	78.75%	8
<b>Over Class Results for CL</b>	<i>Class Theme:</i> <b>Independence/Confidence</b>	<i>Average % to Goal:</i> <b>88.8%</b>	<i>Average number of views: 8</i>

NOTES: CL was out three days one week and was only able to view video twice. Lowest percentage days were on days with internships or group activities in which she was not able to be the leader or expressed she wanted to do the task someone else was doing. CC had his lowest day when he was in a social setting with unfamiliar tasks.

**Destiny.** Post Data (collected 4 months after original data collected)

**Class 1/JM****Class Theme: Independence**

<i><b>Student</b></i>	<i><b>Student Goal/Dream</b></i>	<i><b>Percent to Goal Fall 2012</b></i>	<i><b>Percent to goal at time of follow-up</b></i>	
Student 1/JM	Remembering route	92.2%	84%	
<b>Overall Class Results for JM</b>	<i>Class Theme:</i> <b>Independence</b>	<i>Average % to goal:</i> <b>92.2%</b>	<i>Class average percent to goal at time of follow-up:</i> <b>84%</b>	<i><b>Class average increase/decrease in skill since Fall 2012:</b></i> <b>8.2% Decrease</b>

NOTES: none

**Class 2/JL****Class Theme Independence**

<b><i>Student</i></b>	<b><i>Student Goal/Dream</i></b>	<b><i>Percent to Goal Fall 2012</i></b>	<b><i>Percent to goal at time of follow-up</i></b>	
Student 1/JL	Identify when a car is coming before crossing street	80%	50%	
<b>Overall Class results for JL</b>	<b><i>Class Theme: Independence</i></b>	<b><i>Average % to Goal: 80%</i></b>	<b><i>Class average percent to goal at time of follow-up: 50%</i></b>	<b><i>Class average increase/decrease in skill since Fall 2012: 30% Decrease</i></b>

NOTES: Staff mentioned that student seems to generalize skill to just school parking lot. He needs cuing most elsewhere. She will let student walk ahead and student will wait at curb for her to catch up and then wait to be cued to look both ways and say if a car is coming or not in all other situations.

**Class 3/CC****Class Theme: Independence/Confidence**

<b><i>Student</i></b>	<b><i>Student Goal/Dream</i></b>	<b><i>Percent to Goal Fall 2012</i></b>	<b><i>Percent to goal at time of follow-up</i></b>	
Student 1/CC	Confidence in work tasks	88.8%	90%	
<b>Overall Class Results for CC</b>	<b><i>Class Theme: Independence/Confidence</i></b>	<b><i>Average % to Goal: 88.8%</i></b>	<b><i>Class average percent to goal at time of follow-up: 90%</i></b>	<b><i>Class average increase/decrease in skill since Fall 2012: 1.2% Increase</i></b>

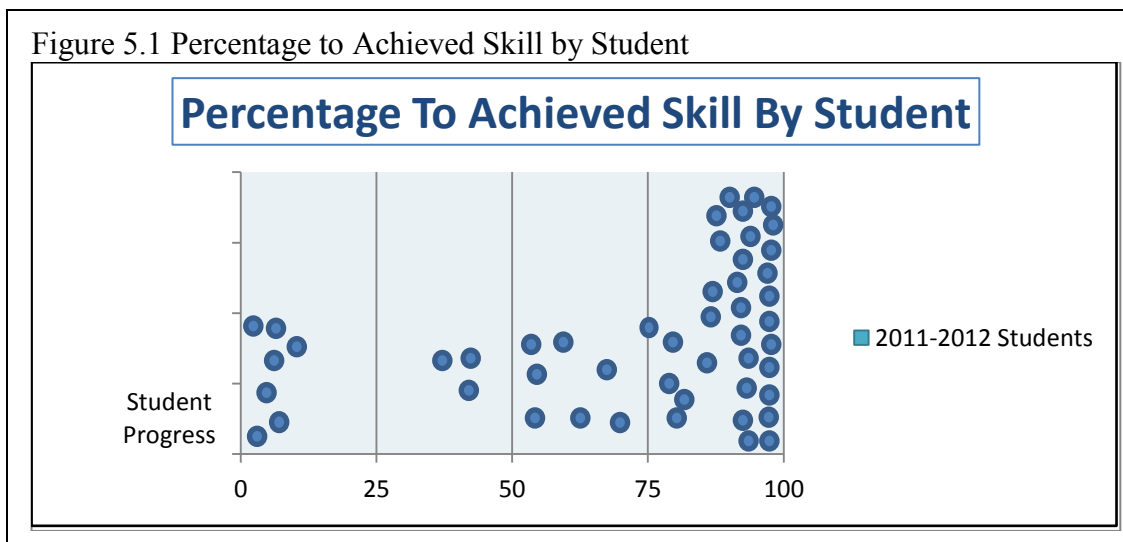
Notes: CC's confidence is greatly affected by what happens at home before he comes in to CORE.

**Class 4/CL****Class Theme: Independence/Confidence**

<b><i>Student</i></b>	<b><i>Student Goal/Dream</i></b>	<b><i>Percent to Goal Fall 2012</i></b>	<b><i>Percent to goal at time of follow-up</i></b>	
Student 1/CL	Focusing on own tasks at work	78.75%	85%	
<b>Overall Class Results for CL</b>	<b><i>Class Theme: Independence/Confidence</i></b>	<b><i>Average % to Goal: 78.75%</i></b>	<b><i>Class average percent to goal at time of follow-up: 85%</i></b>	<b><i>Class average increase/decrease in skill since Fall 2012: 6.25% Increase</i></b>

NOTES: CL has been able to focus more on her tasks within CORE since JJ has gotten job.

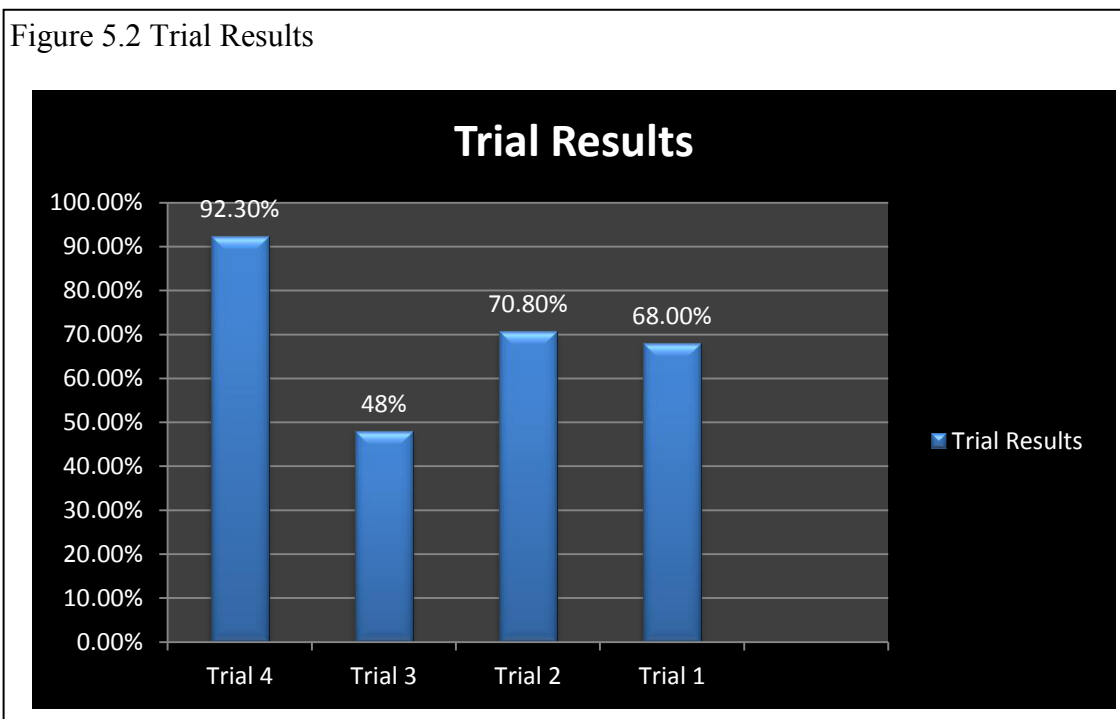
## CHAPTER 5: DATA ANALYSIS and RESULTS



This chart shows pictorially that the majority of students achieved a 75% to 100% achievement to skill utilizing appreciative inquiry to create video self-models of feedforward goals. Students participated in the program from spring of 2011 to fall of 2012. Groups were broken down by class, the class contained a student or more and a support person that delivered the Appreciative Inquiry process or assisted and also showed the videos. Overall the results of the entire program were a 72.5% achievement to skill. Data collected by Lowy Apple, Billingsley, Schwartz, and Carr showed a 50% retention overall with some students achieving 95% to 100% (Lowy Apple, Billingsley, Schwartz, and Carr, 2005, pp 40). In the study by Bolton, Christner, Mcpoyle-Callahan, they stated that above 51% shows that students made more than expected progress and

25% to 50% showed expected progress for strategies that dealt with cognitive behavioral intervention, CBI (Bolton, Christner, Mcpoyle-Callahan, 2011, pp. 37). Achievements through VSM, which is classified as a CBI, are much higher. When grouping the data by achievement this study shows the majority of results above the 75% range. Those with achievements below the 25% range in most cases included more than one student for that particular class AT – SR and CL - BL. It is determined that scores below 50% are considered to be ineffective (Bellini, Akullian, and Hopf, 2001, pp. 85).

Figure 5.2 Trial Results

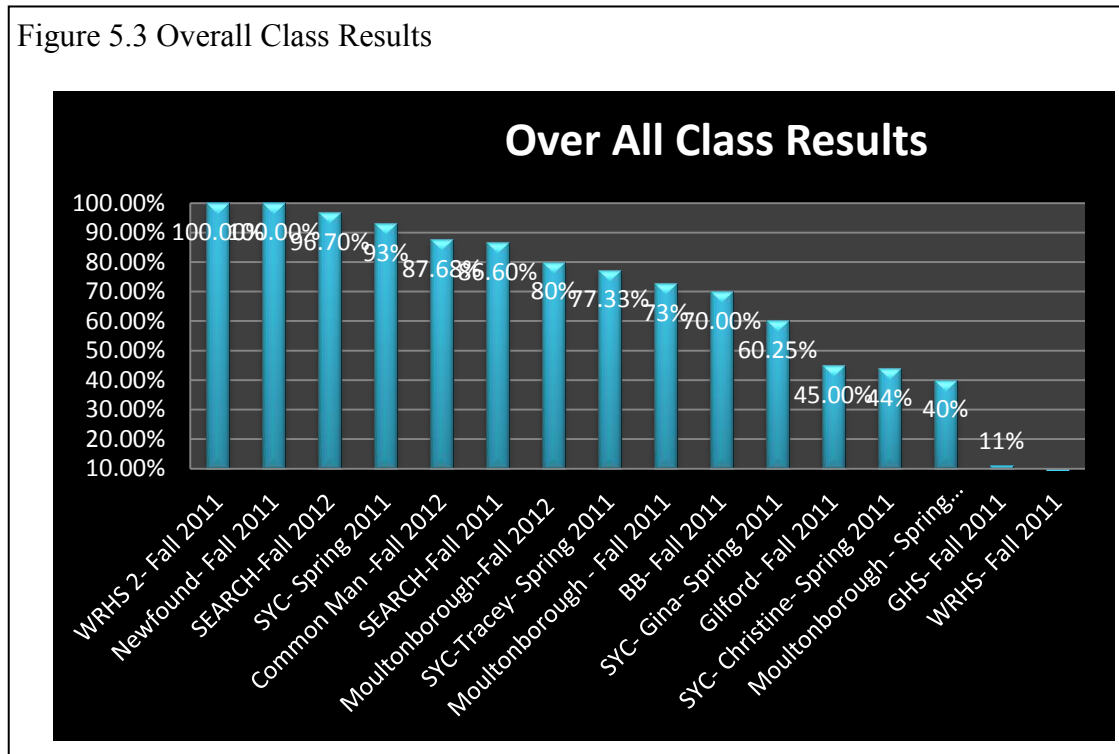


Trial four had the most success with achievement to skill documented at 92.3%. Individuals in the mastery and progress self-model conditions demonstrated higher self-efficacy skill, and training performance (Schunk & Hanson, 1987, pp. 3). Bellini and Akullian reported results of 80% in their studies (Bellini & Akullian, 2007, pp. 271). All of the recorded achievement to skill in these trials showed above 75%. Trial two had the



next highest achievement to skill with a 70.8% achievement to skill. This trial had two groups of students containing two students that both achieved less than 50%, which reduced the overall average; more than 50% of the students were above 80% achievement to skill. Trial three: the students had very similar results with achievements at 38% and 42%. Further investigation into the delivery of the process and an interobserver would be beneficial to determine what other variables are occurring. Trial one had the lowest level of achievement with 66.6%. These trials contained the shortest view cycles and it is noted by Fukkink that Video Self Modeling, VSM, programs with shorter durations are more effective (Fukkink, 2008, pp. 911). This was not proven in this study. It is stated in the article by Buggey that if immediate results are not seen then VSM will be ineffective (Buggey, 2005, pp. 17).

Figure 5.3 Overall Class Results

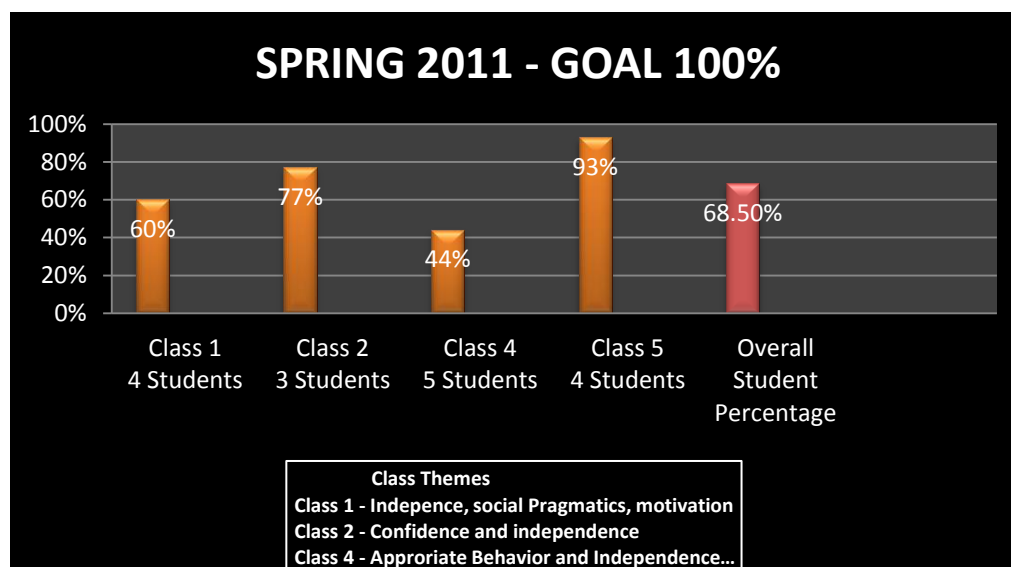


Thirteen classes participated in the study and those with primarily functional goals were found to achieve higher level of achievement than those with those with social goals. Bellini and Akullian also found that functional skills had the highest achievement, followed by social-communication, and then behavioral functioning (Bellini & Akullian, 2007, pp. 271). Thirty of the goals were functional goals and found an 85% achievement to goal, while 21 were social goals and found a 54.6% achievement to goal. Inferential statistics could be used to determine associations between the data however, this would be future work and is not addressed in this dissertation.

### **Trial 1/Spring 2011**

This trial took place at a small private residential school where all the students that participated were high school aged and experience a disability.

Figure 5.4 Spring 2011



The data shows a higher level of achievement in class 5 (referred to as teacher not specified) has the highest level of achievement, her class worked on all functional goals

and completed the process first. Class 4 had a student with 0% achievement, which reduced their class totals. All the classes identified a theme that dealt with independence.

### **Discovery.**

#### **Class 1/ SYC (Gina)**

##### **Class Theme: Independence/Social Pragmatics/Motivation**

<b><i>Student</i></b>	<b><i>Achievement</i></b>
Student 1/RL	I like to work on my own; I like to go places in the community because I can do more on my own that way.
Student 2/TJ	When I can do things on my own
Student 3/TD	When I was working at the Pines and helped them get things to someone's car and the person was very happy I helped them.
Student 4/BP	Out in community and independent

#### **Class 2/ SYC (Tracey)**

##### **Class Theme: Confidence/Independence**

<b><i>Student</i></b>	<b><i>Achievement</i></b>
Student 1/RJ	When I can help out the other students in the class
Student 2/AP	I like when people notice what I am wearing and think it is nice
Student 3/NC	I feel really good when I finish a project; I like to work with others.

#### **Class 3/SYC (Christine)**

##### **Class Theme: Appropriate Behavior/Increased Independence**

<b><i>Student</i></b>	<b><i>Achievement</i></b>
Student 1/AT	I love to meet new people and talk with them
Student 2/SR	I really like to be helpful
Student 3/AS	Someone asked me to help load up the items away from the other students and I really liked being the only one to help.
Student 4/SY	When I get to work on putting things together, I like to see the work all done and the box empty
Student 5/WW	I really liked getting everything done and put up the way it is supposed to be and having a reward after.

**Class 4/ SYC (Teacher not Specified)****Class Theme: Confidence/Independence/Positive Attitude**

<i><b>Student</b></i>	<i><b>Achievement</b></i>
Student 1/	Out in community and independent
Student 2/	Out in community and independent
Student 3/	I like it when people are happy with me
Student 4/	I like to have people talk to me and enjoy going to new places

**Dream.****Class 1/ SYC (Gina)****Class Theme: Independence/Social Pragmatics/Motivation**

<i><b>Student</b></i>	<i><b>Goal/Dream</b></i>
Student 1/RL	Increased hygiene and follow through
Student 2/TJ	Staying on task independently
Student 3/TD	Doing volunteer work independently
Student 4/BP	Doing volunteer work independently/follow through

**Class 2/ SYC (Tracey)****Class Theme: Confidence/Independence**

<i><b>Student</b></i>	<i><b>Goal/Dream</b></i>
Student 1/RJ	Being independent in keeping hands to self
Student 2/AP	Age appropriate attire
Student 3/NC	Staying on task without prompts

**Class 3/SYC (Christine)****Class Theme: Appropriate Behavior/Increased Independence**

<i><b>Student</b></i>	<i><b>Goal/Dream</b></i>
Student 1/AT	Appropriate voice volume
Student 2/SR	Staying on task while shelving books
Student 3/AS	Being socially appropriate while at site
Student 4/SY	Using appropriate voice volume in community
Student 5/WW	Independently putting clothes on rack

**Class 4/ SYC (Teacher not Specified)****Class Theme: Confidence/Independence/Positive Attitude**

<i><b>Student</b></i>	<i><b>Goal/Dream</b></i>
Student 1/	Complete morning tasks independently

Student 2/	I love to do recycling and go to the transfer station and I am really good at it.
Student3/	Being up for school on time with positive attitude
Student 4/	Responding appropriately to greetings and goodbye

### Design.

#### Class 1/ SYC (Gina)

##### Class Theme: Independence/Social Pragmatics/Motivation

<i>Student</i>	<i>Feed Forward Film Plan</i>	<i>Class Theme</i>
Student 1/RL	Role playing/scripting/incentives to create feed forward video on increased hygiene and follow through	Independence, social pragmatics, and motivation
Student 2/TJ	Role playing/scripting/incentives to create feed forward video on staying on task independently	Independence, social pragmatics, and motivation
Student 3/TD	Role playing/scripting/incentives to create feed forward video on doing volunteer work independently	Independence, social pragmatics, and motivation
Student 4/BP	Role playing/scripting/incentives to create feed forward video on doing volunteer work independently and following through	Independence, social pragmatics, and motivation

#### Class 2/ SYC (Tracey)

##### Class Theme: Confidence/Independence

<i>Student</i>	<i>Feed Forward Film Plan</i>	<i>Class Theme</i>
Student 1/RJ	Role playing/scripting/incentives to create feed forward video on being independent in keeping hands to self	Confidence and Independence
Student 2/AP	Role playing/scripting/incentives to create feed forward video on age appropriate attire	Confidence and Independence
Student 3/NC	Role playing/scripting/incentives to create feed forward video on staying on task without prompts	Confidence and Independence

**Class 3/SYC (Christine)****Class Theme: Appropriate Behavior/Increased Independence**

<i><b>Student</b></i>	<i><b>Feed Forward Film Plan</b></i>	<i><b>Class Theme</b></i>
Student 1/AT	Role playing/scripting/incentives to create feed forward video on appropriate voice volume	Appropriate Behavior and Increased Independence
Student 2/SR	Role playing/scripting/incentives to create feed forward video on staying on task while shelving books	Appropriate Behavior and Increased Independence
Student 3/AS	Role playing/scripting/incentives to create feed forward video on being socially appropriate while at site	Appropriate Behavior and Increased Independence
Student 4/SY	Role playing/scripting/incentives to create feed forward video on using appropriate voice volume in community	Appropriate Behavior and Increased Independence
Student 5/WW	Role playing/scripting/incentives to create feed forward video on independently putting clothes on rack	Appropriate Behavior and Increased Independence

**Class 4/ SYC (Teacher not Specified)****Class Theme: Confidence/Independence/Positive Attitude**

<i><b>Student</b></i>	<i><b>Feed Forward Film Plan</b></i>	<i><b>Class Theme</b></i>
Student 1/	Role playing/scripting/incentives to create feed forward video on completing morning tasks independently	Confidence, Independence, Positive Attitude
Student 2/	Role playing/scripting/incentives to create feed forward video on completing afternoon tasks independently	Confidence, Independence, Positive Attitude
Student 3/	Role playing/scripting/incentives to create feed forward video on being up for school on time with positive attitude	Confidence, Independence, Positive Attitude
Student 4/	Role playing/scripting/incentives to create feed forward video on	Confidence, Independence,

	responding appropriately to greetings and goodbye	Positive Attitude
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### Destiny.

#### Class 1/SYC (Gina)

##### Class Theme: Independence/Social Pragmatics/Motivation

<i><b>Student</b></i>	<i><b>Student Dream/Goal</b></i>	<i><b>% to Goal</b></i>	<i><b>Number of Views</b></i>
Student 1/RL	Increased hygiene and follow through	63%	8
Student 2/TJ	Staying on task independently	64%	6
Student 3/TD	Doing volunteer work independently	14%	7
Student 4/BP	Doing volunteer work independently/follow through	100%	6
<b>Overall Class Results for SYC (Gina)</b>	<i>Class Theme:</i> <b>Independence, social pragmatics, and motivation</b>	<i>Average % to Goal:</i> <b>60.25%</b>	<i>Average number of views:</i> <b>6.75</b>

NOTES: Three students were not included as data was not quantifiable and was not feed forward.

#### Class 2/SYC (Tracey)

##### Class Theme: Confidence/Independence

<i><b>Student</b></i>	<i><b>Student Dream/Goal</b></i>	<i><b>% to Goal</b></i>	<i><b>Number of Views</b></i>
Student 1/RJ	Being independent in keeping hands to self	54%	10
Student 2/AP	Age appropriate attire	78%	9
Student 3/NC	Staying on task without prompts	100%	9
<b>Overall Class Results SYC(Tracey)</b>	<i>Class Theme:</i> <b>Confidence and Independence</b>	<i>Average % to Goal:</i> <b>77.33%</b>	<i>Average number of views:</i> <b>9.3</b>

NOTES: none

#### Class 3/SYC (Christine)

##### Class Theme: Appropriate Behavior/Increased Independence

<i><b>Student</b></i>	<i><b>Student Dream/Goal</b></i>	<i><b>% to Goal</b></i>	<i><b>Number of Views</b></i>
Student 1/AT	Appropriate voice volume	10%	9

Student 2/SR	Staying on task while shelving books	10%	9
Student 3/AS	Being socially appropriate while at site	100%	9
Student 4/SY	Using appropriate voice volume in community	100%	9
Student 5/WW	Independently putting clothes on rack	0%	9
<b>Overall Class Results for SYC (Christine)</b>	<b><i>Class Theme:</i> Appropriate Behavior and Increased Independence</b>	<b><i>Average % to Goal:</i> 44%</b>	<b><i>Average number of views: 9</i></b>

NOTES: Student 5 continued to become agitated with the use of the video and this increased over the viewing time period. Attempts were made to gather additional information to determine if the agitation was directly due to the video or other variables and the cause could not be determined at the time this report was written

#### **Class 4/SYC (Teacher not Specified)**

##### **Class Theme: Confidence/Independence/Positive Attitude**

<b><i>Student</i></b>	<b><i>Student Dream/Goal</i></b>	<b><i>% to Goal</i></b>	<b><i>Number of Views</i></b>
Student 1/	Completing morning tasks	100%	9
Student 2/	Completing afternoon tasks	95%	9
Student 3/	Being up for school on time and positive	78%	9
Student 4/	Responding appropriately to greetings	100%	6
<b>Overall Class Results for SYC (Teacher not Specified)</b>	<b><i>Class Theme:</i> Confidence, Independence, Positive Attitude</b>	<b><i>Average % to Goal:</i> 93%</b>	<b><i>Average number of views: 8.25</i></b>



**Destiny. Post Data** (collected 4 months after original data collected)**Class 1/ SYC (Gina)****Class Theme: Independence/Social Pragmatics/Motivation**

<b><i>Student</i></b>	<b><i>Student Goal/ Dream</i></b>	<b><i>Percent to Goal Spring 2011</i></b>	<b><i>Percent to Goal at time of follow-up</i></b>	
Student 1/RL	Increased hygiene and follow through	63%	45%	
Student 2/TJ	Staying on task independently	64%	78%	
Student 3/TD	Doing volunteer work independently	14%	N/A	
Student 4/BP	Doing volunteer work independently/follow through	100%	98%	
<b>Overall Class Results for SYC (Gina)</b>	<b><i>Class Theme: Independence, social pragmatics, and motivation</i></b>	<b><i>Average % to Goal: 60.25%</i></b>	<b><i>Class average percent to goal at time of follow-up: 73.66%</i></b>	<b><i>Class average increase/decrease in skill since Spring 2011: 13.41% Increase</i></b>

NOTES: TD no longer attended SYC at time of follow up. Class percentage was substantially higher at time of follow up due to the absenteeism of TD.

**Class 2/ SYC (Tracey)****Class Theme: Confidence/Independence**

<b><i>Student</i></b>	<b><i>Student Goal/ Dream</i></b>	<b><i>Percent to Goal Spring 2011</i></b>	<b><i>Percent to goal at time of follow-up</i></b>	
Student 1/RJ	Being independent in keeping hands to self	54%	Data Needed	
Student 2/AP	Age appropriate attire	78%	Data Needed	
Student 3/NC	Staying on task without prompts	100%	Data Needed	

<b>Overall Class Results SYC(Tracey)</b>	<i>Class Theme:</i> <b>Confidence and Independence</b>	<i>Average % to Goal:</i> <b>77.33%</b>	<i>Class average percent to goal at time of follow-up:</i> <b>85%</b>	<i>Class average increase/decrease in skill since Spring 2011:</i> <b>7.67% Increase</b>
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NOTES: none

### **Class 3/ SYC (Christine)**

#### **Class Theme: Appropriate Behavior/Increased Independence**

<i><b>Student</b></i>	<i><b>Student Goal/ Dream</b></i>	<i><b>Percent to Goal Spring 2011</b></i>	<i><b>Percent to goal at time of follow-up</b></i>	
Student 1/AT	Appropriate voice volume	10%	80%	
Student 2/SR	Staying on task while shelving books	10%	80%	
Student 3/AS	Being socially appropriate while at site	100%	95%	
Student 4/SY	Using appropriate voice volume in community	100%	50%	
Student 5/WW	Independently putting clothes on rack	0%	N/A	
<b>Overall Class Results for SYC (Christine)</b>	<i>Class Theme:</i> <b>Appropriate Behavior and Increased Independence</b>	<i>Average % to goal:</i> <b>44%</b>	<i>Class average percent to goal at time of follow-up:</i> <b>76.25%</b>	<i>Class average increase/decrease in skill since Spring 2011:</i> <b>32.25% Increase</b>

NOTES: WW no longer attended SYC at time of follow up. Class percentage was substantially higher at time of follow up due to the absenteeism of WW.

### **Class 4/ SYC (Teacher not Specified)**

#### **Class Theme: Confidence/Independence/Positive Attitude**

<i><b>Student</b></i>	<i><b>Student Goal/ Dream</b></i>	<i><b>Percent to Goal Spring 2011</b></i>	<i><b>Percent to goal at time of follow-up</b></i>	
Student 1/	Completing morning tasks	100%	Need Data	
Student 2/	Completing afternoon	95%	Need Data	

	tasks			
Student 3/	Being up for school on time and positive	78%	Need Data	
Student 4/	Responding appropriately to greetings	100%	Need Data	
<b>Overall Class Results for SYC (Teacher not Specified)</b>	<i>Class Theme:</i> <b>Confidence, Independence and Positive Attitude</b>	<i>Average % to goal:</i> <b>93%</b>	<i>Class average percent to goal at time of follow-up:</i> <b>Need Data</b>	<b><i>Class average increase/decrease in skill since Spring 2011:</i></b> <b>Need Data</b>

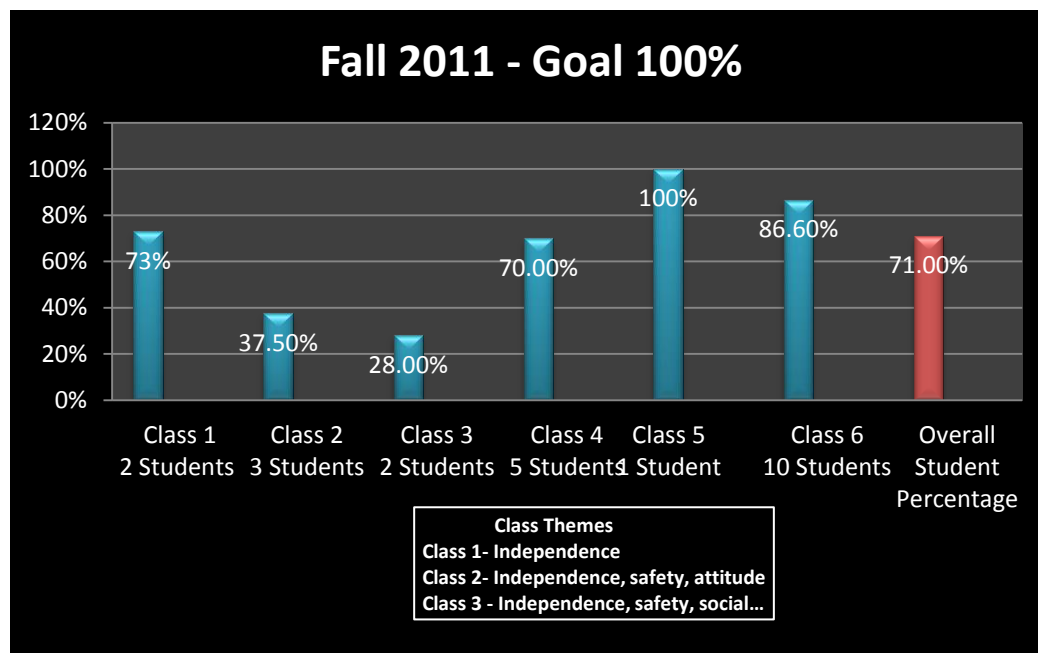
NOTES: none

Student TD was interviewed in January of 2013. He said that he really wants to be more independent. He is trying to control his anger and do tasks independently. When he was observed working independently he was able to work close to one hour with at least six steps in the process without needing feedback from support. Typically, on three observations the feedback was unsolicited, but provided by the support person who indicated it was their job. When asked why he wanted to be more independent he said, “I know I can be; I really want to be more on my own; I have learned a lot and I still make a lot of mistakes, but I don’t get angry as much or need as much help anymore.”

Changes made from Trial 1 to Trial 2 were that the videos were shortened in length (to less than three minutes) and the videos contained words of praise verbal, written or pictorial. Ability feedback may be more credible and have stronger influence on self-efficacy (Schunk & Hanson, 1997, pp. 16).

## Trial 2/FALL 2011

Figure 5.5 Fall 2011



This trial was made up of students of various function levels, all but one experience a disability. They all were participating in a vocational training program. Class 5 and class 6 had the highest levels of achievement. Class 5 had one student, class 6 had 10 students and all of their goals were functional goals directly related to their vocational work programs. All the classes had themes of independence.

### Discovery.

#### Class 1/ Moultonborough

#### Class Theme: Independence

<i>Student</i>	<i>Achievement</i>
Student 1/DM	Peeling veggies at Meals on Wheels and learning new tasks. Also working at Meals on Wheels with elderly and feeling a sense of pride for helping out and keeping people company.
Student 2/JL	Worked independently at Elan Publishing

**Class 2/WRHS****Class Theme: Independence/Safety/Positive Attitude**

<i><b>Student</b></i>	<i><b>Achievement</b></i>
Student 1/CL	Walking on sidewalk and realizing he needed to stop and look both ways
Student 2/BL	Shook hands and looked into person's eyes independently

**Class 3/WRHS2****Class Theme: Self- Management**

<i><b>Student</b></i>	<i><b>Achievement</b></i>
Student 1/BC	Going on tours of different businesses

**Class 4/ Gilford****Class Theme: Independence/Safety/Social**

<i><b>Student</b></i>	<i><b>Achievement</b></i>
Student 1/LDH	Leading way in community to the Good Will from the Attic Thrift Store.

**Class 5/GHS****Class Theme: Independence/Safety/Social**

<i><b>Student</b></i>	<i><b>Achievement</b></i>
Student 1/ JM	Cleaning DVD's at library

**Class 6/BB****Class Theme: Independence/Safety**

<i><b>Student</b></i>	<i><b>Achievement</b></i>
Student 1/ JB	Got things ready for dog shows without being asked
Student 2/TT	Got up and helped take care of dogs without being asked.
Student 3/AK	Got to let dogs out and open door on her own
Student 4/NB	Cleaned snow off trampoline for four hours without taking a break
Student 5/MT	David needed help with chickens and he got to go and check if they needed food

**Class 7/Newfound****Class Theme: Independence**

<i><b>Student</b></i>	<i><b>Achievement</b></i>
Student 1/RM	Felt proud doing positive activities in community

**Class 8/SEARCH****Class Theme: Independence**

<i><b>Student</b></i>	<i><b>Achievement</b></i>
Student 1/CG	Moving around and seeing new places
Student 2/TD	Unsupervised time in the community
Student 3/KT	Meeting new people and seeing new things at the hospital for Project SEARCH
Student 4/BH	Working in the kindergarten class at Walker
Student 5/JM	Going shopping
Student 6/JM2	Meeting new people
Student 7/LS	Going new places and touring places alone
Student 8/SG	Working at nursing home
Student 9/TPB	N/A (would not answer)
Student 10/JM3	Seeing new computer systems

**Dream.****Class 1/ Moultonborough****Class Theme: Independence**

<i><b>Student</b></i>	<i><b>Goal/Dream</b></i>
Student 1/DM	Having a more positive attitude so life and work seem more fun and fulfilling.
Student 2/JL	Focusing on job at hand and staying tuned to surroundings.

**Class 2/WRHS****Class Theme: Independence/Safety/Positive Attitude**

<i><b>Student</b></i>	<i><b>Goal/Dream</b></i>
Student 1/CL	Using visuals to increase success at crossing the street.
Student 2/BL	To look at the person he is talking and to make eye contact.

**Class 3/WRHS2****Class Theme: Self-Management**

<i><b>Student</b></i>	<i><b>Goal/Dream</b></i>
Student 1/BC	More comfortable advocating for himself.

**Class 4/ Gilford****Class Theme: Independence/Safety/Social**

<b><i>Student</i></b>	<b><i>Goal/Dream</i></b>
Student 1/LDH	Actively listening, using verbal speech, and recognizing cues to independently and safely cross the street.

**Class 5/GHS****Class Theme: Independence/Safety/Social**

<b><i>Student</i></b>	<b><i>Goal/Dream</i></b>
Student 1/ JM	Independently crossing the street.

**Class 6/BB****Class Theme: Independence/Safety**

<b><i>Student</i></b>	<b><i>Goal/Dream</i></b>
Student 1/ JB	Independently take care of dogs.
Student 2/TT	Independently take care of dogs.
Student 3/AK	Collecting dog bowls.
Student 4/NB	Independently take care of dogs.
Student 5/MT	Independently take care of dogs.

**Class 7/Newfound****Class Theme: Independence**

<b><i>Student</i></b>	<b><i>Goal/Dream</i></b>
Student 1/RM	Be ready for 9am pickup.

**Class 8/SEARCH****Class Theme: Independence**

<b><i>Student</i></b>	<b><i>Goal/Dream</i></b>
Student 1/CG	Doing a proper fold to work towards gainful employment.
Student 2/TD	Knowing the tools to work towards to gainful employment.
Student 3/KT	Stocking contour sheets to work towards gainful employment.
Student 4/BH	Coming back to class on time.
Student 5/JM	Knowing the start location of a run to work towards gainful employment.
Student 6/JM2	Properly operating a box cutter.
Student 7/LS	Learn proper cleaning procedure for job.
Student 8/SG	Delivering the mail to work towards gainful employment.
Student 9/TPB	Learning proper dish room procedure.

Student 10/JM3	Properly mowing the lawn.
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### Design.

#### Class 1/ Moultonborough

##### Class Theme: Independence

<i>Student</i>	<i>Feed Forward Film Plan</i>	<i>Class Theme</i>
Student 1/DM	Role Modeling/Scripting to create feed forward video for having a positive attitude.	Independence
Student 2/JL	Role Modeling/Scripting to create feed forward video for focusing on task at hand.	Independence

#### Class 2/WRHS

##### Class Theme: Independence/Safety/Positive Attitude

<i>Student</i>	<i>Feed Forward Film Plan</i>	<i>Class Theme</i>
Student 1/CL	Role Modeling/Scripting/or Incentives to create feed forward film of safely and independently crossing the street with use of visuals.	Independence/ Safety
Student 2/BL	Role Modeling/Scripting/or Incentives to create feed forward film of making eye contact.	Independence/ Safety

#### Class 3/WRHS2

##### Class Theme: Self-Management

<i>Student</i>	<i>Feed Forward Film Plan</i>	<i>Class Theme</i>
Student 1/BC	Role Modeling/Scripting/or Incentives to create feed forward film on anger management/advocacy/conflict resolution.	Self- Management

#### Class 4/ Gilford

##### Class Theme: Independence/Safety/Social

<i>Student</i>	<i>Feed Forward Film Plan</i>	<i>Class Theme</i>
Student 1/LDH	Role Modeling/Scripting/or Incentives to create feed forward film on safely and independently crossing the street.	Independence/Safety/ Social



**Class 5/GHS****Class Theme: Independence/Safety/Social**

<b><i>Student</i></b>	<b><i>Feed Forward Film Plan</i></b>	<b><i>Class Theme</i></b>
Student 1/ JM	Role Modeling/Scripting/or Incentives to create feed forward film on independently and safely crossing the street.	Independence/Safety/Social

**Class 6/BB****Class Theme: Independence/Safety**

<b><i>Student</i></b>	<b><i>Feed Forward Film Plan</i></b>	<b><i>Class Theme</i></b>
Student 1/ JB	Role Modeling/Scripting/or Incentives to create feed forward film on independently taking care of dogs.	Independence/Safety
Student 2/TT	Role Modeling/Scripting/or Incentives to create feed forward film on independently taking care of dogs.	Independence/Safety
Student 3/AK	Role Modeling/Scripting/or Incentives to create feed forward film on collecting dog bowls.	Independence/Safety
Student 4/NB	Role Modeling/Scripting/or Incentives to create feed forward film on independently taking care of dogs.	Independence/Safety
Student 5/MT	Role Modeling/Scripting/or Incentives to create feed forward film on independently taking care of dogs.	Independence/Safety

**Class 7/Newfound****Class Theme: Independence**

<b><i>Student</i></b>	<b><i>Feed Forward Film Plan</i></b>	<b><i>Class Theme</i></b>
Student 1/RM	Role Modeling/Scripting/or Incentives to create feed forward film on being ready for 9 am pick up.	Independence

**Class 8/SEARCH****Class Theme: Independence**

<b><i>Student</i></b>	<b><i>Feed Forward Film Plan</i></b>	<b><i>Class Theme</i></b>
Student 1/CG	Role Modeling/Scripting/or Incentives to create feed forward film on doing a proper fold.	Independence
Student 2/TD	Role Modeling/Scripting/or Incentives to create feed forward film on knowing the tools.	Independence

Student 3/KT	Role Modeling/Scripting/or Incentives to create feed forward film on stocking contour sheets.	Independence
Student 4/BH	Role Modeling/Scripting/or Incentives to create feed forward film on coming back to class on time.	Independence
Student 5/JM	Role Modeling/Scripting/or Incentives to create feed forward film on knowing the start location of a run.	Independence
Student 6/JM2	Role Modeling/Scripting/or Incentives to create feed forward film on properly operating a box cutter.	Independence
Student 7/LS	Role Modeling/Scripting/or Incentives to create feed forward film on learning proper cleaning procedure for job.	Independence
Student 8/SG	Role Modeling/Scripting/or Incentives to create feed forward film on delivering the mail.	Independence
Student 9/TPB	Role Modeling/Scripting/or Incentives to create feed forward film on dish procedure; buckets off rack instead of carrying them over.	Independence
Student 10/JM3	Role Modeling/Scripting/or Incentives to create feed forward film on properly mowing the lawn.	Independence

**Destiny.**

**Class 1/Moultonborough**

**Class Theme: Independence**

<i><b>Student</b></i>	<i><b>Student Goal /Dream</b></i>	<i><b>% to Goal</b></i>	<i><b>Number of Views</b></i>
Student 1/DM	Displaying positive attitude	67%	14
Student 2/JL	Crossing street independently	78.7%	15
<b>Overall Class Results for Moultonborough</b>	<b>Class Theme: Independence</b>	<b>Average % to Goal: 72.85%</b>	<b>Average number of views: 14.5</b>

*NOTES: none*

**Class 2/WRHS****Class Theme: Independence/Safety/Positive Attitude**

<i><b>Student</b></i>	<i><b>Student Goal /Dream</b></i>	<i><b>% to Goal</b></i>	<i><b>Number of Views</b></i>
Student 1/CL	Crossing street independently	5.4%	13
Student 2/BL	Increase eye contact and decrease bathroom time	7%	15
<b>Overall Class Results for WRHS</b>	<i>Class Theme:</i> <b>Independence/safety/positive attitude</b>	<i>Average % to Goal:</i> <b>6.2%</b>	<i>Average number of views:</i> <b>14</b>

NOTES: none

**Class 3/WRHS2****Class Theme: Self-Management**

<i><b>Student</b></i>	<i><b>Student Goal/Dream</b></i>	<i><b>% to Goal</b></i>	<i><b>Number of Views</b></i>
Student 1/BC	Advocacy/Anger Management/Conflict Resolution	100%	4
<b>Overall Class Results for WRHS2</b>	<i>Class Theme:</i> <b>Self- Management</b>	<i>Average % to Goal:</i> <b>100%</b>	<i>Average number of views:</i> <b>4</b>

NOTES: none

**Class 4/Gilford****Class Theme: Independence/Safety/Social**

<i><b>Student</b></i>	<i><b>Student Goal/Dream</b></i>	<i><b>% to Goal</b></i>	<i><b>Number of Views</b></i>
Student 1/LDH	Looking left, right, left when crossing	45%	12
<b>Overall Class Results for Gilford</b>	<i>Class Theme:</i> <b>Independence/safety/social</b>	<i>Average % to Goal:</i> <b>45%</b>	<i>Average number of views:</i> <b>12</b>

NOTES: none

**Class 5/GHS****Class Theme: Independence/Safety/Social**

<i><b>Student</b></i>	<i><b>Student Goal/Dream</b></i>	<i><b>% to Goal</b></i>	<i><b>Number of Views</b></i>
Student 2/JM	Stop before crossing the street	11.1%	9
<b>Overall Class Results for GHS</b>	<i>Class Theme:</i> <b>Independence/safety/social</b>	<i>Average % to Goal:</i> <b>11.1%</b>	<i>Average number of views:</i> <b>9</b>

NOTES: none

**Class 6/ BB****Class Theme: Independence/Safety**

<i><b>Student</b></i>	<i><b>Student Goal/Dream</b></i>	<i><b>% to Goal</b></i>	<i><b>Number of Views</b></i>
Student 1/ JB	Independently take out dogs	90%	12
Student 2/TT	Collect dog food bowls	60%	12
Student 3/AK	Collect dog food bowls	75%	12
Student 4/NB	Clean dog pen and yard	45%	12
Student 5/MT	Fill dog food bowls	80%	12
<b>Overall Class Results for BB</b>	<i>Class Theme:</i> <b>Independence/Safety</b>	<i>Average % to Goal:</i> <b>70%</b>	<i>Average number of views:</i> <b>12</b>

NOTES: none

**Class 7/Newfound****Class Theme: Independence**

<i><b>Student</b></i>	<i><b>Student Goal/Dream</b></i>	<i><b>% to Goal</b></i>	<i><b>Number of Views</b></i>
Student 1/RM	Being ready on time for pick up	100%	1
<b>Overall Class Results for Newfound</b>	<i>Class Theme:</i> <b>Independence</b>	<i>Average % to goal:</i> <b>100%</b>	<i>Average number of views:</i> <b>1</b>

NOTES: none

**Class 8/SEARCH****Class Theme: Independence**

<i><b>Student</b></i>	<i><b>Student Goal/Dream</b></i>	<i><b>% to Goal</b></i>	<i><b>Number of Views</b></i>
Student 1/ CG	Proper fold	91.6%	9

Student 2/TD	Knowing the tools	63.3%	9
Student 3/KT	Stocking contour sheets	69.4%	9
Student 4/BH	Coming back to class on time	94.4%	9
Student 5/JM	Knowing the start location of run	85%	9
Student 6/JM2	Properly operating box cutter	96.6%	9
Student 7/LS	Learn proper cleaning procedure	93%	9
Student 8/SG	Delivering the Mail	93%	9
Student 9/TPB	Buckets off rack instead of carrying them	83.3%	9
Student 10/JM3	Properly mowing the lawn	94%	9
<b>Overall Class Results for SEARCH</b>	<i>Class Theme:</i> <b>Independence</b>	<i>Average % to Goal:</i> <b>86.6%</b>	<i>Average Number of Views:</i> <b>9</b>

NOTES: none

**Destiny.** Post Data (collected 4 months after original data collected)

**Class 1/Moultonborough**

**Class Theme: Independence**

<i><b>Student</b></i>	<i><b>Student Goal/Dream</b></i>	<i><b>Percent to Goal Fall 2011</b></i>	<i><b>Percent to Goal at time of follow-up</b></i>	
Student 1/DM	Displaying positive attitude	67%	70%	
Student 2/JL	Crossing street independently	78.7%	90%	
<b>Overall Class Results for Moultonborough</b>	<i>Class Theme:</i> <b>Independence</b>	<i>Class average Percent to Goal Fall 2011:</i> <b>72.85%</b>	<i>Class average percent to Goal at time of follow-up:</i> <b>80%</b>	<i>Class average increase/decrease in skill since Fall 2011:</i> <b>7.15% Increase</b>

NOTES: none

**Class 2/WRHS****Class Theme: Independence/Safety/Positive Attitude**

<i><b>Student</b></i>	<i><b>Student Achievement/Dream</b></i>	<i><b>Percent to Goal Fall 2011</b></i>	<i><b>Percent to Goal at time of follow-up</b></i>	
Student 1/CL	Crossing street independently	5.4%	50%	
Student 2/BL	Increase eye contact and decrease bathroom time	7%	25%	
<b>Overall Class Results for WRHS</b>	<i>Class Theme:</i> <b>Independence/safety/positive attitude</b>	<i>Average % to Goal:</i> <b>6.2%</b>	<i>Class average percent to goal at time of follow-up:</i> <b>37.5%</b>	<i>Class average increase/decrease in skill since Fall 2011:</i> <b>31.3% Increase</b>

NOTES: none

**Class 3/WRHS2****Class Theme: Self-Management**

<i><b>Student</b></i>	<i><b>Student Goal/Dream</b></i>	<i><b>Percent to Goal Fall 2011</b></i>	<i><b>Percent to goal at time of follow-up</b></i>	
Student 1/BC	Advocacy/Anger Management/Conflict Resolution	100%	90%	
<b>Overall Class Results for WRHS2</b>	<i>Class Theme:</i> <b>Self-Management</b>	<i>Average % to Goal:</i> <b>100%</b>	<i>Class average percent to goal at time of follow-up:</i> <b>90%</b>	<i>Class average increase/decrease in skill since Fall 2011:</i> <b>10% Decrease</b>

NOTES: none

**Class 4/Gilford****Class Theme: Independence/Safety/Social**

<i><b>Student</b></i>	<i><b>Student Goal /Dream</b></i>	<i><b>Percent to Goal Fall 2011</b></i>	<i><b>Percent to goal at time of follow-up</b></i>	
Student 1/LDH	Looking left, right, left when crossing	45%	75%	
<b>Overall Class Results for Gilford</b>	<i>Class Theme:</i> <b>Independence/Safety/Social</b>	<i>Average % to Goal:</i> <b>45%</b>	<i>Class average percent to goal at time of follow-up:</i> <b>75%</b>	<i>Class average increase/decrease in skill since Fall 2011:</i> <b>30% Increase</b>

NOTES: none

**Class 5/GHS****Class Theme: Independence/Safety/Social**

<i><b>Student</b></i>	<i><b>Student Goal/Dream</b></i>	<i><b>Percent to Goal Fall 2011</b></i>	<i><b>Percent to goal at time of follow-up</b></i>	
Student 2/JM	Stop before crossing the street	11.1%	40%	
<b>Overall Class Results for GHS</b>	<i>Class Theme:</i> <b>Independence/safety/social</b>	<i>Average % to Goal:</i> <b>11.1%</b>	<i>Class average percent to goal at time of follow-up:</i> <b>40%</b>	<i>Class average increase/decrease in skill since Fall 2011:</i> <b>28.9% Increase</b>

NOTES: none

**Class 6/BB****Class Theme: Independence/Safety**

<i><b>Student</b></i>	<i><b>Student Goal/Dream</b></i>	<i><b>Percent to Goal Fall 2011</b></i>	<i><b>Percent to goal at time of follow-up</b></i>	
Student 1/ JB	Independently take out dogs	90%	100%	

Student 2/TT	Collect dog food bowls	60%	100%	
Student 3/AK	Collect dog food bowls	75%	100%	
Student 4/NB	Clean dog pen and yard	45%	60%	
Student 5/MT	Fill dog food bowls	80%	100%	
<b>Overall Class Results for BB</b>	<i>Class Theme:</i> <b>Independence/Safety</b>	<i>Average % to Goal:</i> <b>70%</b>	<i>Class average percent to goal at time of follow-up:</i> <b>92%</b>	<i>Class average increase/decrease in skill since Fall 2011:</i> <b>22% Increase</b>

NOTES: none

#### **Class 7/Newfound**

##### **Class Theme: Independence**

<i>Student</i>	<i>Student Goal/Dream</i>	<i>Percent to Goal Fall 2011</i>	<i>Percent to goal at time of follow-up</i>	
Student 1/RM	Being ready on time for pick up	100%	<b>Information not Provided</b>	
<b>Overall Class Results for Newfound</b>	<i>Class Theme:</i> <b>Independence</b>	<i>Average % to Goal:</i> <b>100%</b>	<i>Class average percent to goal at time of follow-up:</i> <b>Information not Provided</b>	<i>Class average increase/decrease in skill since Fall 2011:</i> <b>N/A</b>

NOTES: none

#### **Class 8/SEARCH**

##### **Class Theme: Independence**

<i>Student</i>	<i>Student Goal/Dream</i>	<i>Percent to Goal Fall 2011</i>	<i>Percent to goal at time of follow-up</i>	
Student 1/ CG	Proper fold	91.6%	100%	
Student 2/TD	Knowing the tools	63.3%	98%	
Student 3/KT	Stocking contour sheets	69.4%	75%	
Student 4/BH	Coming back to class on time	94.4%	100%	



Student 5/JM	Knowing the start location of run	85%	95%	
Student 6/JM2	Properly operating box cutter	96.6%	100%	
Student 7/LS	Learn proper cleaning procedure	93%	100%	
Student 8/SG	Delivering the Mail	93%	97%	
Student 9/TPB	Buckets off rack instead of carrying them	83.3%	98%	
Student 10/JM3	Properly mowing the lawn	94%	99%	
<b>Overall Class Results for SEARCH</b>	<i>Class Theme: Independence</i>	<i>Average % to Goal: 86.6%</i>	<i>Class average percent to goal at time of follow-up: 96.2%</i>	<i>Class average increase/decrease in skill since Fall 2011: 9.6% Increase</i>

NOTES: none

RM from Newfound was interviewed in December of 2012 and was asked if he gets up early daily. He said, “Yes, I get up by 7am daily, on my own, I want to get my own place.” When asked why he replied, “I want to make my own choices and not have them made for me.” He was asked why he got up at 100% on the first try and he stated, “I didn’t realize how much I overslept until we made the video then I realized I really need to do it on my own.” Further research was done to explain this phenomena since RM had been working on this skill for a year. The Zone of Proximal Development was identified in relation to VSM and it showed that the distance between the actual

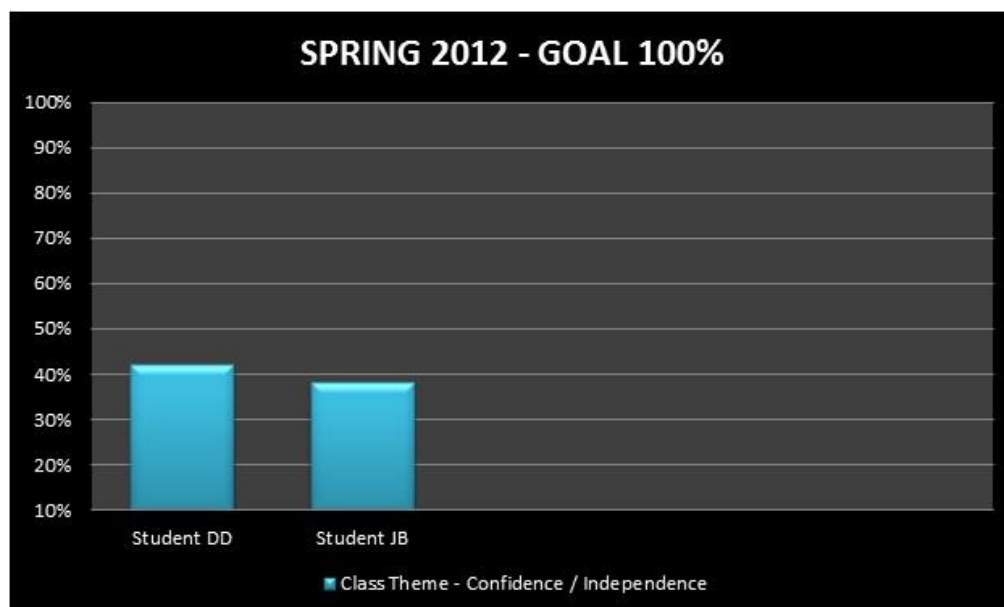
development level as determined by independent problem solving and the level of potential development as determined through problem solving with guidance (the VSM) or in collaboration (McLeod, 2010, pp. 1). It is postulated that ZPD gives the participant the visual guidance to identify where they are and scaffold to the next level of achievement (Habib, 2011, pp. 2).

BC from Winnisquam also had 100% into the 3<sup>rd</sup> viewing. When asked why he did so well he said he never realized what his responses to others should look like. Now he was aware of it and tried to focus on smiling instead of frowning. In the study by Bresó, Schaufeli, and Salanova they state that step 1 is to recognize the action, second is to seek realistic and useful alternatives, and third is taking action to test the alternatives in everyday life (Bresó, Schaufeli, & Salanova, 2010, pp. 343).

There were no changes made from Trial 2 to Trial 3 aside from only having interaction and support from myself on two occasions. The staff was expected to deliver the program based on the tools provided.

### Trial 3/SPRING 2012

Figure 5.6 Spring 2012



This trial contained two public school high school students and limited support was provided to this class to see if they could replicate the process based on one training and only being provided with the supporting tools. Jointly the students had an achievement to skill percentage of 40%, their goals were primarily social but had a functional component as well.

#### Discovery.

#### Class 1/Moultonborough

<i>Student</i>	<i>Achievement</i>
Student 1/DD	Helping out dad at his apartment
Student 2/JB	Helping mom and dad with recycling

**Dream.****Class 1/Moultonborough**

<i><b>Student</b></i>	<i><b>Goal/Dream</b></i>
Student 1/DD	Do school work confidently without questioning self
Student 2/JB	Walk through class with hands to self

**Design.****Class 1/Moultonborough**

<i><b>Student</b></i>	<i><b>Feed Forward Film Plan</b></i>	<i><b>Class Theme</b></i>
Student 1/DD	Will need scripting and role playing to create feed forward video on doing school work confidently without questioning self.	Confidence/ Independence
Student 2/JB	Will need some scripting to create feed forward video on walking through class with hands to self.	Confidence Independence

**Destiny.****Class 1/Moultonborough**

<i><b>Student</b></i>	<i><b>Student Goal/Dream</b></i>	<i><b>% to Goal</b></i>	<i><b>Number of views</b></i>
Student 1/DD	Do school work confidently without question self	42%	8
Student 2/ JB	Walk through class with hands to self	38%	8
<b>Overall Class Results for Moultonborough</b>	<i><b>Class Theme:</b></i> <b>Confidence/Independence</b>	<i><b>Average % to Goal:</b></i> <b>40%</b>	<i><b>Average number of Views:</b></i> <b>8</b>

NOTES: none

**Destiny.** Post Data (collected 4 months after original data collected)**Class 1/Moultonborough****Class Theme: Confidence/Independence**

<i><b>Student</b></i>	<i><b>Student Goal/Dream</b></i>	<i><b>Percent to Goal Fall 2011</b></i>	<i><b>Percent to Goal at time of follow-up</b></i>	
Student 1/DD	Do school work confidently without question self	42%	70%	
Student 2/ JB	Walk through class with hands to self	38%	80%	
<b>Overall Class Results for Moultonborough</b>	<i><b>Class Theme: Confidence/Independence</b></i>	<i><b>Average % to Goal: 40%</b></i>	<i><b>Class average percent to goal at time of follow-up: 75%</b></i>	<i><b>Class average increase/decrease in skill since Spring 2012: 35% Increase</b></i>

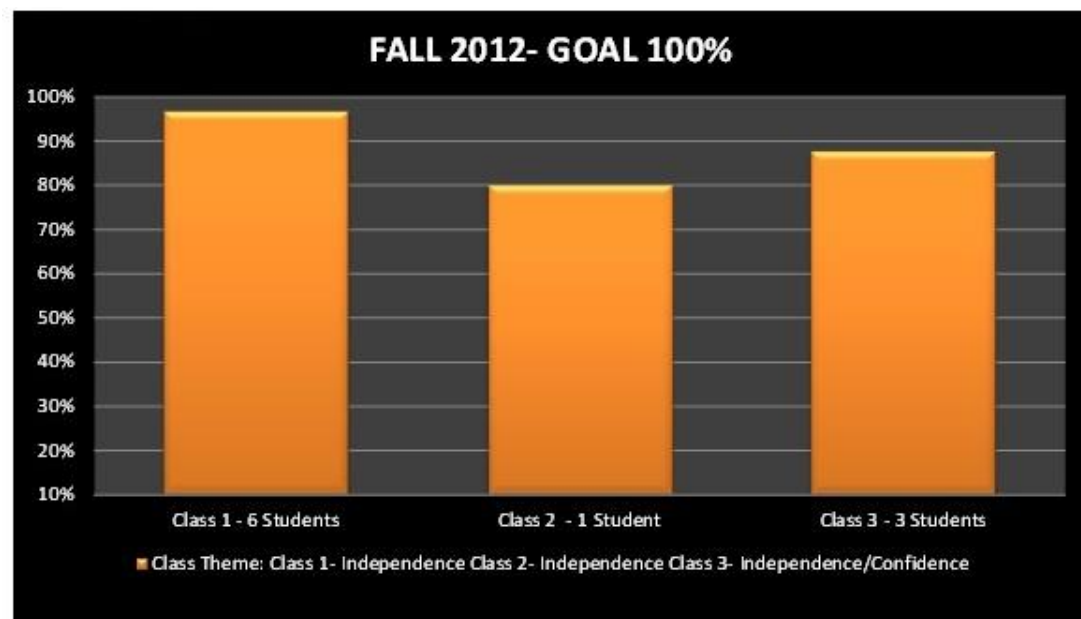
NOTES: none

DD would achieve skill at 90% of the time when the workload was familiar.

When a new work load was introduced he achieved skill at 50%. The two percentages were averaged to determine percent to goal at time of follow up.

### Trial 4/FALL 2012

Figure 5.7 Fall 2012



This trial contained students from a health care training program and a culinary training program. The students from the health care training program had higher levels of success and had functional goals directly related to their vocational endeavors. The culinary students had social goals. All class themes were independence.

#### Discovery.

#### Class 1/SEARCH

#### Class Theme: Independence

<i>Student</i>	<i>Achievement</i>
Student 1/CB	Was happy when he helped his father fix the computer.
Student 2/JM	Achieved goal of a paid job.
Student 3/SC	Achieved goal of coming to project search.
Student 4/JD	Working in a kitchen.
Student 5/AN	Felt good when he built a train table and all the trains worked.
Student 6/LS	Was happy when she got a paid job.

**Class 2/Moultonborough**  
**Class Theme: Independence**

<i><b>Student</b></i>	<i><b>Achievement</b></i>
Student 1/JL	Walking in the community with Mr. Swedberg

**Class 3/Common Man**  
**Class Theme: Independence/Confidence**

<i><b>Student</b></i>	<i><b>Achievement</b></i>
Student 1/CC	Likes working at the Common Man and doing dishes confidently and independently
Student 2/CL	Painting the fence at Gunstock independently and having fun instead of feeling anxious
Student 2/JJ	Picked up cane for an elderly man and felt proud that he helped

**Dream.**

**Class 1/SEARCH**  
**Class Theme: Independence**

<i><b>Student</b></i>	<i><b>Dream</b></i>
Student 1/CB	Working with technology
Student 2/JM	Living on his own
Student 3/SC	Paid job, getting married and having kids
Student 4/JD	Becoming a cook
Student 5/AN	Working in a train store
Student 6/LS	Living on her own

**Class 2/Moultonborough**  
**Class Theme: Independence**

<i><b>Student</b></i>	<i><b>Dream</b></i>
Student 1/JL	Identify when a car is coming before crossing

**Class 3/Common Man**  
**Class Theme: Independence/Confidence**

<i><b>Student</b></i>	<i><b>Dream</b></i>
Student 1/CC	Have confidence in all work tasks
Student 2/CL	Being focused on my work tasks at my paid job

Student 3/JJ	Be aware of surroundings
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### Design.

#### Class 1/SEARCH

##### Class Theme: Independence

<i>Student</i>	<i>Feed Forward Film Plan</i>	<i>Class Theme</i>
Student 1/CB	Role Modeling/Scripting/or Incentives to create feed forward film for folding towels correctly.	Independence
Student 2/JM	Role Modeling/Scripting/or Incentives to create feed forward film for remembering route.	Independence
Student 3/SC	Role Modeling/Scripting/or Incentives to create feed forward film for proper vacuuming.	Independence
Student 4/JD	Role Modeling/Scripting/or Incentives to create feed forward film for delivering water.	Independence
Student 5/AN	Role Modeling/Scripting/or Incentives to create feed forward film for stocking soda.	Independence
Student 6/LS	Role Modeling/Scripting/or Incentives to create feed forward film for processing clothes.	Independence

#### Class 2/ Moultonborough

##### Class Theme: Independence

<i>Student</i>	<i>Feed Forward Film plan</i>	<i>Class Theme</i>
Student 1/ JL	Will need role playing for feed forward film of recognizing when cars are coming and determining when it is safe to cross the street.	Independence

#### Class 3/ Common Man

##### Class Theme: Independence/Confidence

<i>Student</i>	<i>Feed Forward Film Plan</i>	<i>Class Theme</i>
Student 1/CC	Will need role playing for feed forward film on confidence in work tasks.	Independence/Confidence
Student 2/ CL	Might need scripting for feed forward film on focusing on	Independence/Confidence



	own task.	
Student 3/JJ	No script. Will need role playing for feed forward film for being aware of surroundings.	Independence/Confidence

### Destiny.

#### Class 1/SEARCH

##### Class Theme: Independence

<i>Student</i>	<i>Student Dream/Goal</i>	<i>% to Goal</i>	<i>Number of Views</i>
Student 1/CB	Folding towels correctly	100%	6
Student 2/JM	Remembering route	92.2%	10
Student 3/SC	Proper vacuuming	100%	5
Student 4/JD	Delivering water	98%	6
Student 5/AN	Stocking Soda	90%	7
Student 6/LS	Processing Clothes	100%	5
<b>Overall Class Results for SEARCH</b>	<i>Class Theme: Independence</i>	<i>Average % to Goal: 96.7%</i>	<i>Average number of views: 6.5</i>

NOTES: none

#### Class 2/Moultonborough

##### Class Theme: Independence

<i>Student</i>	<i>Student Dream/Goal</i>	<i>% to Goal</i>	<i>Number of Views</i>
Student 1/JL	Identify when a car is coming before crossing street	80%	12 (over 4 months)
<b>Overall Class results for Moultonborough</b>	<i>Class Theme: Independence</i>	<i>Average % to Goal: 80%</i>	<i>Average number of views: 12</i>

NOTES: none

#### Class 3/Common Man

##### Class Theme: Independence Confidence

<i>Student</i>	<i>Student Dream/Goal</i>	<i>% to Goal</i>	<i>Number of Views</i>
Student 1/CC	Confidence in work tasks	88.8%	9
Student 2/CL	Focusing on own tasks at work	78.75%	8
Student 3/JJ	Aware of surroundings	95.5%	9
<b>Overall Class</b>	<i>Class Theme:</i>	<i>Average % to</i>	<i>Average number</i>

<b>Results for Common Man</b>	<b>Independence/Confidence</b>	<i>Goal:</i> <b>87.68%</b>	<i>of views:</i> <b>8.66</b>
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NOTES: CL was out three days one week and was only able to view video twice. Lowest percentage days were on days with internships or group activities in which she was not able to be the leader or when she expressed wanted to do the task someone else was doing. CC had his lowest day when he was in a social setting with unfamiliar tasks.

**Destiny.** Post Data (collected 4 months after original data collected)

### **Class 1/SEARCH**

#### **Class Theme: Independence**

<i><b>Student</b></i>	<i><b>Student Goal/Dream</b></i>	<i><b>Percent to Goal Fall 2012</b></i>	<i><b>Percent to goal at time of follow-up</b></i>	
Student 1/CB	Folding towels correctly	100%	100%	
Student 2/JM	Remembering route	92.2%	84%	
Student 3/SC	Proper vacuuming	100%	100%	
Student 4/JD	Delivering water	98%	98%	
Student 5/AN	Stocking Soda	90%	90%	
Student 6/LS	Processing Clothes	100%	100%	
<b>Overall Class Results for SEARCH</b>	<i><b>Class Theme: Independence</b></i>	<i><b>Average % to goal: 96.7%</b></i>	<i><b>Class average percent to goal at time of follow-up: 95.3%</b></i>	<i><b>Class average increase/decrease in skill since Fall 2012: 1.4% Decrease</b></i>

NOTES: All Students ended internships in November so their skill level stayed the same. JM dropped.

### **Class 2/Moultonborough**

#### **Class Theme Independence**

<i><b>Student</b></i>	<i><b>Student Goal/Dream</b></i>	<i><b>Percent to Goal Fall 2012</b></i>	<i><b>Percent to goal at time of follow-up</b></i>	
Student 1/JL	Identify when a car is coming before crossing street	80%	50%	
<b>Overall Class</b>	<i><b>Class Theme:</b></i>	<i><b>Average %</b></i>	<i><b>Class</b></i>	<i><b>Class average</b></i>

<b>results for Moultonborough</b>	<b>Independence</b>	<i>to Goal:</i> <b>80%</b>	<i>average percent to goal at time of follow-up:</i> <b>50%</b>	<i>increase/decrease in skill since Fall 2012:</i> <b>30% Decrease</b>
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NOTES: Staff mentioned that student seems to generalize skill to just school parking lot. He needs cuing most elsewhere. She will let student walk ahead and student will wait at curb for her to catch up and then wait to be cued to look both ways and say if a car is coming or not in all other situations.

### **Class 3/Common Man**

#### **Class Theme: Independence/Confidence**

<b><i>Student</i></b>	<b><i>Student Goal/Dream</i></b>	<b><i>Percent to Goal Fall 2012</i></b>	<b><i>Percent to goal at time of follow-up</i></b>	
Student 1/CC	Confidence in work tasks	88.8%	90%	
Student 2/CL	Focusing on own tasks at work	78.75%	85%	
Student 3/JJ	Aware of surroundings	95.5%	98%	
<b>Overall Class Results for Common Man</b>	<b><i>Class Theme: Independence/Confidence</i></b>	<b><i>Average % to Goal:</i></b> <b>87.68%</b>	<b><i>Class average percent to goal at time of follow-up:</i></b> <b>91%</b>	<b><i>Class average increase/decrease in skill since Fall 2012:</i></b> <b>3.32% Increase</b>

NOTES: CC's confidence is greatly affected by what happens at home before he comes in. Since JJ has started his job CL has had a much easier time focusing on own task and is less competitive.

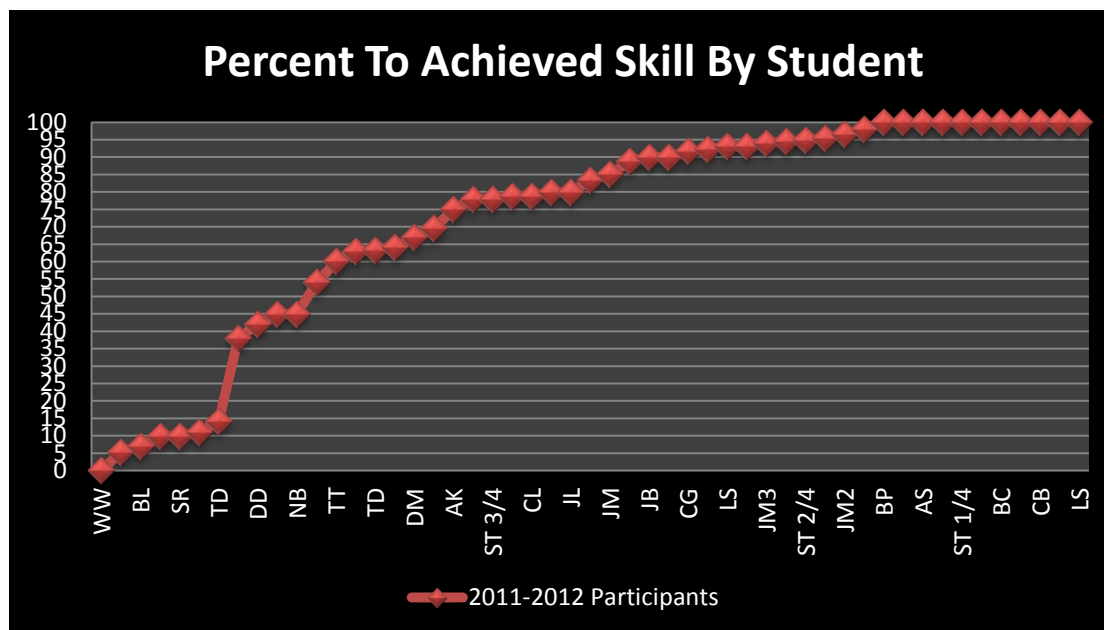
CC was interviewed after the process and he requested that he have his video sent to his family so they could see how productive and successful he is in a work environment. He also asked if he could take the flip camera home so he could tape himself doing other tasks to show he could complete them. Prior to his video

intervention he would ride in a vehicle to a work site silently, now he asks “How was your night, what did you do”. He also replies appropriately to the response, when told “Thank you so much for asking; that is so considerate of you.” He replied, “Yes, thanks, I like to know what others do, and how they are. I know I can do things but I am not sure if other people know it.”

### **Trial Participant Comparisons**

All the students from the four trials were compared to see if there were any variations from the trials. The results are below.

Figure 5.8 Percentage to Achieved Skill by Student



There is data from particular classes that were not successful: student JL and BL were in a class together and watched the videos on a small handheld device (less than 6 inches in size). DD and JB were also in a class together and this class only received support from Bethany Bilodeau during the introduction to Appreciative Inquiry and VSM

(that included training with the power point and a viewing of a VSM video) they were then emailed all the tools and used the process independently. The separate trials showed an increase in achievement of skill per round with the exception of Trial 3. Trial 4 saw the most success which included; CB, JM, SC, JD, AN, LS, CC, CL, and JJ. Trial 4 had the shortest videos most averaging 30 seconds. Those with achievements below the 25% range in most cases included more than one student for that particular class AT – SR and CL - BL.

## CHAPTER 6: LIMITATIONS and FUTURE WORK

### Limitations

#### Introduction

There are a number of variables that were noted during the view schedule or on the survey data. It was impossible to replicate the same conditions for each individual every time the participant engaged in the activity. It was also not possible to have the same facilitator/support provider complete all the surveys, film plan creation, filming/editing, and have the same inter-observer reliability. This could contribute to variances in data collection or perceived levels of achievement. This creates limitations in regard to the facilitator. The quality of the video footage and if the video engaged the individual was also a limitation of this study.

**Facilitator.** In most cases the facilitator was the person that provided the appreciative inquiry interview, film plan, at times a different facilitator created and edited the video. Typically (more than 80% of the time) another person tracked the data and was present for the viewing of the video. It is also noted that finding a facilitator that can disseminate the Appreciative Inquiry can be challenging. Bushe noted, that finding someone to disseminate the process that can listen, converse, gather information, and gain insight can be challenging (Bushe, 1995, pp. 17). Most facilitators do not possess the skill or the time to complete the VSM portion (Schunk & Hanson, 1989, pp. 165).

In addition to this if the facilitator is not engaged in the person or providing them with support to progress than they might not feel motivated to move to create a future vision that is truly insightful and impactful. The study by Gill showed that staff behavior may be indirectly involved in the development of behavior challenges (Gill, 2010, pp. 10).

**Video.** The quality of video footage was vital to success. Two participants with vision impairments had low gains and they viewed their videos on handheld devices. There were inconsistent performances in studies using an ipod touch (smaller device) (Blood, Johnson, Ridenour, Simmons, & Crouch, 2011, pp. 5). Due to them having to use extreme focus in order to see the video and another medium that worked with their other senses might be more successful.

When observing the students it became evident that the footage being clear, short, and having clear verbal phrase was impactful to the participant. Higher functioning individuals became bored with their videos more quickly and also would become critical of their success if the intervention was not withdrawn once they had achieved success of their goal. Participants that are not engaged with video medium or who do not wish to see themselves on video do not find this intervention to increase success. Video modeling is noted to work best for those who have strong visual skills and good memories (Hudon, 2008, pp. 12). Students become bored with their videos once mastery is achieved and new videos will need to be created. It has been noted that staff working with individuals do not desire to make videos and therefore VSM method is not readily utilized (Dowrick, Kim-Ripnow, & Power, 2006, pp. 204).

**Statistical Analysis.** Inferential statistics were not completed in this dissertation and therefore analysis of an inferential nature cannot be made. Future work could complete inferential statistics. Little research has been done between self-efficacy and Vygotsky's zone of proximal development (Dowrick, Kim-Rupnow, & Power, 2006, pp. 195) and therefore, inferential statistics were also not able to be utilized from previous studies.

**Disability Related Impairments.** Due to the confidential nature of this program gathering data relevant to specific diagnosis was challenging and for 12 of the participants, not possible. Also, there were a greater number of those that experience a developmental disability than those that experience a learning disability or autism. It is noted that those with more profound disabilities that make attending to video challenging or being able to discriminate behavior challenging due to impairments experienced (Dowrick, 1991, pp. 118) would find this program ineffective. More than 40% of the participants experience a mental health disability as well, but this was not listed as their primary diagnosis. It is challenging for support people to provide support and not focus on the barriers. It is not always possible for people to focus on the achievements and not demonize one person (McNamee, 2002, pp. 118). Regardless of the positive nature of Appreciative Inquiry and feedforward sometimes it was apparent that negativity was being leaked by support staff or the facilitators.

**Inter-observer.** In one of the trials it was not possible to have an interobserver, this particular group had very low skill to achievement. Future programs should have an interobserver. The interobserver also changed from trial to trial and sometimes during the course of the trial to accommodate participant's schedules. It is also noted that those



providing the intervention prefer that they self-monitor and not have an inter-observer and this can reduce the participants in the study (Hawkins & Heflin, 2011, pp. 103).

**Variables.** It is impossible to present the total number of variables that occurred for each participant and also impossible to determine what impact these variables had on the program. It was not possible to replicate the same environmental conditions for each opportunity to initiate the behavior. Intervention fidelity refers to the extent to which the intervention was implemented as intended. The omission of intervention fidelity data makes it difficult to determine whether poor intervention effects are the result of an ineffective intervention or the result of a poorly implemented intervention (Bellini, Akullian, & Hopf, 2001, pp. 82). Feedback from bystanders sometimes did not support the VSM. In some cases support providers did not feel the videos were useful and felt that achievement could be attributed to other factors (Blood, Johnson, Ridenour, Simmons, and Crouch, 2011, pp. 6). However, having a high number of variables can show if generalization is occurring, if the desired behavior is occurring in another environment.

When a variable was noted it was also documented in either the Appreciative Inquiry survey or in the view tracker. However, due to the fact that data was usually collected in the community it is possible that additional variables could have been present. This is reinforced by the assessment of Bandura's work done by Kihlstrom and Harackiewicz, they state that it is rarely possible for one experiment to determine the results (Kihlstrom & Harackiewicz, 1990, pp. 87). Future studies would help to determine if this success was specific to this dissertation.

**Summary of Limitations.** The limitations in this study could be mitigated by focusing on each area of limitation, also to ensure the video quality and those participating are comfortable and engaged by the use of video. Efforts to reduce variables would also be beneficial, in addition to utilizing inter-observer reliability.

### **Future Work**

There are areas that could be explored further in order to enhance the research regarding a program utilizing appreciative inquiry and video self-modeling to facilitate skill acquisition or behavior change, which will also add to the body of research regarding leadership studies. Future research would include; how the facilitator engages in the appreciative inquiry interview and develops the film plan for Video Self Modeling, VSM. The facilitator in many cases also creates and edits the video footage. Research on VSM shows that the skill was maintained but did not increase in most studies (Litras, Moore, & Anderson, 2010, pp. 7). However, this dissertation's post destiny results showed an increase in skill in all cases where data was collected between four and six months after the intervention was removed. Research on post destiny results could help identify why this program leads to further achievement, when VSM typically leads to only maintaining achievement. This study focused on students who experienced a development disability or autism. Students were noted if they experienced a mental health disability (just under 40%) but all experienced another disability that was considered the primary disability.

**Facilitator.** It was noted on many different occasions that specific Appreciative Inquiry interviewers were able to secure information from the participants that participants and support providers were not aware of prior to the intervention. The

facilitators were also able to unknowingly motivate the participant to achieve their goal without realizing they were acting in a motivating or inspiring way. There were some appreciative inquiry interviewers that found it difficult to obtain data or simply read the questions off the interview sheet without keeping the questions open ended or probing more deeply to gather additional data. One must suspend their own assumptions and judgments and converse in a way that engages and illicit information (Bushe, 1995, pp17). A hallmark of successful facilitators is one that is capable of listening (Van Der Haar & Hosking, 2004, pp. 1037). One needs to focus on the circumstances of what is said as valid and listen to our own listening all the while (Hornstrup & Johnson, 2009, pp. 12). This is critical to ensure that we are not leading the participant.

The feedback provided during the interview process would aid the participant in their success, if the facilitator can gather data from the process. More than 10 individuals aided in interviewing and two interviewers stood out having extremely high results with every participant they interviewed. Participants stated that they felt like the interviewer cared and wanted to know more; they also appeared to feel good about their responses.

The two participants with the highest outcomes also reported an increase in self-confidence in understanding the program that was created and in providing guidance to others participating in the process. These two facilitators stepped forward on several occasions to take leadership roles in working with participants and demonstrated creativity at gathering information and gaining video footage. Further work with these individuals that show success would demonstrate the value of this program for replication and if a screening process would be necessary to identify facilitators that could implement successfully. Prior studies have shown that students tend to continue to attend

to a project/assignment when appreciative inquiry is utilized and that an increase in the facilitator's satisfaction has been noted (Howell, 2010, pp. 6). This may also help explain why the post destiny results are high.

**Post Destiny Results.** It is noted that once mastery is achieved viewing of the videos will actually decrease achievement. However, this was not noted in this study. Data collected after four months showed an 80% retention of skill and more than 50% of the participants continued to increase skill. In the 2010 study by Litras, Moore, and Anderson they documented that the desired skill was maintained, but they did not note any increased achievement (Litras, Moore, & Anderson, 2010, pp. 7). This was also recorded by Bellini and Akullian stating that gains were maintained for months after the intervention was withdrawn, but they did not discuss if further achievement occurred (Bellini & Akullian, 2007, pp. 266). Buggey noted a decrease once the intervention was withdrawn (Buggey, 2005, pp. 9). Data collection by other researchers did not note that increased skill occurred in any study reviewed in this dissertation.

Future work could look at determining factors as to why skill continues to increase with this program and whether the phenomenon is population specific and what other variables may impact this increase. Appreciative inquiry could provide a level of self-monitoring since it brings to the surface what has been successful and what the future goal is and how past success can help achieve future goals. Self-monitoring includes two steps: (1) teaching to discriminate when the target behavior has or has not occurred (2) teaching to self-record the target goal (Blood, Johnson, Ridenour, Simmons, & Crouch, 2011, pp.2).

**Other Populations.** It is noted that students that tend to be in the same network tend to be similar to one another (Schunk & Pajares, 2002, pp. 6). Those that experienced learning disabilities (two participants) or did not experience a disability (one participant) had low levels of success. When the participant that did not experience a disability was asked about his video he said that viewing it wasn't fun after the first few views and that he would often skip the boring parts of the video and focus on things that weren't relevant to acquiring skill (i.e. lawnmower in the background hitting a rock and making a loud sound). He also did not find that his support system made as much of a big deal about his achievement or lack thereof so he claimed that he discontinued efforts. Future research could focus on those that experience a learning disability or those that do not experience a disability. It is noted that less than half the number of students that experience a disability engage in higher education from the general population, and graduation and employment outcomes are also lower than is predicted for the general population (Dowrick & Skouge, 2001, pp.2). This could account for some goals not being fully attempted and explain why a program with VSM and Appreciative Inquiry is so successful.

This study did not focus on students that experience a mental health disability although 40% of the students in the study experienced a mental health diagnosis in addition to their primary diagnosis of a developmental disability or autism. Future research could focus on those that experience a mental health disability as their primary or only disability.

**Leadership.** Leadership varied from person to person in situations throughout the program. The role played also changed for the leader within certain situations. Future

research could focus on the leader providing the guidance on the program, those facilitating the program itself, and how the participant becomes a leader within their own activity. In the dissertation by Howell he noted that there was an increased level of satisfaction by the facilitator that correlated with the participant's satisfaction and achievement (Howell, 201, pp. 6).

It was also evident that some participants stepped forward and tried to motivate peers into the program due to their success and then became leaders assisting with peers videos and success and thus moving each class closer to success. In the study by Conklin and Hart participants said they were able to create an organization of their choice and that they felt more freedom which also increased their responsibility (Conklin & Hart, 2009, pp. 12-13). This encouraged self- advocacy something that is paramount to independence. These dynamics are not discussed in this dissertation but future work could focus on these relationships. This dissertation analyzes the type of leadership that is utilized at different junctures when the program is disseminated. The dissertation also focuses on what types of leadership are needed at various points and what leaders garnered higher results.

Future work could also be to have this program be an evidence based practice. VSM is considered an evidence based practice. Studies would need to be done by three researchers across three geographic areas and include at least 20 participants (Bellini & Akullian, 2007, pp. 265) with achievement results above 70%.

### **Summary**

Future work would add to the body of work for Appreciative Inquiry, VSM and leadership studies. This could be done by focusing on the facilitator, participant, the

disability the participant experiences and how the relationship with those supporting the participant change through this program.

## CHAPTER 7: CONCLUSION

### Relationship to Introduction

**Problem.** Can a leadership program be created where appreciative inquiry determines what video of an individual would be created using a feedforward method in an effort to help facilitate skill acquisition and/or behavior change?

**Study Purpose.** The intention of this study was to create a program that would allow skill acquisition or behavior change in an area that had been seen as a life barrier as documented in the Individual Education Plan (IEP). The individual has been unable to achieve skill acquisition and/or behavior change with traditional methods of instruction, modeling, cues, backward chaining, from a deficit based approach. AI allows a strength based approach, which would be utilized to see where the student has been successful and allow their self-efficacy to increase. The achievement of this skill or behavior change is typically something that has been attempted to learn/acquire for a number of years. It has been determined that the participant is “unable” to learn this skill or change this behavior due to attempts through traditional methods. For example, the student has been unable to learn how to cross a street safely and it is assumed that they lack the cognitive ability to achieve this skill. However, through this leadership program, students that are over the age of 18 and have been unable to learn how to cross the street have acquired this skill and are now safely crossing the street without human support. The utilization of the two methods together, Appreciative Inquiry and Video Self Modeling, VSM, allowed the



individual to have much higher gains than they would by using one method. This program also required the participants to take ownership of what they wish to work on and create a video of this and that contributes to the success of their peer group also participating in the process. The participant shows that their self-efficacy is raised through this program.

Participants in this program have expressed they have very little choice in their lives and this program requires that they be the leaders in this process. The Appreciative Inquiry interviewer and videographer act as facilitators, and take leadership roles where motivation, inspiration, and vision are needed. This transformational program allows the individual to achieve a higher level of independence. This is done by helping the participant see where they have been successful and what goal they can achieve, then see a picture (video) of their desired future where they believe they have achieved it and then demonstrate the success. A leader's primary responsibility is to serve as an architect of the individual or organization's future and continued success (Bennis & Nanus, 1997, pp. 211).

**Study Focus.** Fifty one students participated in the program in four trials, all but one experience a disability. Sixteen participants were in the first trial that was conducted in a private residential school. Twenty two participated in the second trial that was conducted in a vocational program. Two participated in the third trial conducted in a public school. Ten participated in the final trial in a healthcare training program and a culinary training program. Appreciative inquiry interviews were held and the information from the interviews was used to create film plans. Films were then created on all the participants, utilizing the feedforward method. The films were distributed to

students and viewed a minimum of three times a week for three weeks, and achievements were documented. Overall class averages were also calculated and documented.

**Study Importance.** This program demonstrated a novel way for individuals to overcome what is seen as life barriers through a strength based approach. They learn a skill or change a behavior that is viewed negatively. The level of intervention was not considered intensive (on average taking four hours for the Appreciative Inquiry interview, video creation, video presentation, and documentation) and can be replicated. It reinforces the value of independence that is continually listed as a goal for those experiencing a disability. It is a cutting edge method that takes two methods that are considered to lead their fields and created a unique design that contributes to the work of leadership itself, by putting the leadership role on the individual participating in the process, in addition to those providing support. In the study by Zaitchick, Walker, Miller, Feczko, and Dickerson that made an effort to explain why there was a two year lag between a toddler's ability to attribute referential states (emotions and perceptions) and the preschool child's ability to representational mental states (e.g., beliefs) (Zaitchick, Walker, Miller, LaViolette, Feczko, and Dickerson, 2010, pp. 2531). Those that experience a developmental disability experience delayed development in various areas and this could explain the connection with why the participants in this study believe through the use of the Appreciative Inquiry and video intervention. The article states that developmental constraints on brain function would provide an explanation for lags in conceptual development in theory of mind (pp. 2531).

This method is important to leadership studies because it elevates a group of people considered marginalized and aids them in achieving a skill otherwise thought

unachievable. Appreciative Inquiry represents a shift from individualistic and deficit-based leadership processes to relational and dialogical leadership processes (Whitney, Trosten-Bloom, and Rader, 2010, pp. 1). The combination of the Appreciative Inquiry and VSM allow a greater likelihood of success than the methods individually.

### **Research Questions**

Can we inquire appreciatively to determine a peak experience of when the individual felt successful or independence was experienced? “When did you feel the proudest or most successful?” Can we use video self-modeling with the feedforward method to create a desired future? Does this desired future become the reality and can this process be documented for replication?

This process took two cutting edge methods and paired them to make a strength based approach to skill acquisition and/or behavior change in an area that had long been considered a “life barrier” for the individual. It allowed for the individual to increase their independence by taking ownership of their achievement. “I see I did it in my video so I will do it.”

### **Major Findings**

Overall the results of the entire program demonstrated a 72.5% achievement to skill. When grouping the data by achievement it shows the majority of results above the 75% range. The majority of students achieved a 75% to 100% achievement to skill utilizing appreciative inquiry to create video self-models of feedforward goals. Students participated in the program from Spring of 2011 to Fall of 2012. Groups were broken down by class, the class contained a student or more and a support person that delivered the Appreciative Inquiry process or assisted and also showed the videos. When grouping

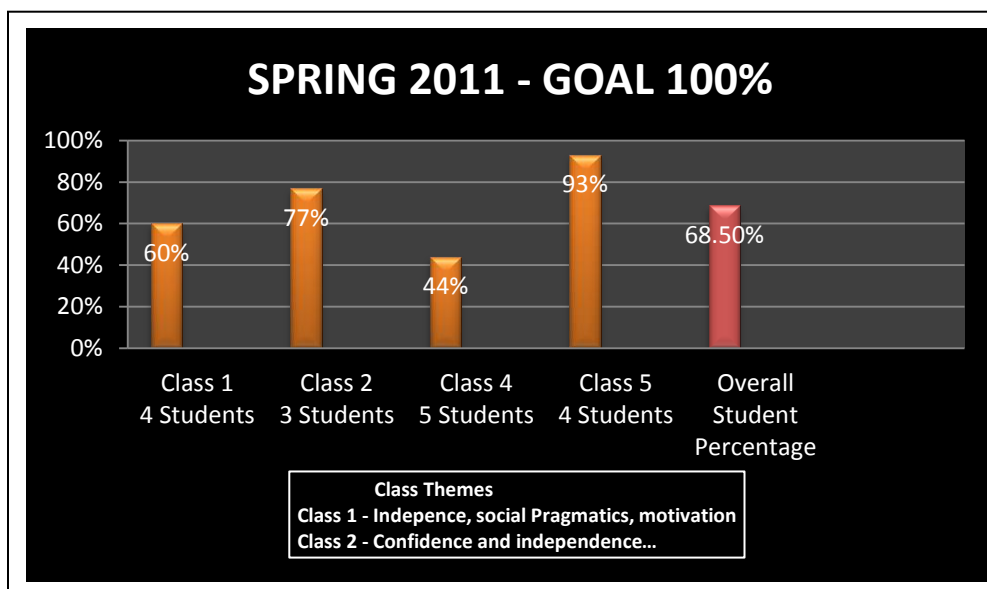
the data by achievement it shows the majority of results above the 75% range. Six students had achievements below 25% achievement to goal and this correlated with specific classes. Out of the 16 classes that participated in this program the results below 25% belonged to four classes. Two of these participants from one class both experienced vision impairments.

Trial four had the most success with achievement to skill documented at 92.3%. All of the recorded achievement to skill in these trials showed above 75%. Trial two had the next highest achievement to skill with a 70.8% achievement to skill. This trial had two groups of students containing two students that both achieved less than 50%, which reduced the overall average: more than 50% of the students were above 80% achievement to skill. Trial three students had very similar results with achievements at 38% and 42%, with an average achievement of 40%. Trial One had the 2<sup>nd</sup> lowest level of achievement with 66.6%. This Trial had the shortest view cycles (six views per student) and the videos were also longer in length and did not include words, both written and verbal, of phrase.

Thirteen classes participated in the study and those with primarily functional goals achieved higher levels of achievement than those with social goals. Thirty of the goals were functional goals and found an 85% achievement to goal, while 21 were social goals and found a 54.6% achievement to goal. Inferential statistics could be used to determine associations between the data however, this would be future work and is not addressed in this dissertation.

**Trial 1/Spring 2011.** This trial took place at a small private residential school where all the students that participated were high school aged and experience a disability.

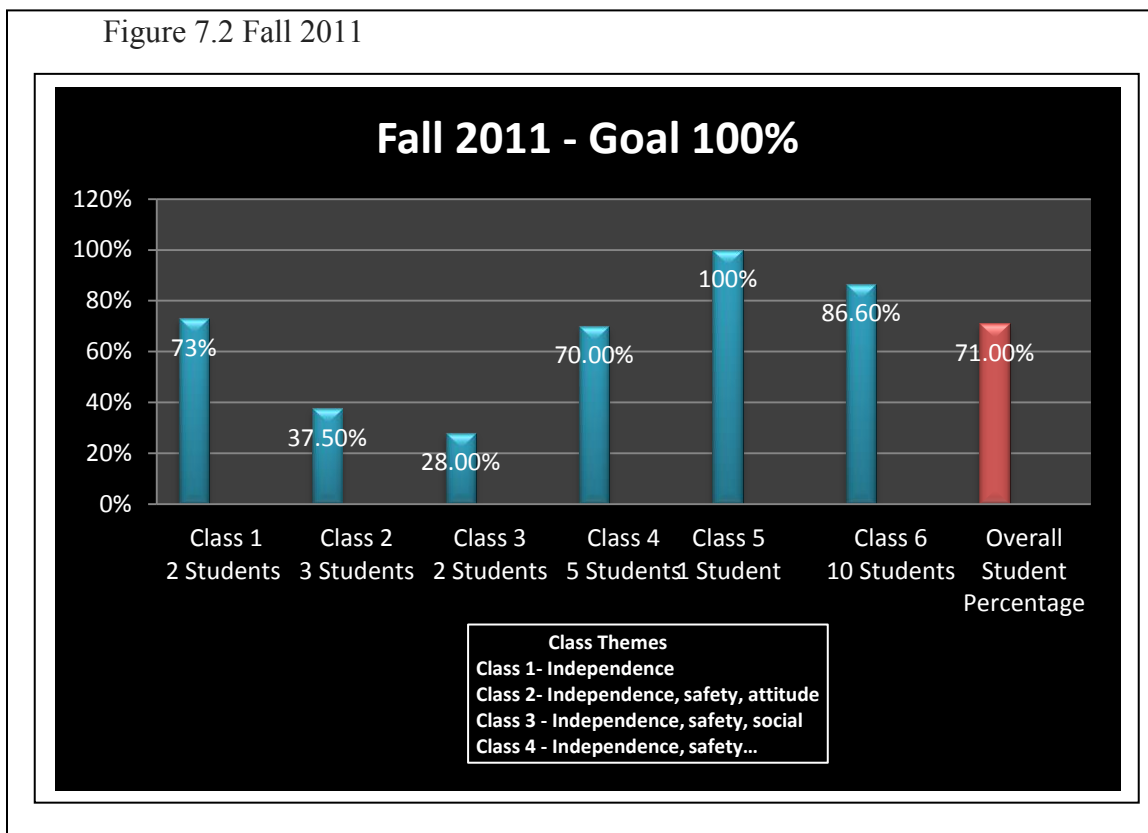
Figure 7.1 Spring 2011



The data shows a higher level of achievement in class 5 (referred to as teacher not specified) has the highest level of achievement, her class worked on all functional goals and completed the process first. Class 4 had a student with 0% achievement, which reduced their class totals. All the classes identified a theme that dealt with independence.

### Trial 2/Fall 2011.

Figure 7.2 Fall 2011

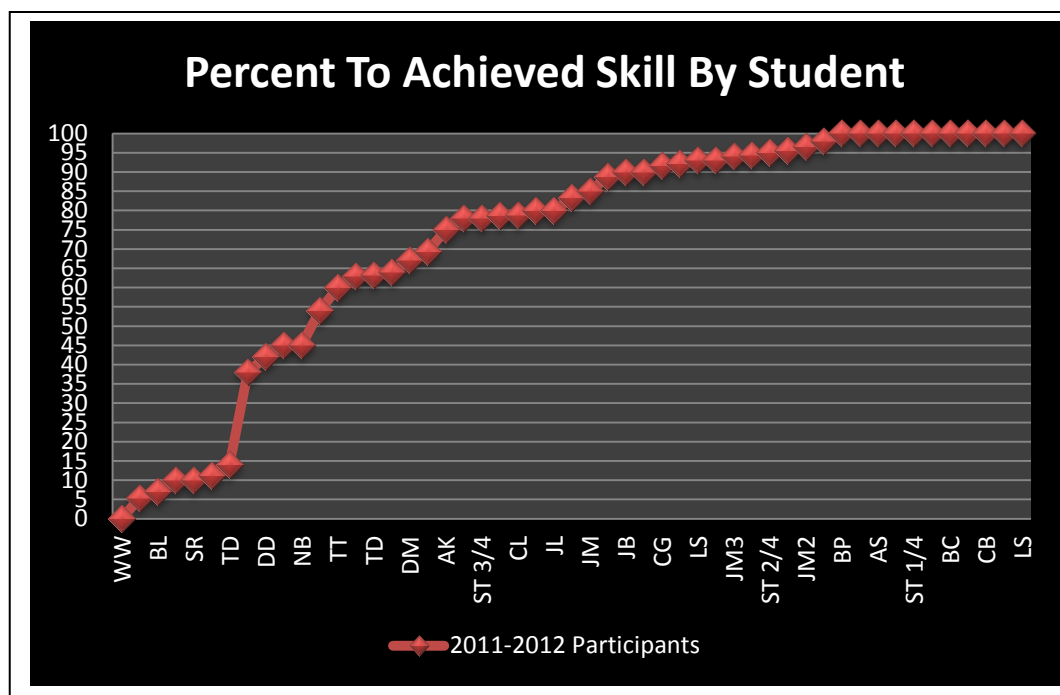


This trial was made up of students of various function levels, all but one experience a disability. They all were participating in a vocational training program. Class 5 and Class 6 had the highest levels of achievement. Class 5 had one student, class 6 had 10 students and all of their goals were functional goals directly related to their vocational work programs. All the classes had themes of independence and their achievement was 75%.

### Trial Comparisons

All the students from the four trials were compared to see if there were any variations from the trials.

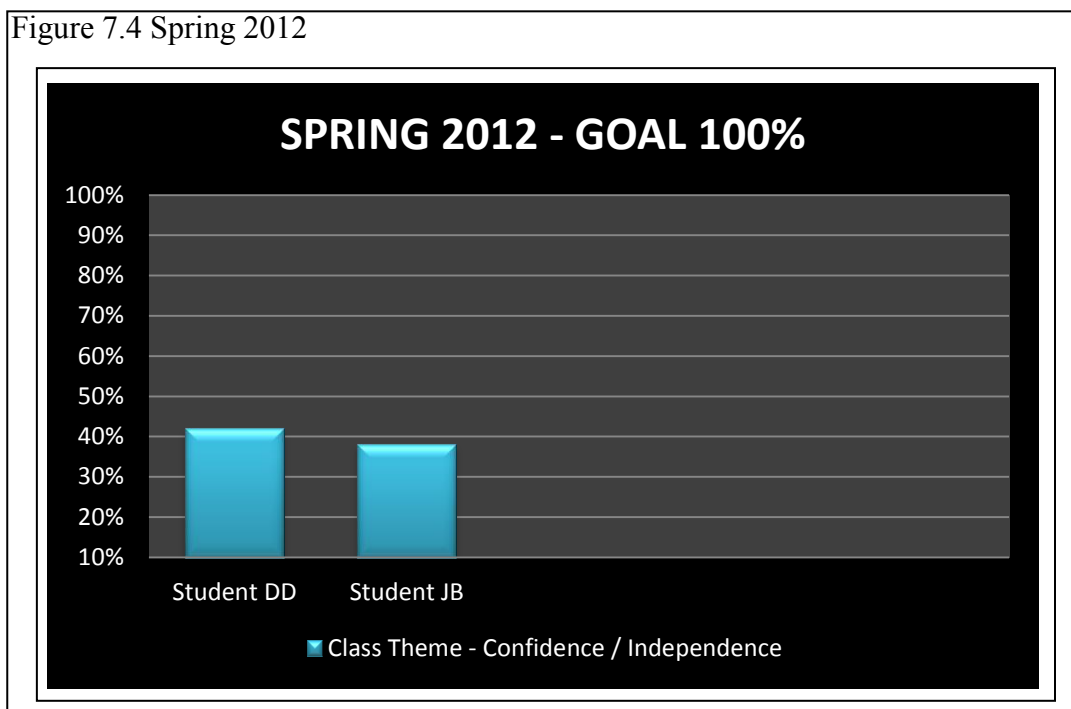
Figure 7.3 Achieved Skill by Student



There is data from particular classes that were not successful; student JL and BL were in a class together and watched the videos on a small handheld device (less than 6 inches in size), and both students experience a vision impairment. DD and JB were also in a class together and this class only received support from Bethany Bilodeau during the introduction to Appreciative Inquiry and VSM (that included a training with the power point and a viewing of a VSM video) they were then emailed all the tools and used the process independently. The separate trials showed an increase in achievement of skill per round with the exception of Trial 3. Trial 4 saw the most success which included; CB, JM, SC, JD, AN, LS, CC, CL, and JJ. Trial 4 had the shortest videos most averaging 30 seconds. Those with achievements below the 25% range in most cases included more than one student for that particular class AT – SR and CL - BL.

**Trial 3/Spring 2012.**

Figure 7.4 Spring 2012

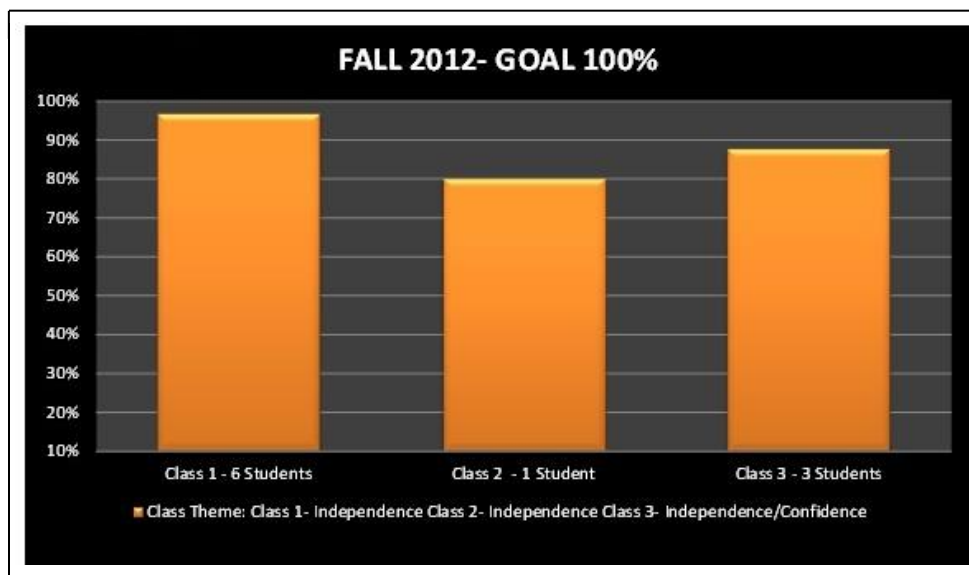


This trial contained two public school high school students and limited support was provided to this class to see if they could replicate the process based on one training and only being provided with the supporting tools. Jointly the students had an achievement to skill percentage of 40%, their goals were primarily social but had a functional component as well.



### Trial 4/Fall 2012.

Figure 7.5 Fall 2012



This trial contained students from a health care training program and a culinary training program. The students from the health care training program had higher levels of success and had functional goals directly related to their vocational endeavors. The culinary students had social goals. All class themes were independence and the overall achievement was 92.3%.

### Summary of Data

Scott Bellini, Jennifer Akullian, and Andrea Hopf in their *“Increasing Social Engagement in Young Children with Autism Spectrum Disorders Using Video Self-Modeling”* state that VSM programs that garner achievement over 50% are considered effectual. It is difficult to secure data on actual achievement to goal using the feedforward method. Most of the quantitative data tracked for achievement to goal is based on skills with low frequency. Data found shows a 60% increase in the skill

utilizing VSM as the only presented intervention (Whitlow, 2004, pp. 1). This is compared with an overall percentage of 72% for all the trials conducted for this dissertation and for the most recent trial a 92.3% achievement of skill.

The approach was refined after each trial to create a more effective intervention. After Trial 1/Spring 2011 it was determined that verbal or written words of praise should be included on the videos. The videos were also shortened in length to under three minutes, some videos were up to five minutes in length and did not match the attention span of the individual watching the video. There were no changes between Trial 2/Fall 2011 and Trial 3/Spring of 2012, however, the support provided to those conducting the interviews and creating and videos and presenting the videos was extremely low (support was only provided two times). Trial 3/Spring 2011 to Trial 4/Fall 2012 the video length was shortened to under 30seconds. If the process was to be replicated then the following guide should be followed:

**Appreciative Inquiry and Video Self Modeling Program Guide**

1. View the power point demonstration that introduces video self-modeling and appreciate inquiry
2. View the video of JB1 that shows his video self-modeling film and view his tracking sheet
3. Gain permission from the identified potential participants
4. Complete the Appreciative Inquiry Survey (gather stories)
5. Share the stories with the group and identify the themes for the given group (utilize the theme tracker)
6. Create a film plan that reinforces the 3<sup>rd</sup> Appreciative Inquiry survey question and also reinforces the class theme
7. Create a film – utilize scripting, role modeling, incentives and editing as needed – edit the film as necessary to under 30 seconds and contain verbal or written words of praise
8. Show the film prior to the desired skill being attempted (minimum of 3 times per a week for 3 weeks)
9. Track when the video is shown and if the participant is achieving the skill on the vsm tracker – note any variables in the comments section
10. To determine percentage of skill achievement track the number of attempts to the skill 10 times and the number of achievements is divided by this giving a simple percentage (wait until the intervention has ended or track the achievement in the final week of the intervention).

### **Implications of Findings**

This program shows that even the most challenging barriers can be overcome and that the individual making the efforts can play an active role in their success. Participants that experience a disability can create success by seeing a film that shows them achieving success independently. These films can be created to achieve future goals. Elements of the film can be created by facilitating a survey to ensure that the individual is represented in the most positive light highlighting where/when they felt successful.

This program has tremendous value for those that need to have full support for basic safety concerns if they achieve a level of safety to function without human support needed. Five of the students that participated in this study identified crossing the street as a goal. They were all over the age of 13 and experience a disability. As of January 2013 four of them crossed the street independently and could identify safety risks 100% of the time. Three of them can now walk short distances (one building to another, a parked vehicle to a safe zone) in their community without support giving them independence on a level previously withheld.

### **Leadership Implications**

This program leads to rapid change, both for the individual and the community/organization at large. This is largely due to the ability of the individual and the person facilitating being able to advocate for the Dream and Design that the person identifies. It is also due to the creativity and initiative the facilitator employs to show and express the Discovery stage to increase the individual's self-confidence and self-efficacy. This program allows the individual participating to gain more social capital and this increases their ability to contribute to the community at large. The individual is

empowered and this leads to them engaging in change more readily, as they now have experienced successful change.

**Discovery.** It is very apparent from the research collected that the major social value that was evident was independence. All the classes identified independence as a theme. This program makes a strong case for transformational leadership: it identifies strongly with the end value of independence, but does require that the journey is ethical and true to the individual participating. This creates a connectedness to the community, common problem and is at the center of the concepts of leadership (Robinson Hickman, 2010, pp. 71).

Appreciative inquiry is viewed as an organizational change process that is seen as both collective, collaborative, creates scenarios, and provides strategic planning (pp. 92). Appreciative Inquiry believes that the members of the community/organization have the power to change the future of the organization by viewing problem solving in a positive light. Participants say that they are more aware of their opinions and choices when they participate in an Appreciative Inquiry process (Conklin & Hart, 2009, pp. 1). It also forces them to see where they are responsible (pp. 10). This leadership program allows underlying problems to surface and VSM allows them to be overcome. There is little research in this area as Appreciative Inquiry focuses primarily on “what gives life” and most research has been in this area not in problem solving. Shared leadership is very apparent in Appreciative Inquiry due to the shared purpose, social support, and voice that all members have (Avolio, Walumbwa, and Weber, 2009, pp 432), which probably explains why shared leadership is apparent several times during the Appreciative Inquiry process. Appreciative Inquiry actually mirrors how leadership studies have gravitated, as

leadership studies has become strength based, Appreciative Inquiry focuses on the interactions between members in a strength based manner.

**Dream.** The individual participating in the process as well as the facilitator act as invisible leaders during the process. The facilitators that have the highest skill achievements are viewed by those participating in the process as those with high self-efficacy, values that support that the individual *will* succeed, and a strong belief in the program. They show two leadership qualities in that they guide and facilitate and they feel great respect and belief in the individual (pp. 61). The individuals also report that they felt motivated and they enjoyed spending time with the facilitator (charisma).

The facilitators are able to envision - video, enable – does the skill, and energize – believes they can (2010). There is also a realization/change in the individual participating in the process during the Dream and Design phase that they *can* and *will* do the identified goal. It is transformational for the individual as well and enables them to also be charismatic as they envision a new future of themselves, are motivated to do the skill as they believe they can. Therefore, this relationship could be viewed as shared leadership as both parties, facilitator and individual, must work together in order to make progress and achieve the end goal, and the leadership component moves from facilitator – Dream/Discovery first two Appreciative Inquiry survey questions, to the individual - Discovery last Appreciative Inquiry survey question and Design - film plan, the facilitator – Design creation of the video, individual – Destiny. Where things vary considerably is when the video-taping occurs during the Design phase.

**Design.** In order to gather useable video footage that represents the feedforward goal methods of motivation, scripts, incentives, role playing were employed and this

more accurately reflects the facilitator/videographer utilizing path-goal theory. Path-goal theory is noted by having leaders employ behaviors in order to get their followers to achieve a particular goal (Northouse, 2013, pp. 144). The individual has already defined the goal, the facilitator clarifies the path, provides support and removes obstacles (pp. 144) and the individual obtains useable video footage. It is a very supportive and participative process, which could be determined to be achievement oriented due to the need to obtain quality video footage.

How are these goals signaled? They are strongly linked to the overarching theme of independence and they carry such weight due to the social implications of the lack of being able to achieve the goal. This program is an excellent example of adaptive work this is evident due to the majority of those that interact with the individual having believed that the individual was not capable of achieving the goal that the individual utilized this program.

**Destiny.** There are three constants identified in leadership; change, conflict, and collaboration (Robinson Hickman, 2010, pp. 3). These three areas are addressed in this program: the conflict being the problem itself and the belief it can be mitigated, the collaboration is the individual, facilitator, and class itself, the change is the achievement of the goal. The program is legitimized due to the success of the individual. An overall achievement of 72.5% with the most recent trial achieving a 92.3% achievement is a significant accomplishment, when most Individual Education Plans/Individual Service Plans/ and Basic Service Agreements' state that the individual has had this barrier for a minimum of three years.

In summary, the leadership styles needed in order for this program to be successful change depending on where the individual is in the process. There are instances when additional leadership styles were apparent, during the Appreciative Inquiry and VSM program training held in August 2011, servant leadership and skills leadership appeared apparent. There was a time when students elected to continue the process and aid others which was an excellent example of situational leadership and also touched on skills leadership. The steps to the Appreciative Inquiry and VSM leadership program are outlined below with the corresponding leadership style;

*Discovery – Appreciative Inquiry Survey Question 1* – Transformational Leadership

*Discovery/Dream – Appreciative Inquiry Survey Question 2* - Shared Leadership/Transformational Leadership

*Discovery/Dream/Design – Appreciative Inquiry Survey Question 3* – Shared Leadership/Transformational Leadership

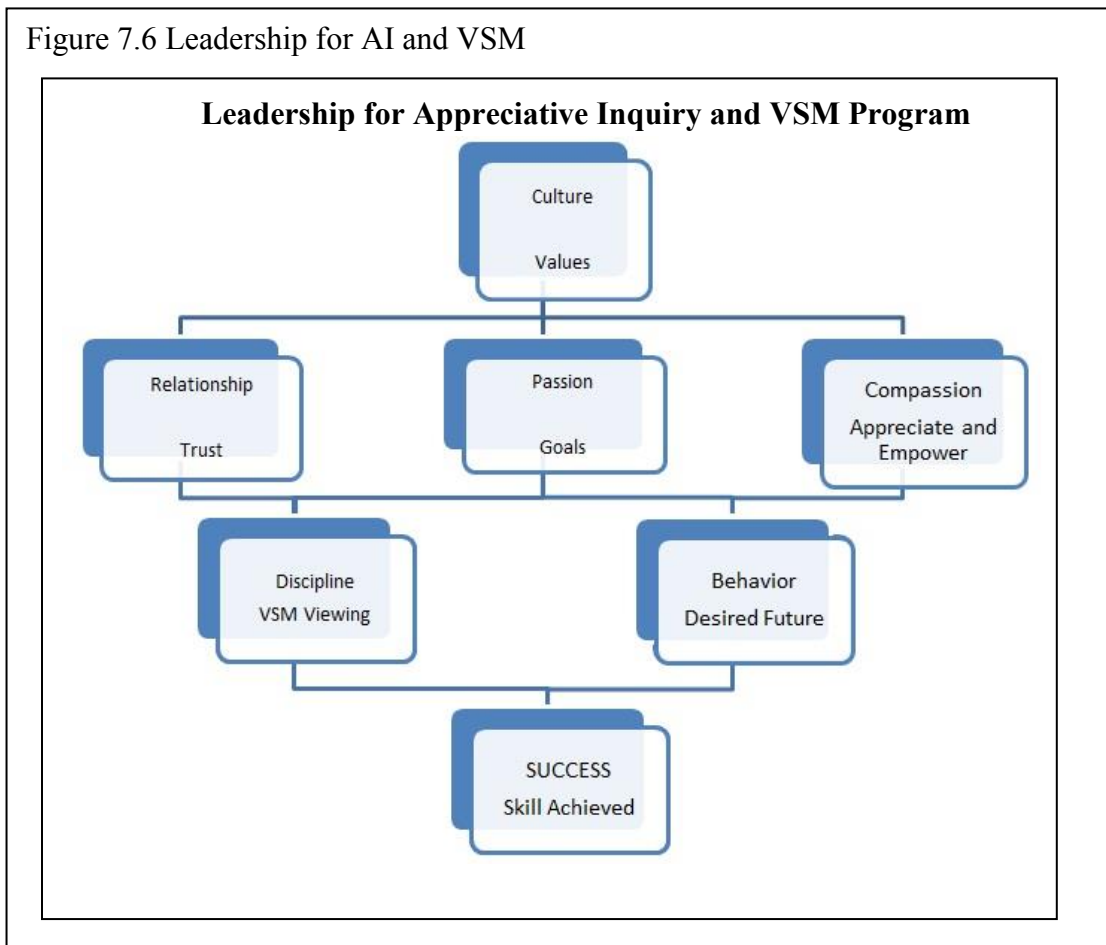
*Design – Film plan creation* – Shared Leadership and Skills Leadership

*Design – Film creation* – Path-Goal Leadership/Transformational Leadership

*Destiny – View film, Attempt Skill/Behavior Change* – Transformational Leadership



Figure 7.6 Leadership for AI and VSM



### Impact on Society

This program provides individuals with tools to learn a skill or change a behavior that is viewed as a life barrier that defines an individual and the success they can potentially achieve. This program could lead to the elevation of a population that traditionally has lived dependent upon services to have their basic needs met. It provides the individual with a voice to present what they desire, which could lead to increased self-advocacy. The new leader is one that commits people to action, converts followers to leaders, and who may convert leaders into agents of change (Bennis & Nanus, 1997, pp.

3). Leaders participate in activities of vision and judgment that create effectiveness (pp. 20).

In the long run this could change the way supports are provided to those that experience a disability by making it a more “short term” support until a goal is achieved. This could keep the individual and those that care for them from relying on this support and it becoming a disempowering endeavor. This would be a financial savings as well as it would not require the extensive long term supports that are traditionally utilized.

VSM has long been used in sports to increase achievement. It has also been documented that it is productive for those with selective mutism related to anxiety (Whitlow, 2004, pp. 11). The Appreciative Inquiry VSM leadership program could be beneficial for those experiencing anxiety, post-traumatic stress disorder or even brain injuries. It would allow the person to see the steps needed for a given skill and would show them achieving the skill therefore serving two purposes; to teach or remind of the skill and to build confidence. Appreciative Inquiry combines a combination of interviewing and observation which is a hallmark of leadership (Bennis & Nanus, 1997, pp.22).

One could postulate that self-efficacy could be increased and self-efficacy is documented as a success of VSM (Schunk and Pajare, 2011, pp. 6) this leadership program could be effective for those dealing with addiction by showing replacement behaviors or presenting the individual abstaining from behaviors. The Appreciative Inquiry portion could be used to determine personal goals and increase one’s self confidence for what really “gives life” to them. In Neal’s article *Appreciative Assessment, Inquire!* It was noted that the power of relationships is to motivate, inspire,

and ignite passion for learning. This could lead to other aptitudes that may have been overlooked (Neal, 2012, p. 1). Appreciative Inquiry adds a social dimension so learners construct understanding through many different kinds of feedback (pp. 4). This would require further research to determine if the efforts to replicate the program would garner results beneficial or in lieu of other interventions.

This program could allow much fewer resources to be needed and limit the need for ongoing human support as the videos provide the cues. This could be a significant financial savings. It would also provide the individual with a created task list that could be reviewed in the future if the skill was forgotten. There are a significant number of tools provided that aid a person in learning a skill or changing a behavior, however, the majority of these rely on ongoing human support. This does not require ongoing human support and can be disseminated by the individual once trained. This leadership program has also shown that through traditional methods (human cuing, task lists, modeling, and hand over hand guidance) a skill is considered a barrier as the individual is not able to do the skill independently. This program requires the individual to be independent to consider the skill achieved.

Overall, it increases independence, which was the theme all but one class identified. Since this program identifies the value of independence as a goal it is consistent with our cultural values and can elevate those participating in the program by allowing them to achieve higher levels of independence.

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## APPENDICES

## Appendix A Institutional Review Board Consent Form



## College of Graduate and Professional Studies

## Proposal Cover Page

**Principal Investigator(s) [PI]:**

Bethany Bilodeau

\_\_\_\_\_  
Name\_\_\_\_\_  
Title
 Phone No.: \_\_\_\_ 603 455 4293 \_\_\_\_ Email: \_\_\_\_\_  
 \_\_\_\_ bbilodeau@metrocast.net \_\_\_\_
**Co-investigator(s)**\_\_\_\_\_  
Name\_\_\_\_\_  
Title
 Phone No.: \_\_\_\_\_ Email: \_\_\_\_\_  
 \_\_\_\_\_
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Title \_\_\_\_\_

Phone No.: \_\_\_\_\_ Email: \_\_\_\_\_  
 \_\_\_\_\_

**Faculty Sponsor (if applicable):**

Richard Abel and Nancy Puglisi

\_\_\_\_\_  
 Name \_\_\_\_\_ Email \_\_\_\_\_

**Academic Department:** \_\_\_\_\_ **Home Campus:**  
 \_\_\_\_ Concord \_\_\_\_\_

**PROPOSAL TITLE:** \_\_\_\_\_ **Appreciative Inquiry and Video Self**

**Modeling** \_\_\_\_\_

**RESEARCH QUESTION/S:** Can Appreciative Inquiry increase independence through  
 video self  
 modeling? \_\_\_\_\_

Is there outstanding funding for the proposed research? If so please indicate the source:

\_\_\_\_\_  
 \_\_\_\_\_

**NOTE:** This proposal approval will expire one year from date listed below. Students must apply for an extension two months prior to the expiration date.

**For Office Use Only:** Exempt: \_\_\_\_ Expedited \_\_\_\_x\_\_\_\_ Full \_\_\_\_\_

Name of Reviewers: Dr. Stowell/ Professor

Young \_\_\_\_\_

*Dr. Gale Cossette* \_\_\_\_\_

6/22/12\_ Approved

\_\_x\_\_\_\_

Chair-Signature

Date

## APPENDIX B.1 Release to Participate

## C.O.R.E. VOCATIONAL SERVICES INC. PERMISSION SLIP FOR VIDEO SELF MODELING

This is a study about how video can produce beneficial results in the accomplishment of IEP goals. This will be done in partial fulfillment of Bethany Bilodeau's, CEO of C.O.R.E. Vocational Services Inc., Doctoral Degree at Franklin Pierce University. Your child will be interviewed as a means to determine what in their past has made them feel proud and passionate. There is no risk to your child in participating in this study. Using the information gathered in the interview a three minute video will be developed for the benefit of watching and practicing a goal established in the IEP. C.O.R.E. staff will be filming the student attempting to accomplish a goal that they have not yet achieved. That film will then be edited to appear that the student achieved the goal. The video will then be viewed three times a week for at least three weeks. Data will be gathered and reviewed to chart any progress or discrepancies. All information will be confidential and numeric codes will be used instead of any names. For purposes of data analysis, the tapes (if they are of the child) will only be viewed by the researcher, the school staff presenting the video, the parent, and the child. You can choose to not have your child included without any penalty to the child. At any time you can choose to withdraw from the study without any penalty to the child as well.

Please take a moment to let us know your preferences regarding our use of photos/videos:

By signing you indicate that you understand details of consent form and agree to have your child involved in Video Self Modeling through the use of Appreciative Inquiry.

☒ YES, I grant permission to use photos or videos for C.O.R.E. Vocational Services, Inc.

-OR-

☐ NO, please do NOT take or use any photos or videos

Students Name (Please Print):

Chris

Parent / Guardian Signature:

Chris

Date:

5-10-12



## APPENDIX B.2 Release to Participate

## PERMISSION SLIP FOR PHOTOGRAPHING/VIDEO

This is a study about how video can produce beneficial results in the accomplishment of IEP goals. This will be done in partial fulfillment of Bethany Bilodeau's Doctoral Degree at Franklin Pierce University. Your child will be interviewed as a means to determine what in their past has made them feel proud and passionate. There is no risk to your child in participating in this study. Using the information gathered in the interview a three minute video will be developed for the benefit of watching and practicing a goal established in the IEP. CORE staff will be filming the student attempting to accomplish a goal that they have not yet achieved. That film will then be edited to appear that the student achieved the goal. The video will then be viewed three times a week for at least three weeks. Data will be gathered and reviewed to chart any progress or discrepancies. All information will be confidential and numeric codes will be used instead of any names. For purposes of data analysis, the tapes (if they are of the child) will only be viewed by the researcher, the school staff presenting the video, the parent, and the child. You can choose to not have your child included without any penalty to the child. At any time you can choose to withdraw from the study without any penalty to the child as well. All information collected before the date of withdrawal will be kept on file for 36 months from the conclusion of the study. You may request that this data not be used.

Please take a moment to let us know your preferences regarding our use of photos/videos:

**By signing you indicate that you understand details of consent form and agree to have your child involved in Video Self Modeling through the use of Appreciative Inquiry.**

☒ YES, I grant permission to use photos or videos for C.O.R.E. Vocational Services, Inc.  
-OR-

☐ NO, please do NOT take or use any photos or videos

Students Name (Please

Christina

Parent/Guardian

Mesa

Date:

9/30/12

## APPENDIX B.3 Release to Participate

## PERMISSION SLIP FOR PHOTOGRAPHING/VIDEO

This is a study about how video can produce beneficial results in the accomplishment of IEP goals. This will be done in partial fulfillment of Bethany Bilodeau's Doctoral Degree at Franklin Pierce University. Your child will be interviewed as a means to determine what in their past has made them feel proud and passionate. There is no risk to your child in participating in this study. Using the information gathered in the interview a three minute video will be developed for the benefit of watching and practicing a goal established in the IEP. CORE staff will be filming the student attempting to accomplish a goal that they have not yet achieved. That film will then be edited to appear that the student achieved the goal. The video will then be viewed three times a week for at least three weeks. Data will be gathered and reviewed to chart any progress or discrepancies. All information will be confidential and numeric codes will be used instead of any names. For purposes of data analysis, the tapes (if they are of the child) will only be viewed by the researcher, the school staff presenting the video, the parent, and the child. You can choose to not have your child included without any penalty to the child. At any time you can choose to withdraw from the study without any penalty to the child as well. All information collected before the date of withdrawal will be kept on file for 36 months from the conclusion of the study. You may request that this data not be used.

Please take a moment to let us know your preferences regarding our use of photos/videos:

**By signing you indicate that you understand details of consent form and agree to have your child involved in Video Self Modeling through the use of Appreciative Inquiry.**

☒ YES, I grant permission to use photos or videos for C.O.R.E. Vocational Services, Inc.

-OR-

☐ NO, please do NOT take or use any photos or videos

Students Name (Please Print)

James

Parent / Guardian

Don

Date:

7/9/12

## APPENDIX B.4 Release to Participate

## PERMISSION SLIP FOR PHOTOGRAPHING/VIDEO

This is a study about how video can produce beneficial results in the accomplishment of IEP goals. This will be done in partial fulfillment of Bethany Bilodeau's Doctoral Degree at Franklin Pierce University. Your child will be interviewed as a means to determine what in their past has made them feel proud and passionate. There is no risk to your child in participating in this study. Using the information gathered in the interview a three minute video will be developed for the benefit of watching and practicing a goal established in the IEP. CORE staff will be filming the student attempting to accomplish a goal that they have not yet achieved. That film will then be edited to appear that the student achieved the goal. The video will then be viewed three times a week for at least three weeks. Data will be gathered and reviewed to chart any progress or discrepancies. All information will be confidential and numeric codes will be used instead of any names. For purposes of data analysis, the tapes (if they are of the child) will only be viewed by the researcher, the school staff presenting the video, the parent, and the child. You can choose to not have your child included without any penalty to the child. At any time you can choose to withdraw from the study without any penalty to the child as well. All information collected before the date of withdrawal will be kept on file for 36 months from the conclusion of the study. You may request that this data not be used.

Please take a moment to let us know your preferences regarding our use of photos/videos:

**By signing you indicate that you understand details of consent form and agree to have your child involved in Video Self Modeling through the use of Appreciative Inquiry.**

☒ YES, I grant permission to use photos or videos for C.O.R.E. Vocational Services, Inc.

-OR-

☐ NO, please do NOT take or use any photos or videos

Students Name (Please Print):

Joe

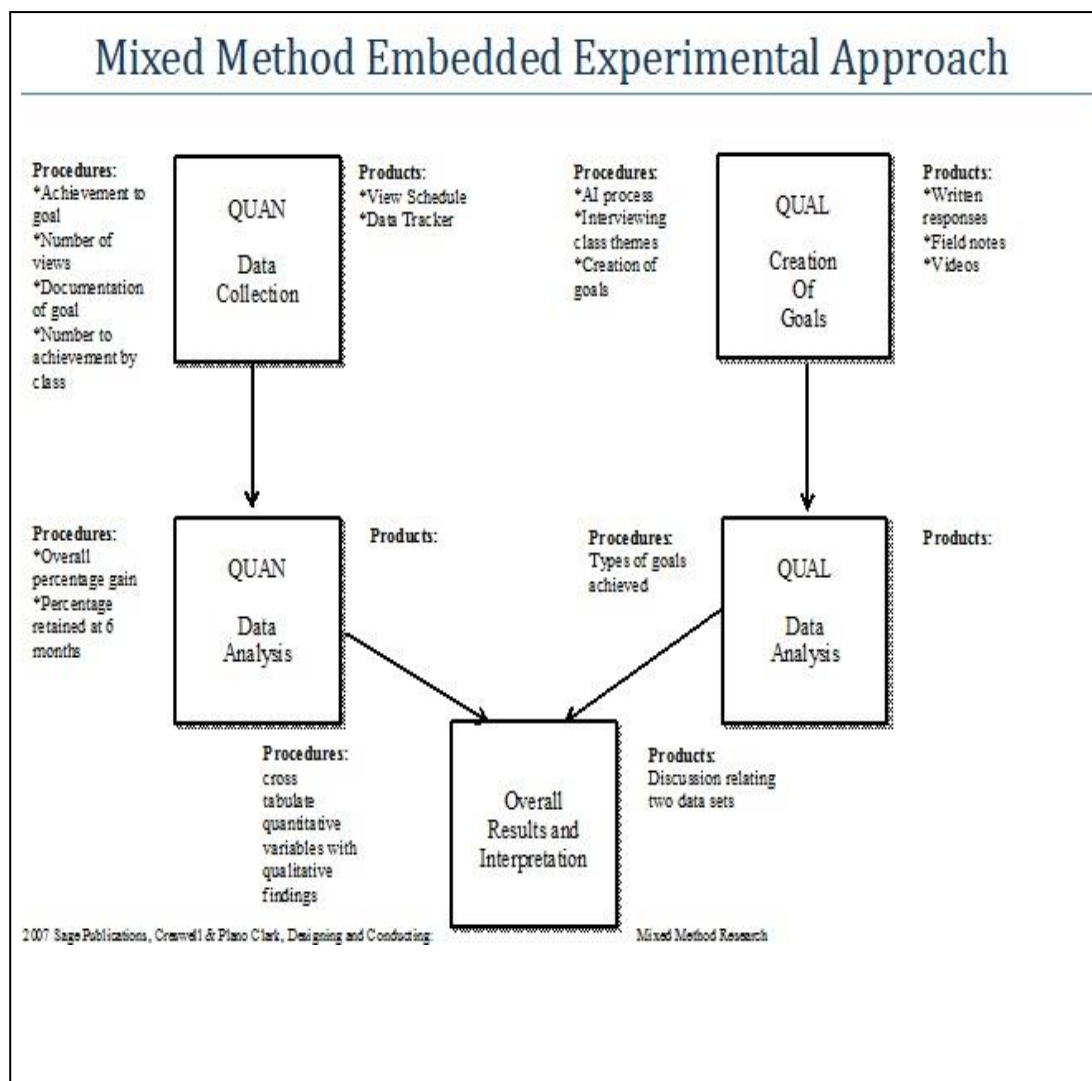
Parent / Guardian Signature:

Date:

10/15/12



## APPENDIX C Mixed Method Embedded Experimental Approach



## APPENDIX D VSM Post Data

[illegible]

## APPENDIX E VSM Post-Data

VSM Post-Data															
Student Name:		JB1								Teacher:		bb			
										Theme:		Independence			
	Week 1			Week 2			Week 3			Week 4			Week 5		
Circle:	View 1	View 2	View 3	View 1	View 2	View 3	View 1	View 2	View 3	View 1	View 2	View 3	View 1	View 2	View 3
Date:	20-Jan	21-Jan	22-Jan	26-Jan	29-Jan	30-Jan	3-Feb	6-Feb	8-Feb						
Circle:	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm	am/pm
Key Behavior Expected :	Prompts	Prompts	Prompts												
Actual Behavior Experienced:	Prompts		no prompts	no prompts	no prompts	no prompts	no prompts	no prompts	no prompts						
Pre Data Activity Recorded:	Submitted 0			How many times out of 10 can they do task b-4			seeing movie			Goal?:					
	JB1 feed dogs														
	Out of 10 times of viewing the video, how many times did they accomplish the task on their own?														
Circle:		1	2	3	4	5	6	7	8	9	10				
Notes:															
JB1 was feeding the dogs and was trying to make the food and feed them without prompts, he was able to do this by week 2 and continues to do this now															

## APPENDIX F Agenda for VSM Presentation

**Presentation on Appreciative Inquiry through Video Self Modeling****“How to motivate students towards positive change”**Agenda

9:30am to 10am – Introductions and Ice Breaker – *Bethany Bilodeau*

10am to 11am – What is Appreciative Inquiry, What is Video Self Modeling using a Feedforward method – *Bethany Bilodeau*

11am to 11:30am – Examples and Presentation from Study from Spring 2011 – *Bethany Bilodeau*

11:30am to 12pm – Presentation of Tools and “How to” create a plan – *Bethany Bilodeau*

12pm to 12:30pm – “How to” Survey to get quality results – Survey Exercise – *Bethany Bilodeau*

12:30pm to 1pm – Gathering Themes – Theme Exercise – *Bethany Bilodeau*

1pm to 2pm – Lunch Break (on own)

2pm to 2:30pm – How to Develop a Film Plan – Utilizing the IEP, Functional, Social or Behavioral skills – *Bethany Bilodeau*

2:30pm to 3pm – Gathering Pre-Data – Example from Survey - *Bethany Bilodeau*

3pm to 3:30pm – Presentation of Film to Student and Tracking Data – *Bethany Bilodeau*

3:30pm to 3:45pm – Common Challenges and the Next Step – *Bethany Bilodeau*

3:45pm to 4:15pm – Filming and Editing – Example – *Candi Nelson*

4:15pm to 4:30pm – Questions and Feedback – *Bethany Bilodeau and Group*

*C.O.R.E. Vocational Services Inc.  
Connecting Our Resources Educationally*