
MANAGING BEHAVIORAL ISSUES OF STUDENTS WITH HEARING IMPAIRMENT THROUGH VIDEO MODELING: ACTION RESEARCH STUDY

Zahida Parveen

Associate Professor,
Department of Special Education, University of Education,
Punjab, Pakistan.
Email: zahida.parveen@ue.edu.pk

Asifa Rashid

Ph.D. Scholar,
Department of Special Education, University of Education,
Punjab, Pakistan.
Email: asifarashid007@gmail.com

Muhammad Usman Khalid

Ph.D. Scholar,
Department of Special Education, University of Education,
Punjab, Pakistan.
Email: usman.khalid.mphil@gmail.com

ABSTRACT

The purpose of the current study is to use video modeling to treat behavioral issue in young hearing-impaired children. The action research design was used for the present study. Students from the 7th and 8th grades at the government institution of special education were the study participants. Data for the study was gathered via observation checklist, moral videos, interviews, and a researcher diary. Students who have hearing impairments were given a behavioral checklist at the start of the session to collect baseline data. The intervention program lasts eight weeks (two days a week) until the behavioral issues of hearing-impaired students were reduced to a certain level and they showed some improvement in their behavior. It consists of four moral videos that were shown to hearing impaired students who have behavioral issues (disobedience, disrespect, and bullying). Weekly plans were made based on the feedback from the students. The student with hearing loss received the behavioral checklist once more at the end of the trial. Compare the results of the pre and post interventions to see how many the students' behavior has improved. At the conclusion of the study, it was discovered that moral videos have a significant

influence in improving the behavioral issues of students with hearing impairment. The teachers' opinions about the behavioral changes of the students were lastly obtained using semi-structured interviews.

KEYWORDS

Behavioral issues, hearing-impaired children, observation checklist, moral videos

INTRODUCTION

Students with hearing impairment often face unique challenges in educational settings, including difficulties in communication, social interaction, and academic performance. These challenges can manifest in behavioral issues, such as disobedience, which can disrupt the learning environment and hinder their overall development (Idris, R. G., & Badzis, M. 2017). Therefore, it is crucial to explore effective strategies for managing behavioral problems in this specific population. One promising approach is video modeling, which has shown great potential in promoting positive behavior change among individuals with various disabilities. According to Glaser, N., Newbutt, N., Palmer, H., & Schmidt, M. (2023) Video modeling involves presenting individuals with visual demonstrations of desired behaviors, skills, or social interactions through pre-recorded videos. This technique has been widely used in the field of special education as an evidence-based intervention to enhance learning outcomes. By utilizing video modeling tailored to the needs of students with hearing impairment, educators can address behavioral issues, including disobedience, bullying and disrespect to elder's behavior. (OGUNGBADE, O. K. 2017). Video modeling includes watching a model in the video which helps the individual to change his behavior or imitate the behavior. Le Grice, B., & Blampied, N. (1994).

The primary objective of this action research study is to investigate the effectiveness of video modeling as a behavior management strategy specifically designed for students with hearing impairment who exhibit behavioral problems. The utilization of video modeling techniques can potentially lead to improved behavior management practices, better academic engagement, and enhanced social interactions for students with hearing impairment. Furthermore, the study explores the perceptions of students, teachers, and parents regarding the effectiveness of video modeling as a behavior management technique for students with hearing impairment. The valuable insights and perspectives from these stakeholders will help identify the strengths and limitations of video modeling in addressing behavioral issue, as well as provide recommendations for its implementation.

LITERATUREREVIEW

Conflict resolution takes up more of the time for teachers of deaf and hard of hearing pupils than it does for their general education colleagues. In studies on the usage of

visual support, video modeling is the format that is used the most frequently (LeBlanc et al., 2003). According to Dowrick (1999) video modeling is the act of changing an existing behavior or teaching a new behavior using a non-living model and videotaped examples. Video modeling so entails seeing a model in the video and observing how it influences the individual to alter or copy the behavior. Le Grice, B., & Blampied, N. (1994). When using this procedure, subjects are typically instructed to focus on the video showing on the monitor in front of them. The person is also rewarded for acting appropriately when seated (Corbett, 2003). Video modeling lessens the requirement for social connection between the practitioner and individual by reducing educational activities. This makes it accessible to a variety of practitioners. Charlop-Christy, M. H., Le, L., & Freeman, K. A. (2000). Another benefit of the method is that it may be utilized easily and repeated as needed in the future to maintain the continuity of the skill taught Le Grice, B., & Blampied, N. (1994). Due to this circumstance, a person with hearing loss can be taught specific behavior and skills in an efficient. This technique can be applied in a variety of settings, such as the classroom or the home manner (Branham, J. E., Collins, B. C., Schuster, J. W., & Kleinert, H. L. 1999).

Additionally, it aids in the acquisition of the desired skills and behavior, facilitates repetition of the desired behavior and offers feedback, and offers a time benefit (Rehfeldt, R. A., Dahman, D., Young, A., Cherry, H., & Davis, P. 2003). Following a review of the literature, it is clear that among the many duties teachers must perform each day, behavior management and conflict resolution are crucial tasks because they facilitate student learning, increase students' time spent on tasks, and teach them appropriate social behaviors Garberoglio, C. L., Cawthon, S. W., & Gobble, M. M. (2012). Since this student population exhibits more behavioral challenges than their hearing peers, effective behavior management is particularly crucial for teachers of deaf and hard-of-hearing students (Jordan, H. 2016). The high light social-emotional challenges faced by the hard of hearing and deaf. Due to language and communication delays, deaf and hard of hearing youngsters perceive conflict very differently from their typically hearing classmates (Harvey, M. A., & Kentish, R. C. 2010). Students that identify with the deaf community, utilize signed communication as their primary language, and may or may not use amplification equipment are referred to as deaf and hard-of-hearing students (Luey, R. A., Glass, L. J., & Elliott, S. N. (1995). Any behavior that disrupts the learning environment or the learning of others is considered disruptive behavior. Angry outbursts, refusing to finish assignments, arguing with classmates or professors, and aggressive actions are a few examples (Hawken, L. S., O'Neill, R. E., & MacLeod, K. S. 2011). The term "major non-compliance" was used by Hawken, O'Neill, and MacLeod to describe disruptive behavior (p. 557). Professional development programs, which are extensively used across the nation, nevertheless place a greater emphasis on the conventional methods of behavior control for deaf and hard-of-hearing pupils. While a few programs with deaf and hard-of-

hearing children employ a deliberate approach to student behavior, no study pertinent to its application in these programs exists. Compared to their peers in general education, teachers of deaf and hard-of-hearing students spend more time addressing disputes, but they receive less professional development that is explicitly focused on the misbehavior of these kids (Garberoglio, C. L., Cawthon, S. W., & Gobble, M. M. (2012) From a teacher's point of view, the most prevalent, disruptive, and unacceptable student behavioral issue were. Talking out of turn, inattention, daydreaming, and inactivity, which were closely, followed by disrespecting teachers in terms of disobedience and rudeness that effect teaching learning process.

RESEARCH OBJECTIVES

1. To modify the behaviour of students with hearing impaired through video modeling.
2. To know the impact of video modeling on behaviour of students with hearing impaired.

RESEARCH QUESTIONS

1. How to modify the behaviour of students with hearing impaired through video modeling?
2. What is the impact of video modeling on behaviour of students with hearing impaired?

RESEARCH METHODOLOGY

Action research design is used in this study Action research as defined is the process of examining a genuine classroom or educational setting in order to comprehend and enhance the effectiveness of activities and instruction. Action research is a methodological approach for improving current educational practices or resolving issues (Lufungulo, E. S., Mambwe, R., & Kalinde, B. (2021).

It was conducted by a psychologist. She carries out the research on the hearing-impaired students. Along with their teacher, the researcher witnessed student wrongdoing both in the classroom and on the playground. Before beginning the study, the researcher showed an animated movie to class since she felt it would be fun for them.

Validity

Effective research requires a number of key components, including validity and dependability. Validity allowed researchers to determine whether the data truly represented the subject matter being reported. Pacho, T. (2015) quotes (Cohen et al. (2000), the validity of a qualitative study must be addressed through openness, the depth and richness of the data acquired, and the objectivity of the researcher. The

researcher used a variety of data collection techniques, including interviews and observation, research journals, and moral videos, to assure the study's validity and dependability. This guaranteed the accuracy and reliability of the data. Triangulation is the process of using various data collection methods (Jacobs, S., de Beer, J., & Petersen, N. 2016). Utilizing multiple data production techniques may reduce the likelihood of data misunderstandings and misinterpretations.

Context of study

Setting

The study was carried out in govt sector school special education. The Center is located in a rural area and is run by the Punjabi government's district education authority. There is only one center that serves all four types of disability for children with disabilities. 163 students across all categories are enrolled in the center, including 69 hearing-impaired students. Three teachers work with students with HIC. Researcher concerning student were HIC students who show the disruptive behavior during school hour.

Researcher

Researcher was psychologist she was working in this institution from 2011. She assess the students and on the basis of assessment. She places the students in their relevant class.

The Participants

Six students participated in the current study as participants. Three kids from class 7 and three from class eight. One of the purposive sampling techniques is utilized to choose the participants. The researcher gathered information regarding the misbehavior of the aforementioned children by making notes about the following pupils, of which three exhibit greater disturbance during breaks by engaging in bullying behavior, ignoring teachers who are on duty during breaks, and misbehaving with Class four employees.

While the teacher is lecturing in class, the other three students in each of the eight classes act inappropriately, make noise, and pay no attention to the teacher. Interact with each other via sign language. During assembly they also create disturbance. The researcher meets with the parents of the students before beginning the research process to gain any necessary permission. The researcher discusses the study with the parents during their meeting in the classroom.

Instrument

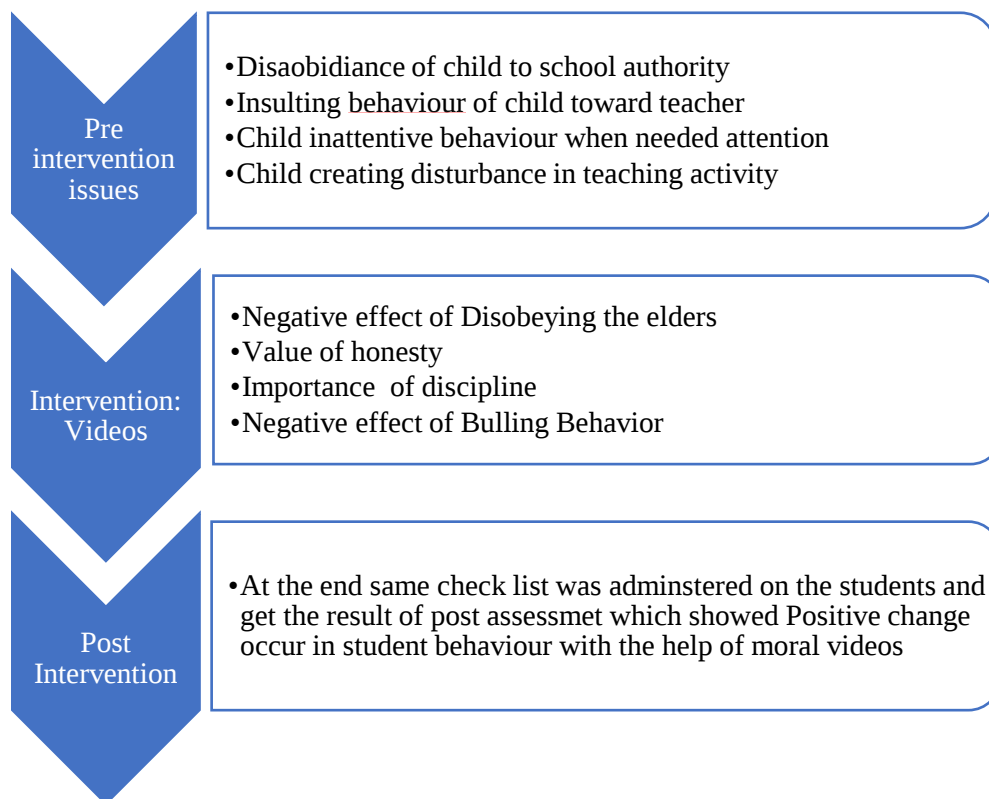
The current study uses a variety of data gathering instruments, including a personal information form, a behavioral check list, self made moral videos, the researcher's

diary, and a structured teacher interview

Observation checklist

The behavioral checklist is used by the researcher to gauge how severe these behaviors are. After obtaining the parents' approval to conduct the research

Research Process



The actions taken each week during the research process followed the cycle of action research. In a psychologist's office, action research is conducted. In the current study, four Urdu-language moral videos were employed for the moral upbringing of the HIC kids with the primary goal of lowering their disruptive and disobedient behavior.

While the pupils watched animated videos, the researcher observed their behavior and recorded her findings. The researcher noted that "the students watched the video with laughter from the first scene" in order to get information on the students' typical behaviors. They asked questions in an effort to pique their interest. They paid close attention and watched the video with interest. (Researcher's Journal,01/03/2023). "The

researcher notices that the students in psychologist room occasionally become distracted. In particular, Student 4 (S4) was very distracted and wanders around the room. (Researcher Diary, 01/03/2023). "S1 briefly examined the researcher. S1 continued to look at the researcher from time to time. A great care was taken for selecting moral videos suitable for the students' level and for the students to talk about them comfortably. Two videos are ready made but two videos were made with the help of teacher' (Researcher's Diary, 02/03/2023). The first video is about followed the elder's advice.

The children initially show interest in the video when it begins, but after a short while, two students begin looking elsewhere. To keep the children's attention, the researcher asks a question about the video in sign language and pauses the video during the discussion. Other kids then ask questions about the video, and the video is then played again.

The major question was posed at the conclusion, those who provided a right response would receive a prize, a chocolate bar. If they disobey anything, guide the class teacher who will be watching over their behavior and resist them. Also guide them. One of the six students volunteered to go on stage to share his story in sign language with the other students after the same instructor used it as a moral lesson during assembly.

The second story, "The value of honesty and consequences of dishonesty and disrespect to teacher and parents," was shown in the second week, and it was repeated constantly for two days with praising and questioning techniques. The main goal of education is to provide you with the knowledge necessary to lead a comfortable life in the future. In this video, Ankara cheats during a test, but when she realizes that she made a mistake, she tells her teacher about it. Her teacher is appreciative of her for accepting her mistake and guiding her.

The story that was delivered in the third week is about discipline. Students are grabbing Samosa from the canteen, but they are not prepared to wait for their turn, so they are attempting to push on another. The girl notices this and feels extremely embarrassed about these students. When she notices that ants are moving in line, she takes a paper and writes on it.. When the students read this statement, they immediately lined up. The researcher then questioned why they were disrupting during the assembly rather than waiting in line. And teach them that discipline is absolutely vital for a normal life.

The story in the fourth week is on bullying behavior. The children are fighting and trying to tease the animal, as shown in this video. Abdul Bari informs the kids that fighting with one another is a very harmful habit since, as Allah guides us, all Muslims

are just like brothers, so we should refrain from it.

DATA ANALYSIS AND FINDINGS

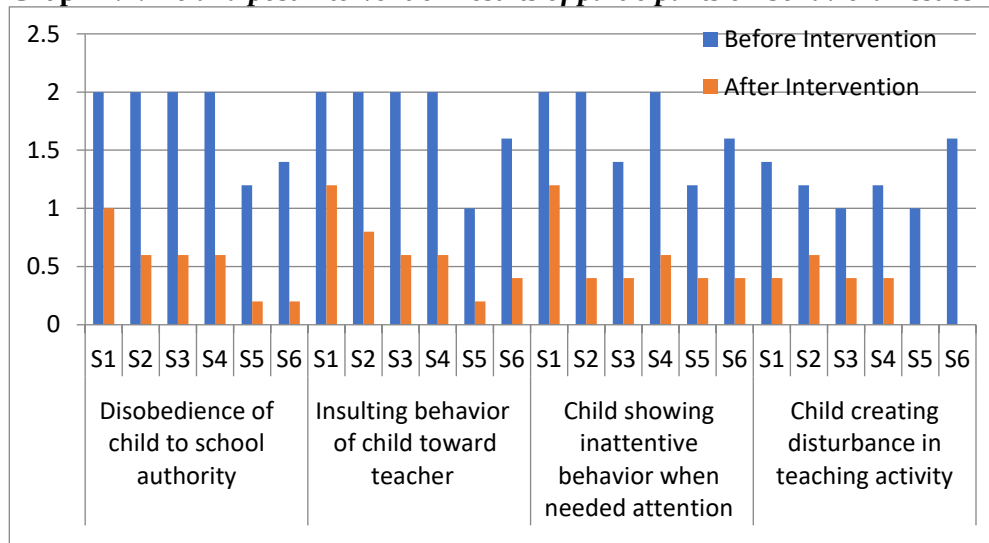
By considering their weekly progress in the behavioral observation Form, the findings of the changes in the students' behavior and attitude during the procedure are detailed. The kids' actions prior to the intervention's implementation were contrasted with those seen afterward.

Weekly changes occurring in the behavioral issues of the student

When the first week's activities were assessed in terms of behavior, it was discovered that three children's behavior changed favorably or remained steady during the first session, whereas 3 other children experienced a negative change. Six pupils were generally acting well by the conclusion of the second week. Three students were seen to make the same errors twice, with the most frequent errors being "not reflecting their feelings about the video" and "feeling more uncomfortable when other teachers come into researcher room for discussion about their children."

Compared to the prior sessions, the students' behavior showed more favorable changes at the end of the last two sessions, and they remained more stable and followed the instructions.

Graph 1.1: Pre and post intervention results of participants on behavioral issues



Interpretation

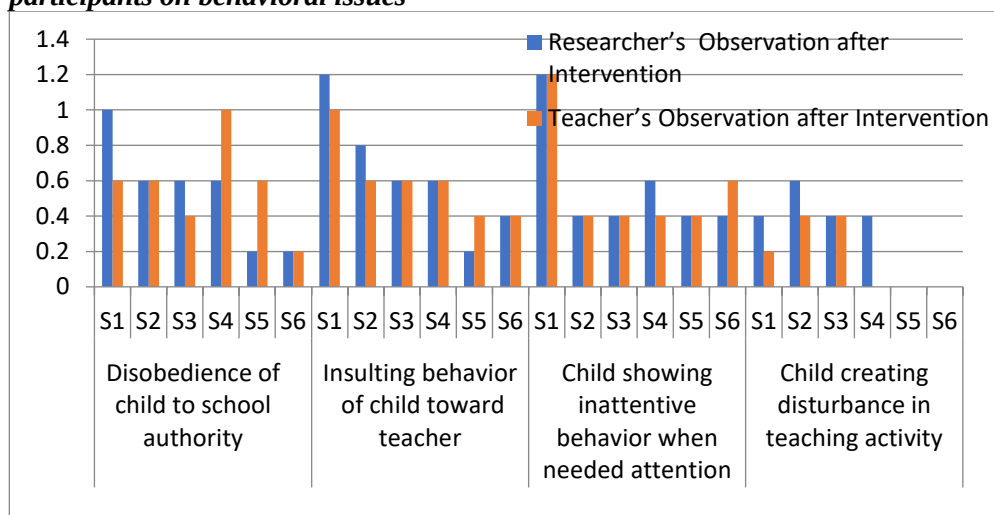
The above-mentioned graph showed that the students expressed the greater level of improvement in their behavior after watching videos as follow. The 5th and 6th

student showed high level of improvement while 3rd and 4th participants' progress is at moderate level. But on the other hand, 1st and 2nd participant showed low progress.

Cross validation

For cross validation data was gathered from the participants' teachers. Teachers completed the same observation checklist for cross validation.

Graph 1.1: Researcher's and Teacher's observation after intervention results of participants on behavioral issues



Interpretation

The above mentions tables and graph showed that the researcher and teachers have similar view about students' behavioral change in three undesired behavior (Disobedience of child to school authority, insulting behavior of child toward teacher and child showing inattentive behavior when needed attention) with the help of video modeling. But according to teachers view the students have create less disturbance in teaching activity after intervention. These results showed that video modeling have positive impact to modify the behavioral issue which enhances the learning students.

Teacher's perspective about Video Modeling

Teachers said that the video modeling had a favorable impact on students' behavior, and that kids exhibit good behavior in a variety of contexts, including the classroom, where they pay attention to the teacher's instructions, participate actively in assembly, and show respect for authority figures. The table that demonstrates the fact that students' conduct changed noticeably as a result of watching moral videos. When the students displayed this positive conduct, they received reinforcement in

casual situations. The teachers' assessments of the video modeling are excellent. Additionally, each teacher mentioned how simple it was to use the intervention video. The intervention had resulted in beneficial changes in the lives of the kids, and these improvements had taken place in the presence of various places and individuals. Teachers offer commentary on additional video content. The moral video made sure that students picked up the skill without the need for continual reminders; they prompted students to reflect and reconsider, and the students thought the videos were amusing. As a result, the cross-validation data that were gathered from teachers using the objective evaluation approach showed that teachers had favorable attitudes about how video modeling could improve students' conduct.

DISCUSSION

Behavioral issues among students with hearing impairment can pose significant challenges in the educational setting. These issues may include difficulties in social interactions, communication, self-regulation, and classroom participation. To address these challenges, video modeling has emerged as a promising intervention approach, offering visual support and promoting social learning. This discussion presents the findings and implications of an action research study focused on managing behavioral issues in students with hearing impairment through the use of video modeling. The study's results provide evidence that VM interventions can be advantageous in modifying the behavior of students with emotional behavioral disorder (EBD). This means that using video modeling techniques seems to be beneficial in helping these students improve their behavior and responses in certain situations (Clinton, E. 2016). In this approach, a specific action or interaction is demonstrated, recorded on video, and then presented for the learners to observe. Video modeling is effective in enhancing various skills, such as social communication and self-help abilities, especially for individuals with hearing impairments. (Roberts, M. Y., Rosenwasser, J., Phelan, J., & Hampton, L. H. 2020). The findings encourage educators to embrace innovative approaches like video modeling to create a nurturing and inclusive learning environment for all students, regardless of their hearing impairment or other disabilities. Continued research and practice in this area will further refine and expand the benefits of video modeling in special education settings.

In conclusion, the findings of this action research study suggest that the use of moral videos can have a positive impact on the behavior of hearing-impaired students. The observations collected through the behavior observation checklist indicate that the students' behavior changes in response to the video modeling. This study highlights the importance of incorporating multimedia resources such as videos into the classroom to enhance the learning experience of students with disabilities. The positive outcomes of this research can serve as a valuable resource for educators and

practitioners in designing effective interventions to support the development of desirable behaviors among hearing-impaired students.

RECOMMENDATIONS

Teacher can use video modeling as a behavior management strategy to teaching appropriate behavior to hearing impaired children.

This study focused on the immediate effects of video modeling on student behavior, but it would be useful to explore whether these effects persist over time.

This study focused specifically on hearing impaired children, but it would be interesting to see whether video modeling could be effective for managing the behavioral issue of other groups of students as well.

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