

Video Modeling (VM)

Adapted from Cox, A., & AFIRM Team. (2018). Video Modeling. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorders, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/video-modeling>

Video Modeling...

- Is an evidence-based strategy that uses technology (video recording and display equipment) to provide a visual model of a targeted behavior or skill.
- Can be combined with prompting and reinforcement to maximize the student's ability to apply what they have seen.
- Can be used as a stand-alone intervention or combined with strategies like self-management or social narratives.

Why Use Video Modeling?

- Students with ASD often struggle with acquiring new target skills or behaviors. These students may be able to process information more easily and quickly when visuals (like video models) are used.
- VM has been effective in teaching a variety of skills to adolescents with ASD including social, behavior, school readiness, adaptive, and vocational skills.
- ***The support needed to implement VM can vary. Some video models may need to be created and others may already be available online. General education teachers may wish to collaborate with special education teachers or school psychologists to use this strategy in the gen ed classroom.***

Tips for Implementation

1. First determine if the student is able to imitate others' behavior and sustain attention to watch the video, which is needed for VM to be effective.
2. Define the target skill or behavior that student should demonstrate.
3. Break down the target skill/behavior into smaller component steps if needed.
4. Choose the type of VM to address the skill/behavior. The different types of VM include:
 - ✓ Self-modeling (the student himself is the model in the video)
 - ✓ Point of view (the video is shot entirely from the student's point of view)
 - ✓ Peer model (a peer serves as the model)
5. Decide when, where, and how the student views the VM (for example, a teaching assistant might prompt the student to view the VM on a tablet device right before the class period where the targeted skill should occur). Videos may be viewed more than once!
6. If needed, prompt the student to use the skill or behavior.
7. Praise/reinforce the student for using the target skill or provide corrective feedback.
8. As the desired behavior/skill is demonstrated, begin to fade use of VM and prompting.
9. Monitor progress and adjust as necessary.

Example VM Materials



---VM Planning Worksheet---

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Target Behavior: _____

Autism Focused Intervention Resources & Modules

Determine the Learner's Prerequisite Skills:

Does the learner imitate others? _____

Does the learner already have some of the skills necessary to perform the target skill? _____

Can the learner sustain attention long enough to observe the modeled behavior? _____


Select Video Modeling Type:

Basic Point of view

Self-modeling Video prompting

Complete Task Analysis (if needed):

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____











---VM Equipment Checklist---

Three specific equipment functions may be needed in order to use video modeling as an effective intervention. These include:

- equipment to **Record** the behavior or skill,
- software to **Edit** the video once it is recorded (if necessary), and
- a device for the learner to **View** the video model.


Autism Focused Intervention Resources & Modules

Place a check mark for each available item and its functionality. Check device specifications for playback/viewing and video editing options. Some possible video editing programs are:

Available Equipment	Record	View	Edit
<input type="checkbox"/> Smartphone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tablet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Video Camera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Laptop Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Desktop Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is additional technology equipment needed to create the video, if so what is needed? _____



---VM Troubleshooting Guide---

If there is not improvement after collecting monitoring data for three to five sessions (events or trials), refer to the problems and possible solutions below. Work with members of the learner's team to determine if sufficient progress is being made based upon the data collected.

Problem	Possible Solutions
The learner is not making any improvement	<ul style="list-style-type: none"> • Show the video model again before asking the learner to demonstrate the targeted skill. • Determine if there is too much time between watching the video model and performing the task. If significant lag occurs, the learner may not remember what they have observed.
The learner does not want to watch or sit through the entire video	<ul style="list-style-type: none"> • Sit with the learner or include peers when viewing the VM. It might be beneficial to exaggerate the learner's performance (e.g., "WOW!! Look at who is in the video!" "That is GREAT! Let's watch it again to see what they are doing!"). Positive reinforcement is important to keep learners motivated. • Provide positive reinforcement while watching the video to gain and/or keep the learner's attention. For example, verbal reinforcers like "You are doing a great job watching the video!"
The video model does not focus the learner on the target behavior	<ul style="list-style-type: none"> • The video might be too complex. • The learner might not have the skills (e.g., imitation, learn by observation) needed to benefit from video modeling. • The video might not provide enough stimuli to keep the learner focused.

Learn more about VM here:

- National Professional Development Center on Autism Spectrum Disorders. (2015). Evidence-Based Practices. <http://autismpdc.fpg.unc.edu/evidence-based-practices>
- Wang, S. Y., Cui, Y., & Parrila, R. (2011). Examining the effectiveness of peer-mediated and video-modeling social skills interventions for children with autism spectrum disorders: A meta-analysis in single-case research using HLM. *Research in Autism Spectrum Disorders, 5*, 562-569.