

# Video Modeling 101

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# What is Video Modeling?

- Student watches short video
- Video targets skills modeled by adult or peer
- Student is prompted and reinforced as needed to attend to the video
- Student then is given opportunity to perform the skills in the video

(Bellini & Akullian, 2007; Graetz, Mastropieri, & Scruggs, 2006; Sigafoos, O'Reilly, & de la Cruz, 2007)

# Types of Video Modeling

- Video Modeling
  - Involves using peer or adults modeling target skills or behavior
- Video Self Modeling
  - Uses the student being instructed as the model
  - Shows student completing target skill without prompting from adult

# Research

- National Standards Project (2009) report identified video modeling as an Established Treatment
- Bellini & Akullian (2007): “Video modeling and video self modeling are effective intervention strategies for addressing social-communication skills, functional skills, and behavioral functioning in children and adolescents with ASD. Skills acquired via video modeling are maintained over time and transferred across persons and settings. Video self modeling intervention strategies meet criteria for designation as an evidence-based practice.”

# More Research

- Delano (2007): “Data in the 19 studies reviewed suggest that video modeling interventions were related to positive gains in social-communicative skills, functional skills, perspective taking skills, and problem behavior.” Positive findings reported for maintenance and generalization.
  - “Often facilitates rapid skill acquisition, maintenance, and generalization across settings, people, and materials”
  - “Children’s acquisition of the tasks was faster in the video modeling condition than in the in vivo condition.” (live models)
  - “...Video modeling may be an effective intervention for children with autism because it reduces attentional and language demands, does not require social interaction with a teacher, and presents information in a visual format, which may already be reinforcing to many children.”

# Appropriate Skills for Video Modeling

- Social (conversation, perspective taking, giving compliments)
- Play skills (motor actions with toys, taking turns playing a board game)
- Language (imitating, following directions, greetings, sharing)
- Community (purchasing at a store, riding the bus, eating in a restaurant)
- Replacing problem behaviors with pro-social alternatives (pushing, tantruming)
- Self-help skills (dressing, mailing a letter, hygiene)
- Transitions (within classroom, within school, to a new school)

# Best Practices for Target Students

- Age range 3-20 years old
- Must be able to attend to a video for several minutes
- Effective across environments (home, school, community)
- Model the correct behavior

Brad Hendershott, Columbia Regional Program, 4/28/11

# Steps in the Video Modeling Process

- Step 1: Identify a target skill
  - Must be observable and measurable
  - Ex: “I want him to deal with frustration better” versus “I want him to tell me when he is frustrated and ask for a break. Then he should come back and finish the task I gave him.”
  - Should be a high priority/socially valid skill. What’s causing the most stress or difficulty? What is most important for social functioning?
  - If eliminating behavior be sure to have a replacement behavior
  - Align with IEP goals

# Steps in the Video Modeling Process

- Step 2: Do a Task Analysis
  - Break down targeted skill into individual behaviors
  - Ex: Arrival routine-walk off bus, go to classroom, hang up coat, put backpack in cubby, mark name in arrival book, go to desk)
  - Consider which steps are most challenging to the student so that the video can give those steps very clear emphasis
  - If there are replacement behaviors in the sequence, be sure to include them
  - Ex: If student runs for the computer during arrival, replace with a verbal request to adult, “Can I use the computer for 10 minutes?”

# Steps in the Video Modeling Process

- Step 3: Make a script
  - Title your video. Title should focus on the target skill
  - Outline video sequence of events
  - Create dialogue if needed-this can be text, between people in the video, and/or voiceover (record it live or add later)
  - Who is in the video, where will it take place, what materials do you need, when will you videotape?
  - For video self modeling determine how to get the target skill on the video (role-play, imitation)

# Steps in the Video Modeling Process

- Step 4: Shoot your video
  - Make sure you have signed permission slips for video self modeling and/or videoing a peer
  - Use iPad-- imovie works great!
  - Technical tips:
    - Get in close for sound
    - Run through where everyone will stand
    - Obtain good lighting-avoid low light, backlight, etc.
    - Find quiet, distraction free settings
    - Monitor for background distractions
    - Shoot multiple takes = more to choose from later

# Steps in the Video Modeling Process

- Step 5: Edit the video
  - Keep the video short-maximum 5 minutes
  - For video self modeling cut out prompts/models-child should see the positive behaviors being performed independently/unprompted
  - Use iMovie to edit

# Steps in the Video Modeling Process

- Step 6: Student watches the video
  - Research has not identified when the best time to view video is or how often viewing is required
  - Treat like a social story. Create many opportunities when video is newly introduced, then build into the start of an activity
  - Refrain from talking a lot prior to, during, or after the video

# Things to Consider

- Should I show student demonstrating inappropriate behaviors?
  - A- It is student specific. Better to try with older students , may consider if student lacks self-awareness of inappropriate behavior
  - If you choose to show inappropriate behavior, show it once and then show the positive/replacement behavior four times—(Bellini 1/28/11)
- When should I use video self modeling vs. video modeling?
  - No specific research supporting the use of one over the other
  - Student specific
  - May want to use video self modeling for students who enjoy looking at themselves—Delano (2007)

# Things to Consider

- So I tried video modeling, now what?
  - Once student has mastered skill continue to show video intermittently to reinforce target skill
  - Pick another target skill and make another video!
- Should I pair video modeling with other interventions?
  - Some target skills may require video modeling in conjunction with other interventions such as social skills groups, role play, etc.- Delano (2007)
- What if I don't have video/directing/acting skills?
  - It's ok-- no one expects you to be Steven Spielberg or George Clooney. Make it easy and fun!

# Examples

- Walking in a line
- Learning to Bowl