

Video Modeling

A. Description and Purpose:

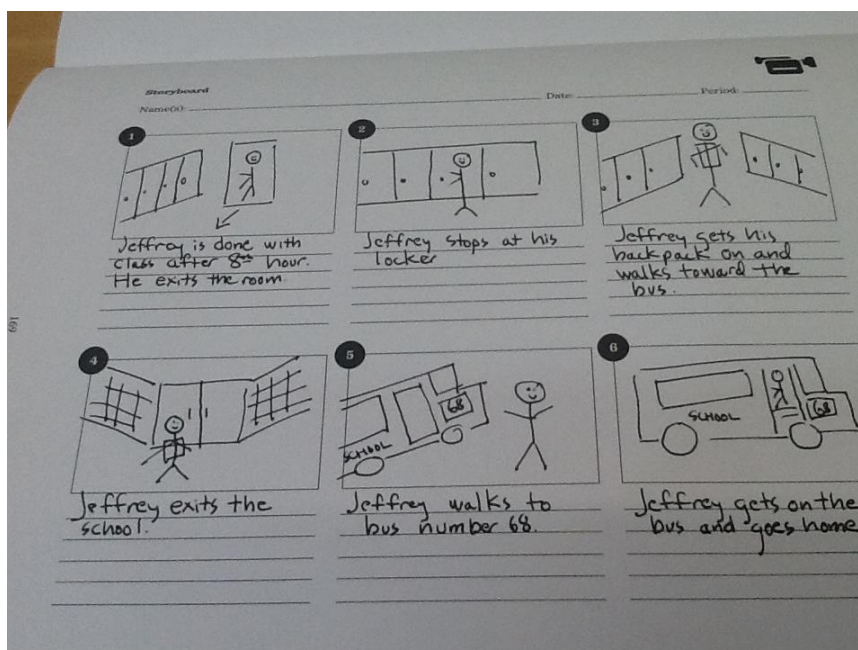
- Video modeling is an instructional process of videotaping behaviors in a specific way in order to develop the ability to memorize, imitate and generalize those behaviors.
 - Video self-modeling- A means to educate an individual by viewing of themselves on video, with the intention of teaching a novel skill
 - Feed forward- Specific type of video modeling; video of individual engaging in the act of completing skills not yet learned
 - Positive self-review: A means to educate an individual by viewing of themselves on video, with the intention of teaching a novel skill
- Research has found that the use of video modeling (including self modeling and peer modeling) can have a great positive impact in the areas of social communication, daily functioning skills, and academic performance on children with various disabilities (e.g., Apple, Billingsley, & Schwartz, 2005).

B. Equipment Needed:

- The videos can be taken on any type of recording device. (Phone, iPad or any other hand-held device).

C. Setting it Up:

- Picture Goal(s) of video and develop a storyboard/script. (See example below) You may also want to create a task analysis of the steps.



- Consider your audience
 - Length of video
 - Perspective shot from
 - Need for continuity
- Shoot the video
- Make any adjustments/edits to the video as needed

D. Implementation:

- Develop schedule for viewing of the video.
 - Determine the environment and time of day for watching the video. Think about when the individual will watch the video, how many times, and where they will watch it. Be sure the equipment needed to watch the video will be available. Reinforcement may be needed initially.
 - Show the video. Show the individual the video on a regular basis.
 - Collect data to monitor progress.
 - Fade the video as needed.

E. Evaluation:

- Once the individual has exhibited repeated successes completing the target behavior, it may be time to fade the use of the video. Moving from every day to once or twice a week might be a good place to start. If you continue to see success, eventual fading of the video all together promotes independence.

F. Teaching Tips:

- Technique is most effective if you are teaching only one or two steps further than where the individual is currently functioning
- Learners are more able to imitate models who are closer to themselves (skills, age, status, and physical appearance). The more similar the model is to the learner, the more likely that the learner will imitate (Kornhaber and Schroeder, 1975).
- Learners are more likely to imitate people seen as competent (Dowrick and Jesdale, 2001).
- Learners are more likely to attend to video models that break down complex tasks into smaller steps (Kazdin, 2001).
- Video should only target 1-2 steps at a time.

G. Resources:

- McGinnity, K., Hammer, S. & Ladson, L. (2011). *Lights! Camera! Autism! Using Video Technology to Enhance Lives*. Cambridge, WI: CBR Press.
- McGinnity, K., Hammer, S., Ladson, L. (2013) *Lights! Camera! Autism! 2: Using Video Technology to Support New Behavior*. Cambridge, WI: CBR Press.