Strategy: Video Modeling

What is it?

Video modeling is a strategy used to teach expected behavior and appropriate interactions through videos made of the expected behavior. It can be used to teach individual skills in many areas: communication, self-help, social behaviors, and academic behaviors. Video modeling promotes learning through observation in a way that focuses attention and filters distraction. Information presented is concrete, predictable, well controlled, consistent, and repeatable. Video modeling can be used by multiple people to generalize skills.

How To:

- Determine the target behavior. Video modeling can be used to teach a variety of skills such as purchasing items at a store, communication skills (e.g., complimenting, greeting, or socially initiating words), washing hands, playing with others, getting lunch, going through the lunch line, how to play recess games, making a sandwich, and more. It can also be effective for introducing daily schedules or new activities.
- Decide who should demonstrate the behavior on the video – Peers, adults, or the learners themselves can serve as models on the video. The video can be filmed from the perspective of the student or showing the student performing the behavior.
- Set up the scenario to be videotaped.
- Videotape the scene. Videotaping can be done with smart phones, tablets, flip cameras, or digital cameras. Movie and editing programs can be found online and with the app stores for various devices.
- Show the video to the student and discuss the behavior portrayed.
- Encourage the student to practice the behavior she saw on the videotape. ("Do it like the video.")
- Keep data.

Resources:

Your HDESD Autism Specialist! They have lots of ideas and practice creating videos.

Bellini, S., Akullian, J., & Hopf, A. (2007). Increasing social engagement in young children with autism spectrum disorders using video self-modeling. *School Psychology Review, 36,* 80-90.

Charlop-Christy, M. H., Le, L., & Freeman, K. A. (2000). A comparison of video modeling with in-vivo modeling for teaching children with autism. *Journal of Autism and Developmental Disorders, 30*, 537-552.

Sigafoos, J., O'Reilly, M., de la Cruz, B. (2007). How to Use Video Modeling and Video Prompting. Autin, TX: Pro-ed.

Links:
Steps for Implementing Video Modeling
http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/VideoModeling_Steps_0.pdf

Video Modeling in Practice
http://www.watchmelearn.com/video-modeling/video-modeling-in-practice

Autism Classroom—Includes videos of children
http://www.autismclassroomnews.com/2013/07/video-modeling-what-is-it-and-why-use-it.html

The Autism Teacher: Video Modeling
http://theautismteacher.blogspot.com/2010/01/video-modeling.html

Video Modeling using iPod Touch, iPad or other Tablets
http://www.vcuautismcenter.org/resources/AutismTechnology/FastFacts/videoModeling.cfm

VSM Videos
http://www.siskin.org/www/docs/208/vsm-videos/video-self-modeling-videos-buggey.html

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