

Quick Reference Guide Video Modeling

Search Terms: autism spectrum disorder, communication skills, conversation skills , daily living skills, functional skills, imitation , modeling behavior, peer imitation, play skills, response chains, social skills, technology, video modeling, video prompting, visual learners

What is Video Modeling? Video modeling is defined as the occurrence of the behavior by an observer that is similar to the behavior shown by a model on videotape (Nikopoulos et. al, 2012). The intervention typically consists of a.) Video creation, b.)Learner observes video, c.) Learner is prompted & reinforced by therapist to engage in behaviors observed on video. Video Modeling is effective means of teaching a wide variety of skills, including imitation of peers, learning sign language, developing play skills, and building conversation skills (Gerhardt, 2013). Learners with autism spectrum disorder (ASD) that are typically strong visual learners, enjoy watching videos, and attend well to a model presented in a clip may benefit from the use of video modeling.

| Why | When | Who |
|---|--|--|
| <ul style="list-style-type: none"> -Video Modeling (VM) has shown to increase functional skills, communication skills, & social skills in children with ASD within various settings. These skills are typically maintained and generalized. Video modeling can also be utilized for staff training. -Some skills can facilitate greater success with VM than standard prompts alone (e.g. imitation, ability to attend). - Other advantages include increased learner independence, individualization per learner, low cost, consistent implementation, and efficient use across professionals and settings. -VM supplies consistent exposure and teaching of appropriate skills with minimal effort from support staff. -Research suggests that video modeling combined with least to most intrusive prompting can teach skills more quickly than prompting alone (Murzynski & Bourett, 2006) | <ul style="list-style-type: none"> -VM can be utilized in a variety of settings (home, school, clinic, afterschool) and is convenient to run throughout the day. -Goal (environments/skill areas) Examples: <ul style="list-style-type: none"> ◁>Play (play area, recess, group), ◁>Social Initiation (play area, art, lunch, recess), ◁>Conversation/Greetings (recess, lunch, social group, hallways), ◁>Adaptive/functional skills (bathroom, work areas, lunch). | <ul style="list-style-type: none"> -Minimal training needed for implementation by caregivers & support staff. -The Learner! Video modeling is one of the few interventions in which learners with ASD can perform independently through viewing of their own videos. Minimal prompting or independent set up. -VM Types: <ul style="list-style-type: none"> ◁>Basic: Watch someone else (adult or peer) perform the task. ◁>Self-Modeling: Watch own self perform task. ◁>POV Modeling: first person perspective. |

How do I implement Video Modeling? (Wilson, 2013)

- Video modeling should always be individualized to the target learner and skills in need of improvement.
 - Always provide time after the video for practice of the skill
- The model should typically be a peer(s) (especially for social skills training)
 - The recommended optimal video length is 3-5 minutes.
- Additional procedure implementation details can be found in the article cited at the bottom of this guide.
- Video modeling will not be effective for all learners with ASD. Existing research does not offer specific time criteria's or overall predictors for its success.

-A Five-Phase Process-

| Phase 1: Preparation | Phase 2: Recording of the Video | Phase 3: Implementation of Intervention | Phase 4: Monitoring Progress | Phase 5: Next Steps (if VM is effective/not effective) |
|---|--|---|--|--|
| <ul style="list-style-type: none"> -Assess related skills. -Choose appropriate target skill -Choose model type -Choose setting -Script the video model | <ul style="list-style-type: none"> -Choose video equipment -Evaluate video & audio quality | <ul style="list-style-type: none"> -Determine setting and frequency of viewing -Determine timing of viewing -Determine who will implement the intervention | <ul style="list-style-type: none"> -Choose method(s) of data collection -Promote & evaluate generalization and maintenance of skills | <p><i>Note: Listed are recommendations and are in no particular order.</i></p> <ul style="list-style-type: none"> -Effective: Expand on current target skill with new video -Effective: Include variations of the target skill - Not Effective: modify content or consider alternate strategies |

Sample Video Model Clips:

Washing Hands: https://www.youtube.com/watch?time_continue=31&v=qqlaiCzP_ws
 Using a Toy: https://www.youtube.com/watch?time_continue=23&v=6ulDmQR0pzQ
 Shorts Inside Out: <https://www.youtube.com/watch?v=JmeUDYeUVPQ>

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