

Subject Area: Social/Emotional/Behavioral

Grade Level: K-12

Title of Instructional Method, Strategy, or Approach: Video Modeling

Description of Instructional Method: After a behavior deficit is identified in a student, video recordings are used to teach the appropriate behavior. Models are videotaped performing the exact version of a target behavior. Students are then expected to imitate the behavior shown.

References

- 1) Banda, D.R., Matuszny, R.M., Turkan, S. (2007). Video modeling strategies to enhance appropriate behaviors in children with autism spectrum disorders. *Teaching Exceptional Children*, 39 (6), 47-52.
- 2) Indiana University. (March 29, 2007). *Watching videos can help children with autism learn social skills*. Retrieved August 27, 2007, from <http://newsinfo.iu.edu/news/page/print/5254.html>.
- 3) LeBlanc, L.A., Coates, A.M., Daneshvar, S., Charlop-Christy, M.H., Morris, C., Lancaster, B.M. (2003). Using video modeling and reinforcement to teach perspective –taking skills to children with autism. *Journal of Applied Behavior Analysis*, 36 (2), 253-257.

“How To” Information:

1. Identify and Define Target Behavior
 - a. Behavior must be specific and defined in measurable and observable terms
 - b. Most research supports choosing communication or social skill as target behavior
2. Obtain Necessary Permissions
 - a. School and parental consent should be acquired before proceeding
 - b. Students’ confidentiality must also be considered in the use and storage of videotapes
3. Interview Parents and Observe Student
 - a. Determine if child has interest in watching TV
4. Select and Train Models
 - a. Models may be the student, peers, familiar adults, or cartoons
 - b. Ensure that model can clearly and consistently exhibit target behaviors in natural environments
 - c. Train models with explicit modeling, practice, and evaluation
 - d. Teachers should provide a script and rehears with the model
5. Prepare Equipment and Setting
 - a. Ensure proper working condition of necessary equipment
 - b. Eliminate unnecessary distractions in setting

6. Record Target Behaviors
 - a. Record several instances of target behavior, but ONLY target behavior
7. Edit Video
 - a. Consider how natural behavior looks and the proper pace of video
 - b. Average time of most videos is 3-5 minutes
 - c. Allow for pauses or beeps when student should practice behavior or teacher should ask comprehension questions
 - d. Consider task analysis
8. Collect Baseline Data
 - a. Record frequency or duration of target behavior over 3-4 sessions before showing video
9. Show the Video Clip of Desired Behavior
 - a. Eliminate interruptions
 - b. Student should imitate behavior in setting similar to that of video
 - c. Reinforce successful attempts, provide prompting when attempts are unsuccessful
 - d. Replay as necessary
10. Collect and Graph Intervention Data
 - a. Record frequency or duration of target behavior during intervention period
11. Maintenance and Generalization
 - a. After consistent, successful displays of target behavior, introduce new people, objects, or settings as appropriate.
 - b. Provide prompts to encourage the generalization of behavior if needed

Implications for Practice/Other Considerations:

- Nonaversive, which appeals to parents
- Economical, recordings can be reused
- Teacher's have control over what behaviors students are shown (through editing)
- Most studies have been conducted on using video modeling to increase a behavior in students with Autism Spectrum Disorders
- Suggested for students in which watching TV is a highly reinforcing activity
- Successful target behaviors include socialization, communication, and functional living skills
- Very few studies exist utilizing video modeling to decrease behavior
- Because of technology involved, teachers may not initially be proficient
- Studies found target behaviors were maintained after intervention ended and were generalized to settings not shown in video
- Results from a meta-analysis conducted at Indiana University indicate that video modeling meets the criteria for evidence-based practice set by Council for Exceptional Children
- The meta-analysis also concluded that video modeling is a teaching strategy and not an accommodation because the skills remain after the intervention is removed

Additional Links:

www.videomodeling.com

<http://www.ideasaboutautism.com/video.html>

<http://www.modelmekids.com/autism-video-samples.html> (link to video clips)

<http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1286179>

[http://www.science.ulster.ac.uk/conference/nikopoulos_n/presentation_ireland_2005.ppt#257,1,](http://www.science.ulster.ac.uk/conference/nikopoulos_n/presentation_ireland_2005.ppt#257,1)

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