

Subject Area: Life Skills

Grade Level(s): Kindergarten – Adolescents

Title of Instructional Method: Video Modeling

Description of Instructional Method:

Video Modeling is a visual method for children that can be used in both the home and school settings. It is an instructional process of videotaping behaviors/situations/problems that you want your student or child to follow. It is a way to develop the ability to memorize, imitate and generalize (appropriately) those behaviors you want them to obtain.

References:

- Coates, Author A.M., & LeBlanc, L.A. (2003). Using video modeling and reinforcement to teach perspective-taking skills to children with autism. *Journal of Applied Behavior Analysis*. 36, 253-257.
- Maione, Author L., & Mirenda, P. (2006). Effects of video modeling and video feedback on peer-directed social language skills of a child with autism. *Journal of Positive Behavior Interventions*. 8, 106-118.
- Collins, B.C., Graves, T.B., Kleinert, H. & Schuster, J.W. (2005). Using video prompting to teach cooking skills to secondary students with moderate disabilities. *Education and Training in Developmental Disabilities*, 40, 34-46.

“How-To” Information:

In order to use this approach a teacher would first need to have a clear definition and understanding of what he/she wants the student to learn or gain by using video modeling as the instructional approach. Then the teacher would either need to do one of the following: obtain a video that instructs the lesson of what the student needs to accomplish, or two make a video for the student that appropriately demonstrates the correct behaviors/situations/problems the student should be learning from watching the video and then modeling the actions.

Implications for Practice/Other Considerations:

Video Modeling is an appropriate way for any grade level to demonstrate specific behaviors or situations that you want your students to learn. You can use video modeling for one student or multiple students. With the use of video modeling, you are able to replay the video any given number of times if your student(s) needs additional practice. Video modeling is also a positive strategy for assessing students. You can have them watch the video a few times and then have them complete the task/situation/problem and then watch the video again to see if the student made any errors. Research has shown that use of video modeling can be both an efficient and effective way to teach daily living skills to students with disabilities.

Additional Links:

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

<http://www.modelmekids.com/video-modeling.html>

<http://www.special-kids.com/VIDEOLEARNING.cfm>

These are just a few websites found that contain some good information that teachers/paraprofessionals can use. Some contain materials that can be purchased.

EIU Candidate Names:

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