Video Modeling — An Overview

Evidence-Based Practice Link	Video modeling is a type of instruction that involves recording a model demonstrating a skill or behavior and showing the video recording to a target student, who then works to perform the skill or behavior with increasing independence. Video modeling is frequently paired with other evidence-based practices, like task analysis, prompting, and reinforcement. Video modeling is an evidence-based practice effective for teaching communication, social, play, school readiness, academic, adaptive, and vocational skills to children ages 3 to 14. (Steinbrenner et al., 127).
Types of Video Modeling	1. Basic video modeling involves a peer or an adult modeling the skill or strategy for the target student in the video. This method is most effective when the skill being modeled requires imitation or to model academic responses. 2. Video self-modeling entails recording the target student modeling the skill or strategy. This approach is most useful for self-management tasks or assessing one's own performance in play or with vocational skills. 3. Point-of-view video modeling involves the target student, a peer, or an adult recording a video demonstrating a skill or behavior from their point of view. This technique is most effective for discrete skills, like tying a shoe, ordering food at a restaurant, or building something with blocks or Legos. (Cox, A., & AFIRM Team).
When to Use Video Modeling	Ideal times to use video modeling with autistic children, or other children with or without disabilities, could include, but are not limited to, activities that: • are novel experiences the student is not familiar with, • have multiple steps, like opening a locker and gathering materials for the next class or completing and turning in an academic assignment; and • students need to be able to do independently, like going through the lunch line, filling out an agenda, unpacking a backpack at arrival time, or completing vocational work tasks.

Why Use Video Modeling?	Video modeling: • provides prompting with reduced social demands because videos do not require the student to continually respond to them; • clarifies expectations about next steps to successfully complete a multi-step activity; • increases predictability regarding novel tasks or activities; • reduces amount of time a student takes to complete a task; • increases academic and social engagement; • promotes student independence within regular routines that occur during the school day; and • aids working memory by providing model prompts for task completion.
Critical Components of Video Modeling	Video models for autistic students should: • be broken down into small, manageable steps; • be filmed using the most logical method to aid the learner (peer model, self-model, point-of-view model); • include staff planning for behavior-specific praise after individual steps of the process are completed, if necessary, and reinforcement upon completing the entire task or behavior; and • be individualized to the learning environment or students using them.
Video Creation Tips	• Write out the steps to the skill or behavior, and break them down into manageable steps. • Allow the model being filmed time to practice and prepare. Consider what key words or scripts may be needed within the video model to help the target student to be successful. • Organize the environment to reduce distractions so that the video focuses on the skill or behavior being modeled. • Record the video in the environment where the target student will perform the skill. • After recording, ensure that the video clearly demonstrates the skill or strategy and that the model is visible and audible. • Simple video-editing software can be used to shorten, speed up, or slow down the video. Captions or attention grabbers can also be added during editing.

Video Modeling Implementation Tips	• Set up a distraction-free viewing location where the target student can see and hear the video model clearly. • Ensure that the necessary materials to demonstrate the skill or strategy taught in the video are available for the target student. • Incorporate the video of the skill into the student's routine at a logical time when the skill or strategy would naturally be required. • Consider how to prompt the student to focus on the important behaviors modeled within the video if necessary. • Decide if the video should be shown step-by-step and paused so that the student can practice that portion of the skill or if the entire video should be shown from start to finish. • Provide prompts to the target student for attempting the skill or behavior, helping them to achieve success. • Reinforce the target student as soon as he or she demonstrates the skill or behavior, even if additional prompting is required.

Cox, A., & AFIRM Team. (2018). *Video modeling.* Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from http://afirm.fpg.unc.edu/video-modeling

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf

Online Resources and Video Modeling Examples:

https://www.iidc.indiana.edu/irca/articles/video-self-modeling-how-to-and-examples.html