TN-TAN
TENNESSEE TECHNICAL
ASSISTANCE NETWORK

TN Department of Education

VANDERBILT KENNEDY CENTER
Treatment and Research Institute for
Autism Spectrum Disorders

Video Modeling for Caregivers — 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 child, 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 model the skill or activity for the target child in the video. This method is most effective when the skill being modeled requires imitation. 2. Video self-modeling entails recording the target child modeling the skill or activity. This approach is most useful for self-management tasks or assessing one's own performance at a play or vocational skill. 3. Point-of-view video modeling involves the target child, a peer, or an adult recording the video demonstrating the skill or activity 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 child 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 • children need to be able to do independently, like packing a lunch, picking up toys in a playroom, setting the table, or completing vocational work tasks.

Why Use Video Modeling?	Video modeling: • provides prompting with reduced social demands because videos do not require the child to continually respond to it; • clarifies expectations about next steps to successfully complete a multi-step activity; • increases predictability regarding novel tasks or activities; • reduces amount of time a child takes to complete a task; • increases academic and social engagement; • promotes independence within regular routines that occur during throughout the day; and • aids working memory by providing model prompts for task completion.
Critical Components of Video Modeling	Video models for autistic children should: • be broken down into small, manageable steps; • be filmed using the most logical method to aid the target child (peer model, self-model, point-of-view model); • include caregiver 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 home environment or children 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 child 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 child 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 child can see and hear the video model clearly.
	• Ensure that the necessary materials to demonstrate the skill or activity taught in the video are available for the target child.
	• Incorporate the video of the skill into the child's routine at a logical time when the skill or activity would naturally be required.
	• Consider how to prompt the child to focus on the important behaviors modeled within the video, if necessary.
	• Decide if the video should be shown broken down step-by-step and paused so that the child can practice that portion of the skill or if the entire video should be shown from start to finish.
	• Provide prompts to the target child for attempting the skill or behavior, helping them to achieve success.
	• Reinforce the target child 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