WHAT IS VIDEO MODELING?

Video Modeling is an evidenced-based practice used to teach a variety of socially relevant behaviors and skills. Participants are provided with a visual model of a peer, adult or themselves engaging in a "targeted behavior" (a behavior they are expected to learn). After watching a video several times, participants are then given an opportunity to use the skill they observed. Rehearsing with the model and guidance of the video helps in function to assist with generalization of targeted behaviors. Extensive research supports the use of video modeling as an effective therapy tool and support strategy for learners from early childhood through adulthood. In the *Acting with Purpose*™ and *Including Everyone*™ series, we use three types of Video Modeling:

Basic Video Modeling   involves recording someone other than the learner engaging in the target behavior or skill;

Video Self-Modeling   involves recording the learner engaging in the target skill;

Video Prompting   involves breaking down a behavior into steps, incorporating pauses so the learner can choose to attempt each step before moving on. The video serves as a cue for the steps of a task/procedure.

VIDEO MODELING PROVIDES VISUALLY-CUED INSTRUCTION THAT:

▶ Captures the **dynamic moment** in a social interaction

▶ Provides a clear **visual** model

▶ Offers learners a **script to follow and recall** for use in real social situations

▶ Allows for repetition and **replay on demand**

▶ Presents a visually **motivating** platform

▶ Is engaging for learners who see themselves or people they know bringing **focus to detail** and **completing a task**

▶ Enables everyone working with a student to use the **same method/language and procedure** for teaching a targeted skill

▶ Is easy to **edit** to take out language or steps of a process once they are no longer needed

WHY IS VIDEO MODELING SO EFFECTIVE?

Research suggests that video modeling produces more rapid acquisition and greater generalization than live modeling.

1 Some children, particularly if they have perspective-taking deficits, have a difficult time holding onto the moment when an emotion is presented in a social interaction. Videotaping allows them to see the antecedent in a social exchange and watch the moment again and again. This provides multiple opportunities to rehearse targeted behavior without social pressure.

2 Modeling games and activities that will be played in the regular education classroom allows for pre-teaching and breaks each activity in to smaller "doable" steps. Pre-teaching allows for small group work prior to class participation, and offers many opportunities for discussion about communication breakdowns. Teachers, parents, and clinicians can ask: "Is that what happened in the video we watched?"

3 Video modeling offers several advantages over live modeling because it provides a sequence to be followed and steps that can be visualized and pre-taught. These techniques may also be combined with other apps that more deeply embed the sequential aspect of the video (i.e. Advanced Sequences), using actual photos of the participants.

WHAT CAN YOU TEACH USING VIDEO MODELING?

▶ Activities of Daily Living (Step-by-Step procedures)
▶ Community Participation
▶ Perspective-Taking
▶ Play Skills
▶ Positive Behaviors
▶ Reading Facial Expressions
▶ Self-Care
▶ Social Behaviors (Requesting, Greeting, Turn-Taking)
▶ Social Expectations and Scripts
▶ Understanding Rules of Social Proximity
▶ Vocational Skills
  and much much more!

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