

Module: Video Modeling

Overview of Video Modeling

Franzone, E., & Collet-Klingenberg, L. (2008). *Overview of video modeling*. Madison, WI: The National Professional Development Center on Autism Spectrum Disorders, Waisman Center, University of Wisconsin.

Video modeling is a mode of teaching that uses video recording and display equipment to provide a visual model of the targeted behavior or skill. Types of video modeling include basic video modeling, video self-modeling, point-of-view video modeling, and video prompting. *Basic video modeling* involves recording someone besides the learner engaging in the target behavior or skill (i.e., models). The video is then viewed by the learner at a later time. *Video self-modeling* is used to record the learner displaying the target skill or behavior and is reviewed later. *Point-of-view video modeling* is when the target behavior or skill is recorded from the perspective of the learner. *Video prompting* involves breaking the behavior skill into steps and recording each step with incorporated pauses during which the learner may attempt the step before viewing subsequent steps. Video prompting may be done with either the learner or someone else acting as a model.

Evidence

Video modeling meets evidence-based practice (EBP) criteria with eight single-subject studies.

With what ages is video modeling effective?

The evidence-based research suggests that video modeling can be effectively implemented with learners from early childhood through middle school. This practice may prove useful with high school age learners as well, though no studies were identified to support its use at this age level.

What skills or intervention goals can be addressed by video modeling?

In the evidence-based studies, the domains of communication, social, academic/cognition, and play were represented. It may be useful in the behavior domain as well; however, no studies were identified to support the use of video modeling in this domain.

In what settings can video modeling be effectively used?

In the studies that serve as the foundation for the evidence base, video modeling was implemented in home and school settings. This practice, however, may be useful anywhere there is learner access to viewing equipment.

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Evidence Base

The studies cited in this section provide the basis upon which this practice was determined to meet the NPDC of ASD's criteria as an evidence-based practice. This list is not exhaustive; other quality studies may exist but were not included.

Preschool

Apple, A. L., Billingsley, F., & Schwartz, I. S. (2005). Effects of video modeling alone and with self-management on compliment-giving behaviors of children with high-functioning ASD. *Journal of Positive Behavior Interventions*, 7(1), 33-46.

D'Ateno, P., Mangialpanello, K., & Taylor, B. A. (2003). Using video modeling to teach complex play sequences to a preschooler with autism. *Journal of Positive Behavior Interventions*, 5(1), 5-11.

Gena, A., Couloura, S., & Kymissis, E. (2005). Modifying the affective behavior of preschoolers with autism using in-vivo or video modeling and reinforcement contingencies. *Journal of Autism and Developmental Disorders*, 5, 545-56.

Kroeger, K. A., Schultz, J. R., & Newsom, C. (2007). A comparison of two group-delivered social skills programs for young children with autism. *Journal of Autism and Developmental Disorders*, 37(5), 808-817.

Sherer, M., Pierce, K. L., Paredes, S., Kisacky, K. L., Ingersoll, B., & Schreibman, L. (2001). Enhancing conversation skills in children with autism via video technology. Which is better, "self" or "other" as a model? *Behavior Modification*, 25(1), 140-158.

Elementary and Middle School

Charlop, M. H., & Milstein, J. P. (1989). Teaching autistic children conversational speech using video modeling. *Journal of Applied Behavior Analysis*, 22(3), 275-285.

Nikopoulos, C. K., & Keenan, M. (2004). Effects of video modeling on social initiations by children with autism. *Journal of Applied Behavior Analysis*, 37(1), 93-96.

Sherer, M., Pierce, K. L., Paredes, S., Kisacky, K. L., Ingersoll, B., & Schreibman, L. (2001). Enhancing conversation skills in children with autism via video technology. Which is better, "self" or "other" as a model? *Behavior Modification*, 25(1), 140-158.

Taylor, B. A., Levin, L., & Jasper, S. (1999). Increasing play-related statements in children with autism toward their siblings: Effects of video modeling. *Journal of Developmental and Physical Disabilities*, 11(3), 253-264.

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Selected Additional References

- Bellini, S., Akullian, J., & Hopf, A. (2007). Increasing social engagement in young children with autism spectrum disorders using video self modeling. *School Psychology Review, 36*(1), 80-90.
- Coyle, C., & Cole, P. (2004). A videotaped self-modeling and self-monitoring treatment program to decrease off-task behavior in children with autism. *Journal of Intellectual and Developmental Disability, 29*, 3-16.
- Sigafoos, J., O'Reilly, M., & de la Cruz, B. (2007). *How to use video modeling and video prompting*. Austin, TX: Pro-Ed.