



MODEL ME KIDS, LLC

WHITEPAPER

**ENHANCING SOCIAL SKILLS IN
LEARNERS WITH AUTISM
THROUGH VIDEO MODELING**

www.modelmekids.com

Introduction

Autism Spectrum Disorder (ASD) is characterized by challenges in social communication and behavior. Effective interventions are vital for enhancing social competence in learners with ASD. Video modeling has emerged as an accessible and evidence-based practice to address these challenges. This white paper explores the efficacy of video modeling, with a focus on the contributions and results associated with Model Me Kids®, and related research findings from the Cleveland Clinic.

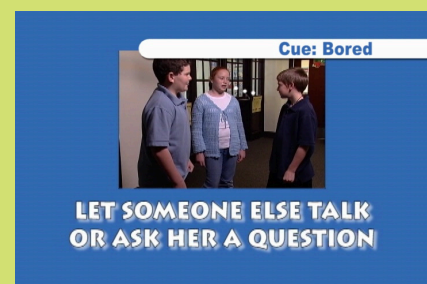
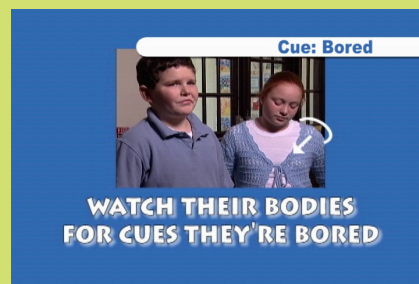
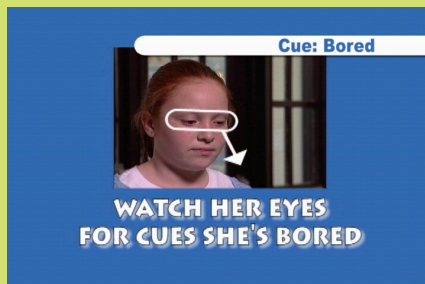
Understanding Video Modeling

Video modeling is a teaching method that utilizes video recordings to demonstrate desired behaviors or skills. Learners observe these recordings and imitate the modeled behaviors, facilitating learning through observation. This approach has been particularly effective in teaching social, communication, and daily living skills to learners with ASD.



Overview of Video Modeling

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Model Me Conversation Cues™ | Chapter: Bored

Types of Video Modeling

Different forms of video modeling cater to various learning styles and needs

Video Modeling

Video modeling involves a peer demonstrating the desired skill or behavior and showing the video to the learner followed by the learner imitating what was shown in the video.

Video Self-Modeling

Video self-modeling allows the learner themselves to be featured in the video demonstrating the skill or behavior. The learner watches the clip and is given an opportunity to practice what was shown.

Point-Of-View Modeling

In point-of-view modeling, the video clip doesn't show the entire environment or whole person. It captures and zooms in on the actual skills from the person's point of view who is completing the task.

Video Prompting

When a task has multiple steps, video prompting is used as task analysis in video format. Several video clips are taken together and shown to the learner one at a time allowing the opportunity to imitate each step.



Scientific Research Supporting Video Modeling

Numerous scientific studies have demonstrated the effectiveness of video modeling for teaching social, communication, and daily living skills to individuals with autism spectrum disorder (ASD). The effectiveness of video modeling is attributed to its ability to provide clear, consistent demonstrations of target behaviors, reducing cognitive load and making it easier for individuals to imitate and generalize skills across settings. These studies collectively support the use of video modeling as a valuable tool in evidence-based interventions for individuals with ASD.

1

A meta-analysis by Bellini and Akullian (2007) reviewed 23 studies and found that video modeling and video self-modeling were highly effective in teaching a range of skills, including social interactions, functional life skills, and communication. The researchers reported that video modeling led to significant improvements in skill acquisition and generalization, with participants maintaining the learned behaviors over time.

2

A study by Charlop-Christy, Le, and Freeman (2000) compared video modeling to in vivo modeling and found that video modeling resulted in faster skill acquisition, greater generalization, and stronger maintenance of newly learned behaviors among children with ASD.

3

A study by Macdonald et al. (2009) found that video modeling was effective in teaching perspective-taking and social initiations in children with ASD, skills that are often challenging for this population.

4

Wilson (2013) explored the use of video modeling in vocational training and found that individuals with ASD were able to learn job-related tasks more efficiently through video modeling than through traditional instruction.

Model Me Kids®: A Case Study in Video Modeling

Model Me Kids® is a leading provider of video modeling tools designed to teach social skills to learners with autism. Model Me Kids® videos feature real peer models demonstrating appropriate social behaviors in various contexts, such as initiating conversations, taking turns, and understanding personal space. effective instruction.

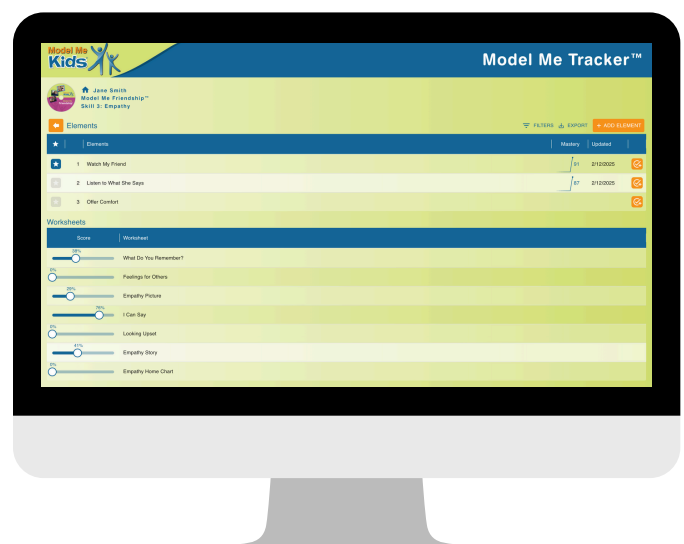
Model Me Kids® videos present authentic scenarios shot in real-world environments, helping learners generalize skills to everyday situations. Peer role models illustrate appropriate social behavior, making the learning process more relatable.

To enhance learning, Model Me Kids® integrates its videos with teaching resources, including student workbooks, at-home guides, lesson plans, and apps for educators and therapists. The combination of engaging video content with structured learning materials helps reinforce lessons and provides educators with valuable tools for effective instruction.



The incorporation of Model Me Tracker™, the Model Me Kids® data tracking software, facilitates objective assessment and monitoring of student progress within the Model Me Kids® social skills curriculum. This tool allows the collection and analysis of data related to specific student behaviors, social interactions, and goal attainment within the curriculum. The data can be utilized to identify trends, adjust instructional strategies, and create tailored interventions. Data downloads support informed collaboration with colleagues, parents and caregivers.

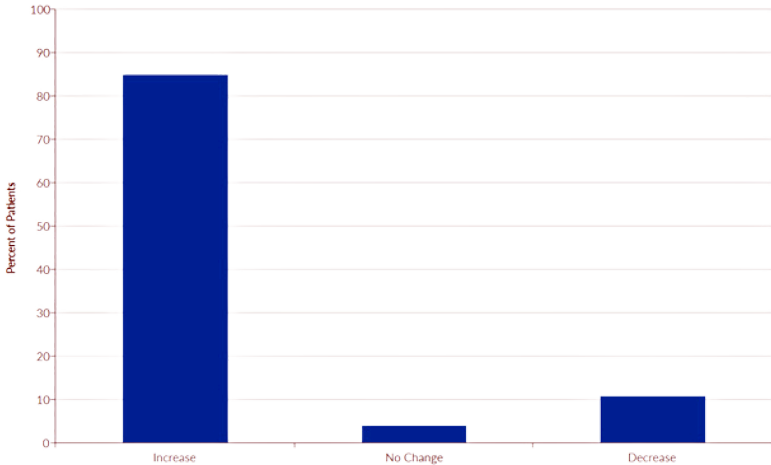
Data Tracking with Model Me Tracker™



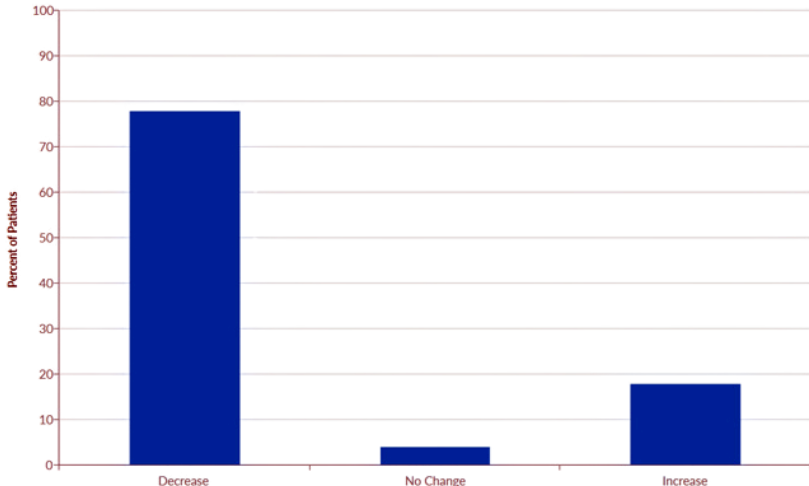
Cleveland Clinic Study on Model Me Kids®

A study conducted by the Cleveland Clinic evaluated the effectiveness of Model Me Kids® videos in a 12-week social skills group. The research demonstrated significant improvements in social competence. The study also reported a decrease in problematic social behaviors, indicating a positive shift in how learners responded to social situations. Graphs below show the results of the Cleveland Clinic study.

Social Competence (N = 27)
2016 - 2017



Antisocial Behavior (N = 27)
2016 - 2017



Advantages of Video Modeling in Autism Interventions

Unlike traditional teaching methods that rely on verbal instruction, video modeling provides a clear, visual example of social expectations, reducing confusion and improving comprehension.



Consistency

One of its primary benefits is consistency. Unlike live demonstrations, video modeling provides a uniform and repeatable learning experience, ensuring that learners receive the same clear instruction each time they watch.

Flexibility

Flexibility is another strength of video modeling. It can be used in a variety of settings, including schools, therapy sessions, and at home, allowing caregivers and educators to incorporate it into different learning environments.

Engagement

Another major advantage is engagement. Many learners with autism are drawn to visual stimuli, making videos an effective way to capture and maintain attention while allowing for self-paced learning, which enhances retention.

Generalization

Video modeling also facilitates generalization, as learners see real peer behaviors modeled in everyday scenarios, making it easier for them to transfer the skills they learn to new social situations.

Implementation in Educational and Clinical Settings

Educators and therapists can integrate video modeling into autism intervention programs in several ways. In the classroom, teachers can play videos before social activities to reinforce expected behaviors. In therapeutic sessions, therapists can use video modeling to support individualized social skills training. At home, parents can encourage skill practice outside of structured settings by incorporating video modeling into daily routines. In group social skills training, videos can serve as discussion starters, helping learners analyze and practice social interactions in a structured and supportive environment.

Role Play

Combining video modeling with direct practice enhances learning outcomes. Teachers and therapists can use role-playing exercises after watching the videos, allowing learners to apply newly learned skills in a guided setting. Repetition is also key; watching videos multiple times over an extended period strengthens memory and increases the likelihood of successful social interactions. Using video modeling as part of a comprehensive intervention plan, including guided practice and reinforcement from caregivers, maximizes its effectiveness and ensures long-term skill retention.



Future of Video Modeling

Expanding access to high-quality real-peer video modeling programs will be essential for ensuring that learners with autism receive the social skills training they need to thrive. As technology continues to advance, video modeling interventions can be further refined to meet the diverse needs of learners and enhance their ability to navigate the social world with confidence.

Conclusion

Video modeling is a highly effective intervention for teaching social skills to learners with autism. The success of programs like Model Me Kids®, supported by research from institutions like the Cleveland Clinic, highlights the value of incorporating video modeling into educational and therapeutic strategies. As research continues to support this method, video modeling is positioned to remain a key component of autism intervention for years to come.

References

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