Along the Spectrum

Tazewell Mason Counties Special Education Association

"I THINK IN PICTURES. Words are like a second language to me. I translate both spoken and written words into full color movies, complete with sound which run like a VCR tape in my head." Temple Grandin, 1995

One of the most effective ways to teach someone what to do is to show him or how to do it. The goal of modeling is to correctly demonstrate a target behavior to the person learning the new skill, so that person can then imitate the model. Children can learn a great deal from observing the behavior of parents, siblings, peers, and teachers, but they often need to be taught what behaviors should be imitated.

What is Video Modeling?

Video modeling occurs when you pre-record a person demonstrating the target behavior. Video modeling can be a great option for students with an affinity for television shows, movies or interest in seeing themselves on a monitor. Some students may enjoy assisting in the production of the video.

Why Use Video Modeling?

Video Modeling uses visual learning and processing which is a strength for many students with ASD. Most videos are relatively short and students can watch them independently. This passive learning style can be effective with students who resist more direct instruction approaches.

Finally, research has shown that video modeling effects tend to generalize to other settings and that skills are maintained.

How to Use Video Modeling

The student watches the model demonstrate the skill(s). Immediately after watching the video, the student begins to imitate skills from the video. Skills performed can be either new skills to learn or changes to existing skills. The student then begins to generalize or utilize that skill in his or her normal environment. This usually requires intervention and practice in the environment.

To get more information and training on how to implement this evidence based practice, please visit
http://www.autisminternetmodules.org/

Steps for the Implementation of a Video Self-Modeling Intervention

1. *Choose a behavior to target.* When choosing a skill to teach, be sure to have a clear definition of the skill and all of its parts – this list of steps is called a task analysis. If it turns out the skill has more than 6 or 7 steps, it may not be a good choice for this particular strategy.

2. *Gather the correct equipment.* An ipad, iphone, or hand held device that records video can be used to record the video. Be sure that the students and adults are familiar with the technology used.

3. *Collect Baseline data.* Before starting the intervention, observe and collect data on the behavior you have chosen to target. If it turns out that the student already performs the task perfectly, you may wish to pick a different task. It is best practice to collect at least three baseline data points.

4. *Plan the video recording.* Write a "script" using the tasks analysis of the behavior. Determine a location with limited distractions for the recording of the video. It would be best to find a time that the video can be recorded in the location where the task is expected to occur on a daily basis.

5. *Record the video.* Prompt the child as needed to record a video of the successful completion of each step in the target behavior. Edit the video as needed to provide a seamless model of the target behavior. Editing software, such as iMovie, is simple to use and free with the iphone and ipad.

6. *Determine the environment and time of day for watching the video.* Think about when the child will watch the video, how many times, and where they will watch it. Determine if a reward will be necessary. Be sure the equipment needed to watch the video will be available.

7. *Show the video.* Show the child the video on a regular basis providing prompting as needed to keep attention.

8. *Collect Data to Monitor Progress.* Continue collecting data on the behavior using your task analysis to determine if the child is improving. If progress is not being made, think about ways the implementation may need to be adjusted to help the child learn.

9. *Fade the Video as Needed.* Once the child has exhibited repeated successes completing the target behavior, it may be time to fade the use of the video. Moving from every day to once or twice a week might me a good place to start. If you continue to see success, eventual fading of the video all together promotes independence. (http://www.iidc.indiana.edu/pages/video-self-modeling)

TMCSEA Lending Library

Books:
- Lights! Camera! Autism! Using Video Technology to Enhance lives by Kate McGinnity, et al. (DVD included)
- Lights! Camera! Autism! 2. Using Video Technology To Support New Behavior by Kate McGinnity et al (DVD included)
- PRO-ED Series On Autism Spectrum Disorder: How to Use Video Modeling and Video Prompting by Sigafoos, O'Reilly and de la Cruz

CHECK OUT

DVDs:
- Model Me Kids Series
- Teach2Talk Series

helpful RESOURCES

Apps-All Available at iTunes: iModeling, Model Me Going Places, My Pictures Talk, Social SkillBuilder, and Social Stories 2 Learn

Christa Duncan has short videos on tasks such as - snack time, standing in line, walking in line, washing hands and checking a visual schedule.
https://www.youtube.com/watch?v=Q_-Z6zzMQ50

List of Apps and Resources for Video Modeling