Video Modeling (VM)

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 Skills (Domains) and Ages

<table>
<thead>
<tr>
<th>Evidence Based Practice and Abbreviated Definition</th>
<th>Evidence by Developmental Domain and Age (years)</th>
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</thead>
<tbody>
<tr>
<td><strong>Social</strong></td>
<td><strong>Comm.</strong></td>
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<tr>
<td>0-5</td>
<td>6-14</td>
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</tbody>
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- **Pivotal Response Training (PRT):** Pivotal learning variables guide intervention implemented in settings that build on learner interests and initiative.
- **Prompting (PP):** Verbal, gestural, or physical assistance that supports skill acquisition.
- **Reinforcement (R+):** A response occurring after a behavior resulting in an increased likelihood of future reoccurrence of the behavior.
- **Response Interruption/Redirection (RIR):** Use of prompts or distractors during an interfering behavior that diverts attention and reduces the behavior.
- **Scripting (SC):** A verbal or written model of a skill or situation that is practiced before use in context.
- **Self Management (SM):** Instruction on discrimination between appropriate and inappropriate behaviors and accurate self-monitoring and rewarding of behaviors.
- **Social Narratives (SN):** Descriptions of social situations with examples of appropriate responding.
- **Social Skills Training (SST):** Direct instruction on social skills with rehearsal and feedback to increase positive peer interaction.
- **Structured Play Group (SPG):** Adult lead small group activities that include typically developing peers and use prompting to support performance.
- **Task Analysis (TA):** The process of breaking a skill into small steps that are systematically chained together.
- **Technology-Aided Instruction and Intervention (TAIL):** Intervention using technology as a critical feature.
- **Time Delay (TD):** Delaying a prompt during a practice opportunity in order to fade the use of prompts.
- **Video Modeling (VM):** A video recording of a targeted skill that is viewed to assist in learning.
- **Visual Support (VS):** Visual display that supports independent skill use.
Why Use Video Modeling?

1. It is EASY
2. It is FUN
3. It WORKS!!!!
Different Types of Video Modeling
Basic Video Modeling:

• Recording someone besides the learner engaging in the target behavior or skill (i.e., models), then the video is viewed by the learner at a later time.
Video Self Modeling:

- Recording the learner displaying the target skill or behavior and reviewing it later.
Point-of-View Video Modeling:

- The target behavior or skill is recorded from the perspective of the learner
Video Prompting:

- 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.
Basic Steps for Implementation:

1. Target the skill
2. Identify needed equipment
3. Planning (Script and/or Task Analysis)
4. Make the video
5. Plan for using video for instruction
6. Show video
7. Monitor student progress on skill
8. Troubleshoot
9. Fade the video
# Let’s Practice

<table>
<thead>
<tr>
<th>Name:</th>
<th>Type of VM:</th>
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<tbody>
<tr>
<td></td>
<td>1st Person</td>
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<tr>
<td></td>
<td>Basic VM</td>
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<td></td>
<td>Video Prompting</td>
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</tbody>
</table>

## Video Viewing Plan:

<table>
<thead>
<tr>
<th>Prompts Hierarchy: Ph (Physical), PPh (Partial Physical), G (Gestural), Pr (Proximity), IV (Indirect Verbal), I (Independent), NV (No Video)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Script</td>
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Name: Tommy Cruiser
Identify the Skills to Teach
Develop a Task Analysis

1. Get game from shelf
2. Open game
3. Read rules
4. Set up game
5. Determine who goes first
6. Take turns
7. Play until there is a winner
8. Put game back in box
9. Take game back to shelf
Develop a Script

Step 1 (Get game off shelf)
Student Says “Let’s Play Trouble”
Other Child Says “Yeah!”

Step 2 (Open Game) No Words

Step 3 (Student Reads Rules)

Step 4 (Set Up Game)
Student Says “I’ll be Red”
Other Child Says, “I’ll be Blue”
Record Your Video
Use Video as an Intervention

• May be shown in various settings
• Ideal showing frequency 1-2 times daily however, less frequency still shows benefits
• If doing video prompting, ask student to display skill immediately after watching video segment
• Always reinforce the student for attending
Monitor Student Progress

• From your Task Analysis, you can record any additional prompting required during skill performance

• From your Task Analysis, you can record the number of errors during task performance on specific steps

• Watching video may still be considered a prompt that must be faded
Module: Video Modeling

Implementation Checklist for Video Modeling

The implementation checklist steps were adapted from:

Instructions: The Implementation Checklist includes each step in the process of implementing video modeling. Please complete all of the requested information including the site and state, individual being observed, and the learner’s initials. To assure that a practice is being implemented as intended, an observation is always preferable. This may not always be possible. Thus, items may be scored based on observations with the implementer, discussions and/or record review as appropriate. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: __________________________ State: _______________________

Individual (s) Observed: __________________________ Learner’s Initials: ______________________

**Skills below can be implemented by a practitioner, parent, or other team member**

<table>
<thead>
<tr>
<th>Observation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Date</th>
<th>Observer’s Initials</th>
</tr>
</thead>
</table>

### Planning (Steps 1 – 6)

**Score**: 2 = implemented; 1 = partially implemented; 0 = did not implement; NA = not applicable

#### Step 1. Targeting a Behavior for Teaching

1. Identify a target behavior that is important to be taught. **Score**

2. Define and describe the target behavior so that it is observable and measurable. **Score**

#### Step 2. Having the Correct Equipment

1. Acquire a video recording device (e.g., handheld video camera, digital camera, computer technology). **Score**

2. Identify how the video will be played back (e.g., DVD, VCR, computer). **Score**

3. Become familiar with the equipment and comfortable using it. **Score**

CAPTAIN
California Autism Professional Training and Information Network

Video Modeling: Implementation Checklist
National Professional Development Center on ASD
10/2010
“Children and Families Can Not Benefit from Evidence Based Practices That They Do Not Experience” (Fixen, 2006)