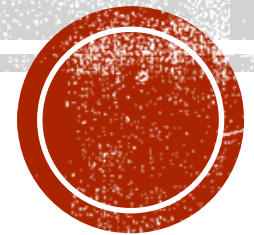


# VIDEO MODELING



# EXAMPLE OF A GOOD VIDEO MODEL

- <https://www.youtube.com/watch?v=dcCVfaLkzJk>



# VIDEO MODELING



- **Established EBP (National Standards Project, 2009; 2015)**
- **Video modeling involves watching a video of adults or children modeling particular target behaviors (e.g., conversational scripts, self help skills, greeting, labeling, etc.)**
- **Even children who don't readily imitate live models will often reproduce verbalizations from TV and video (Charlop-Christy, Le, & Freeman, 2000; Haring, Kennedy, Adams and Pitts-Conway, 1987).**
- **Helps focus the attention of the child with ASD on the relevant stimuli in the video**



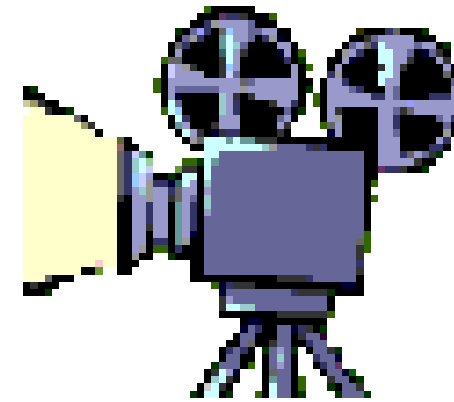
# VIDEO MODELING



- **With practice and rehearsal the child begins to retain and display the targeted language and behavior that is modeled**
- **Repeated viewings support the child's ability to learn the specific vocabulary associated with targeted situations**



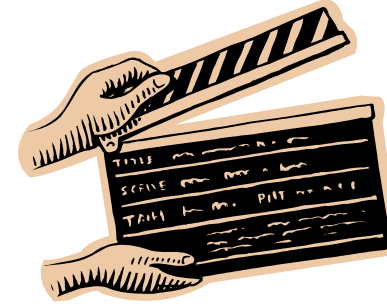
# STEPS



- **Target focus for video**
  - **Consider a motivating theme in conversation or play to be modeled**
  - **Select and define the behavior to be developed/modeled**
  - **Complete a task analysis to itemize the steps**
  - **Gather input from parents, teachers, and child to guide development of the video model**



# STEPS IF YOU USE CHILDREN



- **Steps- Script**
  - **Observe whatever target script has been identified in children who are typically developing**
  - **Create short scripts (usually three lines each for the child and the communication partner) so there is a reciprocal communication exchange**



# SAMPLE SCRIPT

- Playing a game

Speaker	Action	Lines
Person 1	Reading card to Person 2	What is _____?
Person 3	Enters room; waits for Child 1 to finish talking	Excuse me, can I play too?
Person 1		Yes, you may.
Person 3	Joins game	Thank you.



# SAMPLE SCRIPT

- **In class**

Speaker	Action	Lines
Teacher		Does anyone know what today is?
Child	Raises hand	
Teacher		Johnny?
Child		Today is Wednesday.
Teacher		Yes, that is correct.





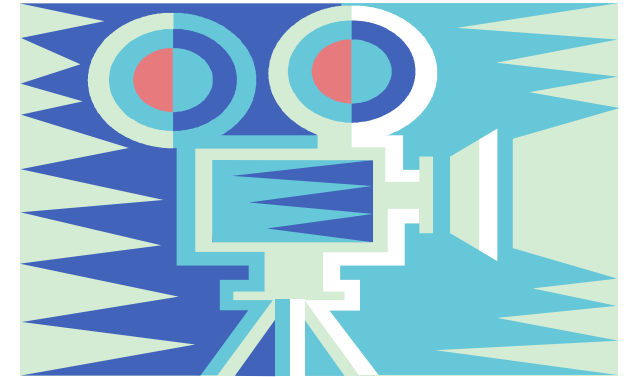
# SAMPLE SCRIPT

- Watching TV or listening to music

Speaker	Action	Lines
Person 1	Watching TV	
Person 2	Waits for time to talk / Gets attention	“Can I watch TV?” or “Can I borrow your CD?”
Person 1		“Yes you can join me.” or “Sure listen to this one.”



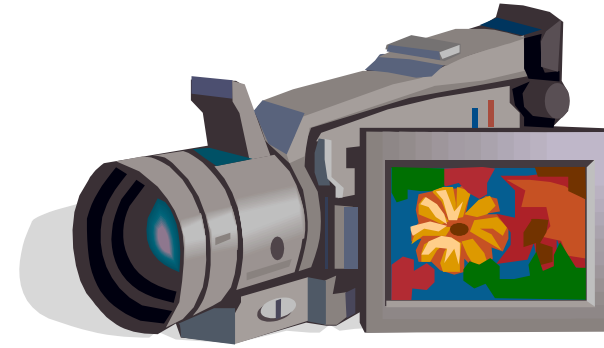
# STEPS



- **Video Taping**
  - **Strategically locate the camera to highlight facial expressions, gestures, body language, or salient issues**
  - **Present each step slowly and have actors exaggerate specific steps while looking into the camera**



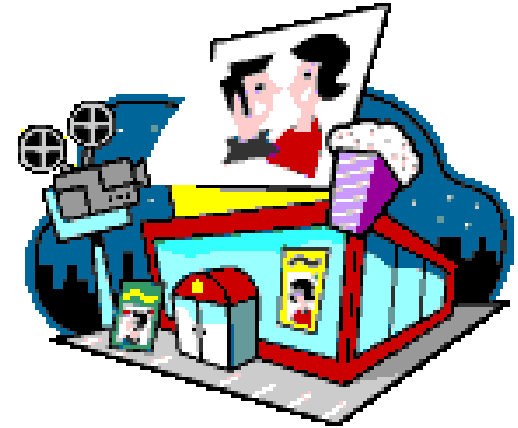
# MAKING THE VIDEO



- **Hold camera steady and move slowly**
- **Eliminate distractions and background noise**
- **Enlist the help of others**
  - **Peer models make good actors**
- **Using a digital video camera allows you to print photos from the video that can be used as visual cues**



# MAKING THE VIDEO



- **Actors need to be animated and use appropriate gestures and facial expressions when necessary**
- **Record both appropriate and inappropriate scenarios to demonstrate variations, if needed (Be careful of inappropriate with some children)**
- **Have fun! Make the video enjoyable for the child with ASD.**



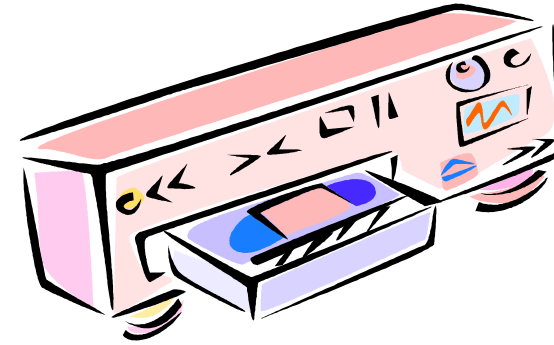
# TEACHING STEPS



- **Viewing**
  - **Watch a video of adults/children modeling particular target behaviors (e.g. conversational scripts, self-help skills, greeting, etc.)**
  - **Help focus the attention of the child with ASD on the relevant stimuli in the video**
  - **Even children who don't readily imitate models will often reproduce verbalizations from TV and video**



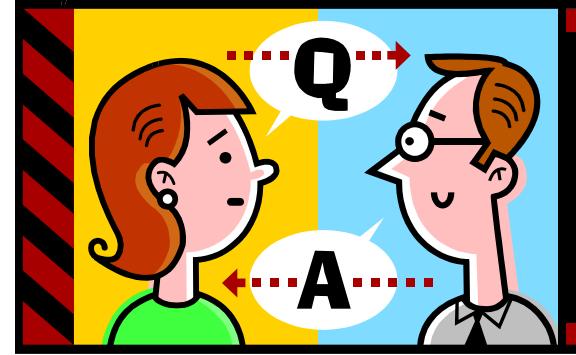
# TEACHING STEPS



- **Viewing**
  - **Repeated viewings support the child's ability to learn the specific vocabulary associated with targeted situations**
  - **Pause video to highlight target behaviors and/or expressions**
  - **Rewind to review important parts**
  - **Debrief child on what they watched noting prosody and emotional expression (Charlop & Milstein, 1989)**



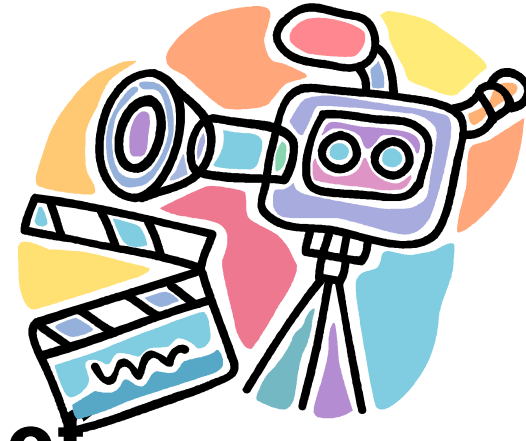
# TEACHING STEPS



- **Role Playing**
  - **Encourage and reinforce attempts to demonstrate the modeled behavior**
  - **Communicate to team so that they can reinforce attempts at modeled behavior**
  - **With practice and rehearsal of the modeled behavior the child begins to retain and display the targeted language and behavior that is shown in the video**



# TEACHING STEPS



- **Variation Scenarios**
  - **Talk about possible variations of events so the child has opportunities for flexible learning and thinking**
  - **Video model possible variations for viewing after discussing with the child the variations**
  - **Role play the variations to reinforce the target behavior in variation scenarios**







# RESOURCES

- Lutzker, J., Shipley-Benamou, R. & Taubman, M. (2002). Teaching daily living skills to children with autism through instructional video modeling. *Journal of Positive Behavior Interventions*, 4 (3), 165-188.
- Charlop-Christy, M., & Daneshvar, S. (2003). Using video modeling to teach perspective taking to children with autism. *Journal of Positive Behavior Interventions*, 5, 2(1), 12-21.
- Apple, A. Billingsley, F., & Schwartz, I. (2005). Effects of video modeling alone and with self-management on compliment-giving behaviors of children with high-functioning autism. *Journal of Positive Behavior Interventions*, 7 (1), 33-46.
- Maione, L., & Mirenda, P. (2006). Effects of video modeling and video feedback on peer-directed social language skills of a child with autism. *Journal of Positive Behavior Interventions*, 8 (2), 106-118.
- Book by parent: “*Video Modeling : A Visual Teaching Method for Children with Autism*” By Lisa Neuman available at <http://ideasaboutautism.com> for \$12.95
- 9<sup>th</sup> planet for teenagers and adults <https://www.youtube.com/watch?v=QmgzTxJaLek>

