

UNIVERSITY OF
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KENTUCKY AUTISM
TRAINING CENTER 

Using Video Modeling with Individuals with
Autism Spectrum Disorders

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Objectives

- ✓ Participants will learn the basic types of video modeling.
- ✓ Participants will learn what types of skills and behaviors video modeling can be used to teach.
- ✓ Participants will be given links to examples of the different types of video modeling.

- Antecedent Based Intervention
- Cognitive Behavioral Intervention
- Differential reinforcement
- Discrete trial teaching
- Exercise
- Extinction
- Functional behavior assessment
- Functional communication training
- Modeling
- Naturalistic interventions
- Parent-implemented intervention
- Peer-mediated instruction/intervention
- Picture Exchange Communication System™
- Pivotal response training
- Prompting
- Reinforcement
- Response interruption/redirection
- Scripting
- Self-management
- Social narratives
- Social skills training
- Structured play groups
- Task analysis
- Technology-aided instruction/intervention
- Time delay
- Video modeling
- Visual supports

Technology Aided Instruction and Intervention (TAII)

- Instruction or interventions in which technology is the central feature supporting the acquisition of a goal for the learner.
- Technology is defined as “any electronic items/equipment/application/or virtual network that is used intentionally to increase/maintain, and/or improve daily living, work/productivity, and recreation/leisure capabilities of adolescents with ASD.

Modeling

- Demonstration of a desired target behavior that results in imitation of the behavior by the learner and that leads to the acquisition of the imitated behavior.
- This EBP is often combined with other strategies such as prompting and reinforcement.

Video Modeling

- Method of instruction that uses video recording and display equipment to provide a visual model of the targeted behavior or skill
- Shown to the learner, who then has an opportunity to perform the targeted behavior, either in the moment or at a later point in time.

General Steps for Video Modeling

1. An exemplar is video recorded performing the targeted behavior.
2. The video is played for the learner before each teaching situation.
3. After the video is finished, the learner is prompted to perform the behavior.

Types of Video Modeling

- Basic video modeling
- Video self-modeling
- Point of view modeling
- Video prompting

What Behaviors Can Be Taught Using Video Modeling?

A wide range of behaviors have been the focus of video modeling instruction.

Targeted behaviors during research studies have included...

- Communication
(requesting, conversation, increasing mean length of utterances, using plurals, etc.)
- Emotion recognition
- Perspective taking
- Social initiation
- Pretend play
- Reciprocal play
- Adaptive behaviors
(going to the dentist, washing hands, self-help skills, using an ATM, locating grocery items, zipping jacket, etc.)
- Academic
(staying on task, reading comprehension, fluency, etc.)
- Imitative response

Example of Video Modeling:

Ashley is a 3-year-old with autism. She is well behaved but only wants to play with Legos all day long. Her parents decide to use video modeling to show her how to play with other toys. They ask a neighbor's 4-year-old to be in the video and he and his parents agree.

They make a video of the peer playing a variety of games and transitioning from activity to activity. Because Ashley enjoys watching TV, his parents are hopeful that using video modeling will prompt her to engage in several new play behaviors.

Video Modeling Example:

http://www.autisminternetmodules.org/mod_view.php?nav_id=1407

Video Self Modeling:

- Follows the same basic premises as video modeling, except that the primary model in the video is the learner him or herself.
- This can be especially motivating for some learners and provides an example for the student performing the desired behavior successfully.

Example of Video Self Modeling:

Jose is a middle school student with autism who likes to be independent. However when he transitions to his locker between classes he takes too much time and often is late to his next class. Because Jose loves to see himself in videos, his teachers decide to use video self-modeling to teach him how to best transition between classes. His teachers videotape Jose getting up when the bell rings and going out the door. The videotaping follows Jose as he goes through the routine of going to his locker, saying hi to a friend, and finally walking into his next class. His teachers edit the tape and take out several behaviors that are not conducive to a smooth transition (Jose sat down in the hall at one point and played with his lock and locker for several minutes). The video is now ready for Jose's viewing.

Video Self Modeling Examples:

https://www.youtube.com/watch?v=s_n1aZy1NV8

http://www.autisminternetmodules.org/mod_view.php?nav_id=1407

Point of View Modeling:

- is a unique way of showing how the behavior would look through the learner's eyes. That is, the video is filmed to show the learner's view of the behavior.
- For example, if a teacher was teaching a student with ASD to tie his shoes, the video would be filmed showing the hands reaching down and working on the laces. It would not show the whole body of the person, but rather just what the eyes of the learner would see if she were actually tying their shoes.

Example of Point of View Modeling:

Bill is a 7-year-old with autism. He really likes playing sports but has not yet learned to tie his sneakers before running onto the field. His mother decides to use point-of-view video modeling to teach Bill to tie his shoes. She makes the video by filming Bill's older brother Peter tying his shoes. The video shows Peter's hands reaching down and working on the laces. It would not show Peter's whole body, but rather just what Bill would see if he were actually tying his own shoes.

Point of View Modeling Example:

“How to put on your socks”

<https://youtu.be/RVqG6j9ei3k>

<https://youtu.be/csqXvYMIPRc>

“How to tie your shoes”

Video Prompting

- Is a form of video modeling used to teach a sequence of skills.
- Rather than recording the task in its entirety, each skill part is shown, followed by a pause.
- At the pause, the student is asked to perform the behavior.
- The process is repeated until the entire sequence of behaviors is complete.

Example of Video Prompting:

Mary is an 8-year-old with ASD who does not speak. She enjoys helping others but has had a difficult time learning to complete daily tasks. Her teachers video recorded the sequence of steps required to make a peanut butter and jelly sandwich. They then showed Mary each section of the videotape, stopping to have Mary complete each step. Once the entire video prompting was completed, Mary ate her sandwich with peers at lunch.

Video Prompting Example:

https://www.youtube.com/watch?v=2V_tLPxrBhE

References:

- <http://www.autisminternetmodules.org/>
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