Video Modeling

What is Video Modeling?

Video modeling is a strategy in which a specific skill is taught by having the learner watch a video of the appropriate way of doing that skill. The videos are made in advance, and then the learner can watch them repeatedly, as needed, to learn the material. Videos can be made by filming the learner doing the task properly or by filming someone else modeling the task. Videos can also be broken into small segments with pauses for the learner to try what was modeled as they watch.

What Skills can Video Modeling Teach?

Video modeling can address almost any situation or skill that can be shown via video. Some specific examples include:

- **Basic social skills.** Video modeling can show examples of waiting in line, waiting for materials, sharing toys, taking turns in games and activities, or asking for help.

- **Daily rules/expectations.** Video modeling can show the appropriate way to complete a chore, complete the classroom's morning routine, a family's getting ready for bed routine, or unpacking a backpack and putting away materials,

- **Responses to others.** Video modeling can provide examples of reciprocal conversations, appropriate ways to request or to offer help, or how to greet peers at school

How to create a video for Video Modeling

1. First, identify a concrete goal to teach—it should be observable and measurable.
2. Task analyze the skill (break it into its component pieces)
3. Take baseline data to identify which steps the student already does independently and/or with support.
4. Write a script for the video that models the appropriate use of each step of the skill.
5. Ensure you have the appropriate equipment, apps, etc. to both record and edit the video.
6. Rehearse the script to ensure the model/student can follow the steps and that all steps are included.
7. Videotape the skill
8. If necessary, edit the video to remove any errors, gaps, distractions, or unnecessary components
9. If the video will have pauses for the student to imitate the skill, ensure those gaps are edited in, as well.
10. Add any voice-overs or headings/text that need to be included to better support the student

Using the Video

If you have any difficulties editing, the bottom website on the resource list below can walk you through how to edit video. Once the video has been made and edited, it is ready to be used. It is important to identify how often it will be shown to the student and to use the video in a consistent way—set a standard time for reviewing the video so that the student can begin to learn the materials presented. It can help to have the review period be directly before the modeled skills are likely to be used (e.g., directly before lunch for a video about lunch time rules, first thing in the morning for a video about a morning routine).

In general, it is helpful to let the student watch the video a few times before having him or her practice the skill. Allow the student to watch the video enough times to begin to learn the material When the student first attempts to complete the skill, provide any necessary prompting and supports to ensure success. Continue taking data over time and assess whether the student is making gains in mastery of the skill. As with any program, if the students fails to make gains, re-assess his or her needs and consider either revising the video, modifying how often the student is watching the video., or using a different strategy more suited to the student's learning style and needs.

How Can I Learn More?

Books & Articles

- Bellini, S. & Akullian, J. (2007). A Meta-Analysis of Video Modeling and Video Self-Modeling Interventions for Children and Adolescents with Autism Spectrum Disorders. *Exceptional Children, 73* (3), 264-287.
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- Merrill, A., & Risch, J. (2014). Implementation and Effectiveness of Using Video Self-Modeling with Students with ASD. *The Reporter,19* (6). Retrieved from https://www.iidc.indiana.edu/pages/video-self-modeling
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